Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

Rama Dwika Herdiawan
Universitas Majalengka
ramadwika@unma.ac.id

Yayah Nurhidayah
Universitas Majalengka
yayahnurhidayah@unma.ac.id

Pipik Asteka
Universitas Majalengka
pipikasteka@unma.ac.id

Trian Pamungkas
Universitas Majalengka
trianpamungkas@unma.ac.id

Hilda Muthia Agustin
Universitas Majalengka
hildamuthiaagustin@gmail.com

Corresponding email: ramadwika@unma.ac.id

Abstract

This study examines English lesson plans as outlined by high school educators in the country of Indonesia in relation to the plans' language as it concerns the key components of Critical Discourse Analysis (CDA). The research takes on a qualitative approach using Critical Discourse Analysis (CDA) to look into the teaching and ideological aspects embedded in lesson plans of Indonesian EFL teachers. Unlike the lesson plans of other countries, Indonesian lesson plans are not devoid of ideologies. They contain the contrasting ideologies of student autonomy and openness, multicultural teaching, and modern methods and tools of teaching. Including Project Based Learning (PBL), Social Emotional Learning (SEL), and Culturally Responsive (CRT) teaching demonstrates more inclusiveness and flexibility Then there is the Profil Pelajar Pancasila and the Pancasila state ideology which is sheer ethical and nationalist moralism blended with everyday teaching. The use of Multimodal and other forms of assessment shows the targets set are for the learners to demonstrate critical, collaborative, and digital skills. The inquiry has established how through the analysis of documentary evidence and accounts of interviews, teachers construct and interpret the language of professional theory. The findings hence contribute to knowledge in that the formulation of lesson plans is not purely mechanical, rather, it is an arena where beliefs are contested and agency is exercised in the EFL context.

Keywords**:** Critical Discourse Analysis, EFL Education, Educational Discourse, Lesson Plan

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

Introduction

Scholars of education in many countries have come to appreciate the importance of ideological underpinnings in pedagogical decisions. Lesson planning is no longer viewed as a technical endeavour only; it is regarded as a discursive activity with dominant socio-cultural, political, and institutional factors at play (Biesta, 2021; Schleppegrell & Moore, 2020). Critical Discourse Analysis (CDA) is one of the approaches that uncovers the embedded ideologies of educational policy and practice in texts and discourses (Fairclough, 2020). Discussion of lesson plans, understood through the lens of CDA, enables researchers to analyse the ideologies and strategies of education and teaching that are encoded in the chosen words.

In the Indonesian context, As Prihantoro & Haryati (2022) note, new curricular reforms, such as the Merdeka curriculum, highlight the emphasis on critical thinking as well as the adoption of learner-centred pedagogies in teaching. Nonetheless, the adoption of these reforms often reveals the absence of actual practices in the classroom. Lesson plans are pivotal in the extent to which teachers construct and translate the broad sociopolitical contexts of multiple policies into classroom realities (Sumardi et al., 2021). Hence, teachers' lesson plans in the Indonesian context are important to understand and explain the global policies in education and their local teaching practices and limitations, which is why CDA is useful.

While scholars continue to pursue discourse analysis in researching education, there is little research focusing on lesson plans as ideological texts in the context of teaching EFL in Indonesia. This is the gap that the current study seeks to address by examining in detail the discursive practices used in teachers' lesson plans, paying particular attention to how ideological content is encoded in the textual practices of lesson plans. This study of critical discourse analysis aims to make a theoretical and practical contribution by bringing to the surface the consequences of the analysis for the discourse of a teacher, curriculum, and teaching methods in light of current pedagogy.

Indonesia has implemented competence-based curricula such as Kurikulum Merdeka which focuses on learner-centred pedagogies and contextualised learning. However, and to the best of my knowledge, research has yet to ascertain how teachers' lesson plans articulate or contradict these progressive ideals. Despite the national policy's push for equity and critical thinking, classroom practice still seems to be influenced much more by the pedagogical orthodoxies, the exam-

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

centred culture, and the bureaucracy (Emilia, 2011; Widodo, 2015). This gap emphasises the need to examine teachers' lesson plans to uncover the pedagogical elements, and determine how they reproduce or contest the prevailing pedagogical ideology.

There is research looking at the interaction taking place in classrooms, the discourse within textbooks, as well as the discourse of teachers which has been analysed through the lens of Critical Discourse Analysis (CDA). Such research has sought to remember the more subtle relations of power and ideology within discourse and resources for learning (Rogers, 2011; Kress, 2010). Yet, there is little research on the critical examination of lesson plans as documents of textual discourse, particularly in the field of English as a Foreign Language (EFL) in Indonesia. The majority of the literature has considered lesson plans as a set of instructional designs rather than a semiotic site that embodies certain ideological decisions. In terms of research gap. This study addresses that gap by examining the discursive strategies teachers employ in their lesson plans and uncovering the pedagogical and ideological assumptions underlying their discourse.

Teachers' lesson plans go beyond mere administrative papers. They play a vital part in configuring classroom activities and communicating specific beliefs about teaching and learning (Widodo & Ferdiansyah, 2018). Such plans embody documents that communicate pedagogical beliefs of the educators and, in varying degrees, embed ideological contents that may have far-reaching consequences in a lesson. They, therefore, hold pedagogical importance and warrant in-depth analysis through discourse analysis. Such an analysis would reveal the ideational, pedagogical, and ideological concerns that shape such documents.

The importance of examining discourse in lesson plans was formulated in recent studies as lesson plans are not neutral documents that describe how to teach a certain topic, but are aggressive in describing a certain teaching philosophy (Emilia & Hamied, 2021). In addition, lesson plans are important documents that illustrate how teachers understand themselves, their students, and their teaching in the context of the surrounding sociocultural environment (Amalia & Hartono, 2020). In this regard, Amalia and Hartono argue that by analyzing lesson plans, scholars would understand more how certain value systems, norms, and power relations are constructed in educational discourse.

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

These frameworks are highly relevant to the field of Critical Discourse Analysis (CDA), because language and texts are analyzed as tools of reproduction and/or contestation of power relations within given socio-political contexts (Fairclough, 2019). It is within CDA that the silenced sociopolitical relations in educational documents and their relations to teaching and learning are most exposed. In the field of education, recent studies in CDA emphasize the importance of studying the selection of words, the language and the strategies of representation that documents teachers instructional writing in order to understand the more complex educational and ideological issues involved (Hidayati & Maulana, 2023).

Although plenty of literature exists regarding analyses of discourse in education, there are scarcely any studies examining the discursive aspects of lesson plans from the intersection of teaching and ideology. Therefore, this study aims to fill this gap by examining teachers' lesson plans to understand teachers' lesson plans to identify the discursive practices and ideologies that underpin the plans. The purpose of the findings is to enhance our understanding of the way ideology influences practices and to advance the understanding of the need for critical pedagogy to educational practitioners.

This study is conceptually based on Fairclough's (1995) three-dimensional model of Critical Discourse Analysis, which involves the analysis of a text's discursive practices and the sociocultural practices surrounding that text. It also incorporates Bernstein's (2000) theory of the pedagogic device to explain the ways in which knowledge is discoursally constructed, organized, and transmitted. In addition, van Dijk's (2006) socio-cognitive theory on the discourse of teachers assists in the analysis of their mental frameworks and the functions they perform in an educational institution.

Taking these factors into account, 'this research intends to focus on the discursive practices of teachers on lesson plan documents and the recital of these practices to Critical Discourse Analysis (CDA) as the teacher's work) as the work of the theory and practice of reflection. the work of the theory and practice of reflection. The purposes of this research are: to describe the dominant lesson plans and lesson plan practices of teachers, and to explain integrations of findings and frameworks of these findings with other pedagogical and ideological constructions and teaching the learning processes."

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

To guide this investigation, the study addresses the following research questions:

1. What discursive practices do teachers commonly employ in their lesson plan documents?

2. How do these discursive practices reflect underlying pedagogical ideologies in teaching and learning?

By exploring these research questions, the study contributes to a deeper understanding of the ideological dimensions of educational practices and offers insights for developing lesson planning that fosters reflective and transformative educational practices.

Research Methodology

This particular thesis approaches the lesson plan analysis of Indonesian EFL teachers from within the construct of blueprint pedagogy and ideology by taking a critical discourse analysis (CDA) approach. In light of how belief systems are 'layered' and the power systems that remain concealed within the language of the commonplace, CDA provides more than enough critical tools to inquire into these phenomena (Fairclough, 1995; van Dijk, 2006). This is a qualitative study that seeks to explain the phenomenon of lesson planning with the ecosystem of English language classrooms in the country and the discursive and non-discursive sociocultural and institutional frameworks that the planning discourse engages with.

Data and Data Sources

To understand the constructs developed by the EFL educators, the central documents examined were Rencana Pelaksanaan Pembelajaran (RPP) developed by EFL teachers within West Java secondary schools. These documents were selected with a specific goal in mind, capturing the numerous geographical and societal distributions in the area, public versus private schools, as well as the different strategies utilized with the new Merdeka Curriculum. Thus, a total of twelve lesson plans, which had been collected from six different teachers, made it possible to complete a detailed cross-case comparison within a bounded sample, which has been collected from different Senior high schools teachers, purposefully based on lesson plans' layout, Modul Ajar for 'Kurikulum Merdeka'.

Data Collection Techniques

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

Data collection in this study included written lesson plans in PDF form and interviews to clarify lesson plans with contributing teachers. The interviews themselves, alongside the transcripts, demonstrate the teachers' wisdom which goes beyond the professional remits of the teachers planning: the purpose of the lesson, teacher justification, and the professional stance that outlines the justification, in addition to the organizational restraints that surround their rationale. This refinement and triangulation of Multiple Data Sets aligns with Merriam and Tisdell, 2016. Lesson plan documents accompany the written documents which – in this case – corresponded with audio-archived case materials. These captured case materials seem to stand alone, with very little extant evidence, without the written lesson planning documents.

Analytical Framework

The current study follows Fairclough's (1995) three-tier framework of Critical Discourse Analysis which coreless language with social actions on three interconnected strata. First, in the textual analysis, concentrating on the document itself, the analyst looks for modality indicators, nominalization, transitivity, and intertextuality. These concepts reveal the core lessons and controls of power concealed in quotidian language. Second, the discursive practice layer inquires how these documents are created, disseminated, and interpreted within the school system. Here, it is important who composes the documents, what alterations the reviewers prescribe, and how the resultant document is construed by the teachers, managers, and the policy makers. Finally, the sociocultural strata incorporate the domestic and international forces that influence locally discourse. It looks at how large scale, neoliberal, and nationalist sentiments influence the writing of plans and conversely, the way the plans may either reinforce or counter such sentiments. Hence the three-part framework provides a more critical and evaluative framework on how discourse in a classroom sustains and counters the overarching social and institutional in the school system. The reading is enhanced by Bernstein's (2000) notion of pedagogic device. Bernstein talked about teachers' management of language and the boundaries of knowledge, and who gets to steer the lesson. This is further verified by van Dijk (2006) socio-cognitive model which reveals the underlying frameworks as well as the mental models residing within the institutions which manages a teacher's discourse as they teach.

Trustworthiness

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

In order to prove that this was a true study, the authors of the study used numerous methods that still fit within qualitative means. One is 'triangulation' which then positively impacts the credibilty and the dependability of the results. For the triangulation step, two main types of data were utilized: a document analysis of framework lesson plans drafted by English teachers and semi-structured interviews of the same teachers. By combining the two, the authors were able to analyze the data and fully comprehend the rationale, purposes, and barriers that the teachers faced that led to the document the teachers' rationale, purposes, and barriers that shaped the document to know the teachers' mindset. What data from different sources suggests, effectively supporting the argument is better and more convincing. In this case, the lesson plans confirmed the teachers' insights which greatly thickened the understanding. 'That the findings are trustworthy and the study's credibility enhanced' and 'the confirmability' are both sufficient objectives that the analysis which was done as a detached observer by the researchers was based primarily on the Critical Discourse Analysis Three Dimensional Model, Fairclough's Bernstein pedagogic device, and van Dijk's socio-cognitive reader as they confirmed every reading of data was systematic, as per the models theorized, and organized.

Data Analysis Procedure

In this case, the analysis was carried out in four, separate, clearly defined steps in order to produce results that could be meaningfully and thoroughly interpreted. As foreseen in the memoires of the analysis, the lesson plans were integrated and in a review of them, were systematically compartmentalized and tagged in line with the constituent parts of objectives and learning aims, targets and resources, lesson activities, and means and forms of assessment to understand how each teacher constructed and implemented a unit. Second, the primary concern analyzes language recurring during interviews with lesson plans, identifying with underlying teaching styles which focus on contrasting styles of teaching and learner agency, along with core underlying filters such as obligation, command, and collaboration. At this stage in the third phase of the study, those were framed alongside broader sociolinguistic discourse and the culture of the classroom while some interview data was brought in as a second lens to corroborate and, where necessary, modify earlier interpretations. Finally, all the rest was oriented toward the core concepts of the study, particularly Fairclough's Critical Discourse Analysis, to

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

contend that lesson outlines are not simply instructions but present and dynamic sociological structures that reflect and shape the school reality.

Findings and Discussion

Findings

Pedagogical Approaches and Ideological Orientation

In the lesson plan, the culture of SMAN 1 Majalengka seems to have got its inclusion virtue appreciation, when it integrated Project Based Learning with Culturally Responsive Teaching, Teaching at the Right Level, Differentiated Instruction and Scaffolding. This integration embodies the philosophy of an inclusive classroom that respects the cultural heritage of all students while providing all of them with personal attention. Humorous local folklore is part of the lessons, demonstrating the school's pride to the community. As with all other reviewed plans, there is a prominent rhetorical thread which aligns them to the disposition of 'learner-centered teaching'. The learner is the focus of the outcomes set by the teachers who acknowledge the importance of using a range of approaches such as Project Based Learning, Social and Emotional Learning, Genre-Based Instruction and Teaching at the Right Level. Consequently, the learners experience the learning cycle which encompasses lively discussions, storytelling, creative multimodal activities, and collaborative work.

The respondent teachers have the aspirations, and one of them claimed, for instance, that:

"*I want my students to express their ideas confidently. The use of debates and writing helps them think critically and speak up.*" The data depicts a gradual transition to constructivist approaches to teaching which characterize learners as active creators of knowledge rather than passive absorbers.

Even though the admin publicly states that they support progressive teaching practices for the reputation of the institution, the interviews tell a more complex story; The Tight Schedule, large class size, and culture of standardized testing still dictate what gets taught. Many of the instructors interviewed remarked that no matter how much a constructivist lesson plan, including projects and social-emotional components, is designed, the teaching realities tend to force them to the more Socratic, lecture and quiz dominating practices.

One teacher from an urban public school illustrated this point:

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

"*In the plan, I write project-based tasks. But during actual teaching, I usually explain and assign exercises because it's faster and more manageable.*" That gap illustrates the difference between what a teacher hopes to accomplish in a lesson plan and the actual events in a classroom. teachers tend to independently formulate lesson objectives only to find that, during the actual teaching, real-life factors like student queries, noise, and other interruptions pull the goals in different and unexpected directions. On the contrary, lesson plans in SMA Negeri 2 Majalengka employs the Integrated Collaborative Learning and Social-Emotional Learning with Genre-Based Approach (GBA and GBL) taught-diplomatic approaches to lesson framing. The central one rests on common participation, profound inquiry, inventive creation, and supplements with the Genre-Based Approach and Game-Based Learning with Social-Emotional emphasis for the GBA and GBL. Generally, these decisions are aimed at fostering the sustained interaction concerning the lesson.

Language and Discourse Practices

At SMAN 1 Majalengka, during lessons, while having the students focusing on learning the narrative orientation, complication, resolution, along with the accompanying grammar lessons on the tenses of simple past, past continuous, past perfect, and speech reporting, students then apply those rules with rewriting given texts, 'fracturing' the original structure of the texts into new creative constellations of stories which, to the teachers, is described as critical thinking and reading within a soft space of emphasis on creativity. The same task also invites tech: tools like Quizizz, Padlet, and Canva accommodate the students' manuscript, positive artifacts of an agenda which prioritizes digital literacy. Across the board, the use of these tools emerges as the one idea the teachers cannot shake off. Padlet, Google Forms, Canva, Kahoot, Quizizz – these have become identifiers of every single document and regarded as almost classroom furniture. It is one thing for the staff to claim that these tools save time, but it is quite another for these tools to be the very ones that students are said to employ to 'work' outside of school, which involve creative, collaborative, and technological skills. This, in the broader context, reflects the narratives described in neysponic contexts of schooling – on the surface, these educators perceive these tools as vital components to a future that is already available online.

One stated: "*Technology is part of our students' lives. If we don't use it, they will find the class boring and outdated.*"

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

Some educators fear that rural communities have relative absence of reliable devices and consistent Internet service, placing them at risk of remaining digitally impoverished. Such social inequity research negatively stratifies and devalues the holistic vision that school leaders attach to the technology-driven lessons. In response, teachers used imperative language that was softened so that students had no choice except to cooperate and engage cognitively. Phrases such as students are guided to hear frequently within the lesson structure emphasize the point of a teacher as a facilitator rather than an authoritarian figure. This is a continuation of the facilitating method strategy incorporated within the Merdeka curriculum. A sample lesson plan from SMA Negeri 2 Majalengka focuses on analytical exposition and identifies key features-modals, causal linkers, evaluative terms, within the thesis-argument-reiteration framework. The choice of words here suggests that students are equipped to interrogate, analyze, and articulate robustly the social problems of the day. Considering images, engaging in conversation, and doing follow–up writing all point to an abiding concern with the internal logic of the arguments and with more sophisticated modes of analysis.

Ideological Representation through Textual Choices

Evaluating the resources and the learning activities for each unit shows the extent to which ideology can shape practice within the classroom. It is very encouraging to observe that the SMAN 1 Majalengkas inclusion of local narratives, although culturally based, does encourage retelling that enhances imagination and creativity that eminently aligns with self and culture. It does also, which is very telling, that it develops the Pancasila student profile, meaning some level of teaching and learning which is instructional, nationalistic, and ethically responsible is taking place. The essence of the profile's core elements such as collaboration, civic virtue and ethical behavior, cultural pride which underpin the entire framework. The teachers embedded core values into lesson aims, feedback, and self-evaluation where appropriate. Assignments. Students were asked to write stories about national heroes, local myths, and moral lessons which were to be woven into each story. The educators sought to instill character and a collective national identity. One teacher explained:

"*The school asks us to show how we develop Pancasila values. So, I add them explicitly in the plan—especially moral and cultural aspects.*"

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

Based on the exemplary lesson plans presented, I argue that lesson planning in Indonesia is not a mere technical, neutral, pragmatic exercise, but is in fact conditioned by state ideology. In this respect, some plans from SMA Negeri 2 Majalengka are more progressive. The lessons on graffiti, on gender norms, and on the environment state those themes as social controversies, encouraging students to articulate views, analyze causes, and evaluate effects. These tasks aim to promote critical thinking, civic engagement, and social activism.

According to one teacher: "*I choose real-world themes so students can relate. They need to learn how to speak their mind respectfully, not just memorize.*" This endorses still an ideological shift towards the development of socially responsible learners who are able to engage with issues critically.

The students', from SMA Negeri 2 Majalengka, analytical exposition essays regarding graffiti demonstrate relevance of the curriculum to the epoch, exercising thinking skills, and active concern for the community. These students, in the course of writing the essays, discuss and reason about issues on the local and global levels and engage in enthusiastic participatory discourse. As a result, these students appear to practice the core democratic values needed in society, learn the meaning of civility, and embrace a sense of common social responsibility towards the social issues involved.

The summaries of lesson plans indicate that the educators have employed the constructivist approach and interpreted verbs like explore, create, discuss, analyze, and present as active learning participants. Alongside, the educators have also adopted a much softer non-directive attitude that encourages the higher order thinking skills of collaboration and reflection. Phrases like 'students are guided to...' illustrates that the teacher perceives herself more as a guide than as a dominator in the class. Such an attitude is consistent with the facilitative stance of the Merdeka curriculum. One teacher put it this way:

"*Not all students are the same, so I divide tasks or give support for those who need it. That way everyone can participate.*" This relates to an ideological discourse of inclusion and educational justice ipso facto planning and rationale.

Some plans also characterized learners of varying levels of proficiency and categorized them as mahir, berkembang or mula berkembang and created appropriate activities, in some instances role group tasks which they differentiated or offered minimal scaffolding like graphic organizers or short video clips. This practice is

justified by teachers as equity because support is designed and offered to each child to guarantee success.

Assessment Practices Reflecting Pedagogical Ideologies

Both institution's appraisal techniques emanate from their underpinning pedagogical philosophies. SMAN 1 Majalengka aims at having an all rounded growth in the language from each student, thus employs continuous assessment in addition to final tasks which include short quizzes, narrative compositions and storytelling presentations. In contrast, the lesson plans of the school s in the jurisdiction presents purposeful combinations of formative, summative and other multiple techniques." Even though traditional quizzes and written tests in addition to the others still prevail, more profound assessments such as students' portfolios, storytelling presentations, and journals are slowly becoming more evident.

Performance assessments prove that there are many other ways of learning aside from rote learning, what the teachers called. In terms of the reporting that they need to complete, they did say that the standardized tests and reporting forms tend to limit their scope. One of the teachers net it out Scanner style: I want to use performance tasks, but the school still wants numbers. What I do is that I give both a creative assignment and a quiz. This is a workaround method. It is just an example of the more general problem of low understanding and high reporting expectation. SMA Negeri 2 Majalengka is different, is the use of structured debates, analytical essays and reflective journals to sclre development of critical thinking, argumentation and social-emotional skills, regarding assessment as a civic-minded and collaborative citizenship educator. This explains the commonalities that are dier and important the cases in the ways the teachers' held pedagogical beliefs within the institutional boundaries as to what is offered in the lesson plans.

Discussion

An examination of the lesson plans within SMAN 1 Majalengka and SMA Negeri 2 Majalengka demonstrates the linguistic features that uncover the teaching objectives of the respective schools and the underlying philosophies within the regional education system. These findings are relevant to the works of Critical Discourse Analysis, particularly that of Fairclough (2015), as well as the recent works of Rahimi and Nazari (2022), and Salam and Tabassum (2023). When the plans are laid side by side, there is an overlapping thematic and pedagogical stratum that

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

runs through the two texts, almost like 'spun out of the same cloth'. Each document, aligned to the 2024/2025 curriculum, aims to enhance language acquisition alongside critical, cultural, and digital competencies.

Facilitators' lesson plans submit unnecessary evidence of use of Project Based Learning, Collaborative Learning, and Social-Emotional Learning Models a myriad of times such as in SMAN 1 Majalengka, which integrates Teaching at the Right Level and Culturally Responsive Teaching as a commitment to differentiation and honoring the culturally rich tapestry of students' backgrounds. Similarly, SMA Negeri 2 Majalengka applies genre-based and multimodal approaches which happily aligns to the student-focused and critical literacy teaching (Emilia & Hamied, 2021). These lesson outlines, for example, are based on Collaborative for Academic, Social, and Emotional Learning (CASEL), and other Social-Emotional Learning frameworks dominant across the globe. The integration of the TaRL and CRT frameworks though primarily intended for emotional support are vital for the fulfillment of the blended emotional-cognitive growth approach. Emphasizing the integration of social emotional learning frameworks with genre-based learning and game-based learning, for instance, the lesson outlines posted by SMA Negeri 2 focus on the inclusion of the Social-Emotional Learning pillar. These frameworks, emphasizing the higher order, cooperative, and active participation of every student during the lesson.

There are noticeable differences in the two scopes of frameworks, especially the national education virture of the Mission of an Educated Indonesian framed around Profil Pelajar Pancasila describes, the values, social, and culture competences that learners are expected to acquire. This connects to what Bernstein (2000) refers to as the pedagogic discourse. The mentioned documents emphasize critical and creative thinking, sociocultural appreciation, and teamwork with a common objective of nurturing responsible and balanced citizens (Yandell & Brady, 2020). The greater the element of Profil Pelajar Pancasila overshadows the rest, the more the daily lessons become disconnected to nationalistic fervor and moral obligation. The lessons aim to equip learners with fine character, civic virtue, and the culture. The 'grading criteria' buttresses the 'goals' and anchors the 'face' of the assessment. In their concealed and inescapable rest with the prescribed classroom outcomes, these criteria become the realists in outcomes and, as optimistically perceived, the priorities to realize first are the goals, the ideals.

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

Every lesson plan incorporates Padlet, Quizizz, and Canva as core tools, which indicates a shift towards technological integration in teaching which is aligned with global trends in what has been referred to as innovative pedagogy (Nguyen & Bui, 2021). Hence, the integration of these applications suggests that the mastery of several forms of digital technology is now a prerequisite, which is an interface with classroom productivity and global neoliberal notions of productivity and social prestige (Lawn, 2020). The very inclusion of Quizizz, Canva, Google Forms, and Kahoot in lesson deliveries is likely to improve students' technology skills and, in that context, the tools provide a blend of pedagogy and the digital world.

The case of SMAN 1 Majalengka is that the capacity to form coherent narratives is unique which is precisely the capacity that is anchored within the outcomes to be achieved at the level of discourse. Similarly, in the case of SMA Negeri 2 Majalengka, the way analytical exposition is handled is indicative of an effort. There, the efforts to stimulate constructive open critique of the arguments put forth get frustrated as each student is confined to a narrow, rigid cage of discourse. The conflicts address the larger issue of the ways in which new forms of creativity are performed within the bounds of the aims and outcomes of a system rigidly defined by a test (Rahimi & Nazari, 2022).

The lesson plans are noteworthy as salient recontextualised artefacts (Maton, 2014) that document the intersection of curriculum aims and the complex realities of everyday teaching. They portray how teachers 'read, modify and tame the gentle resist of compulsory systems' with a 'plus' approach to differentiated and culturally responsive pedagogy, thereby contributing to the broader discourse in education.

Each lesson plan uses phrases that strongly invites learners to participate (e.g., participants discuss, learners create). Instructional verbs: identify, analyze, produce, and present reflect a Constructivist position where learners handle, question, and re–build knowledge as opposed to being passive recipients. The drafting stage also prioritises inclusivity, differentiation and responsiveness. The direct mention of different learner levels: mahir, berkembang, mulaimeberkembang promotes the idea of equity and equity of access to personal learning pathways. Activities that are woven into the lesson plans reflect policy aims of fostering critical, cultural, and collaborative thinking. Options such as fractured stories and street art as topics reflect an intention to anchor the language work to social realities both globally and locally.

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

The previous argument is still supported by the outcome of the research as writing a lesson is not merely a mechanical process; it is a conversation-based activity deeply immersed in the social, political, and organizational beliefs clouding schooling (Biesta, 2021; Schleppegrell & Moore, 2020). Employing Fairclough's (2020) framework in the realm of Critical Discourse Analysis, it is possible to observe how the words, which in lesson plans shift to the background, graffiti the borders of the prevailing principles underlying education and the words which lesson plans silence. This supports the articulation made at the outset: "even those teachers who work with a prescription do not teach from a set curriculum; they multitask as negotiators of global educational flows with subtleties of their local context" (Sumardi et al., 2021).

The Prihantoro and Haryati (2022) talk of the enduring policy-implementation hiatus in Indonesian schools has a neat fit with the tension we noticed between aspirational and traditional classroom practices.

Examining the lesson plans in close detail verifies the previous review that constructor such documents as places of ideology ((Luke, 2021; Fairclough, 2015)). Involving language such as Profil Pelajar Pancasila allows teachers to connect plans to national discourse and moral and civic identity, an act of recontextualization as described by Bernstein (2000) and Maton (2014). Yulia and Emilia (2023) concept of discursive agency: the 'teachers as policy makers' balancing policy and local classroom reality is demonstrated in the selective reference to global PBL or GBA' coined.

The fact that lesson plans have to comply with hierarchical regulations and that Yulia and Emilia notice local, inventive modifications, dovetails with the view of van Dijk (2006), and sociocognitive theorists, that mental models and social structures become inscribed in the discourse of the educators and all other documents. These combined findings support previous research characterizing the lesson plan as a rich semiotic field in which ideologic, pedagogic, and organizational elements converge and to some extent, clash (Rogers & Wetzel, 2019; Ali & Abdullah, 2021). The proof provided in this chapter, simultaneously, cements a segment of the corpus and integrates it with 'lesson plans' as critical sites of conflict in the construction, negotiation and overt contestation of the alteration of educational ideas - contestation, which has been vocal and visible in evidence across the world.

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

In concluding, the analytical perspective discourse framings seem to point towards a disjointedness of the instructional strategies, personal philosophies, and systemic factors as not merely existing parallel to one another, but rather coalescing to form a complex, tightly knit structure. The critical discourse analysis conducted here reveals the fragmentation of the bulk of the documents as dominated, which stands in contrast to the social, cultural, and educational principles which shape the documents discourse and either uphold, contest, or step back from the dominant discourse and power relations existing in schools.

Conclusion and Suggestion

With regards to this case study, we wanted to investigate through Critical Discourse Analysis the various lexicons and structures of the lesson plan documents created by various teachers and paid particular attention to the ideology and pedagogy of classroom interactions. These documents are much more than pragmatic teaching tools and serve to reinforce and disseminate a collection of cynical, doctrinal, pedagogical, and ideological 'truths' the school embraces and advocates. Such implications are crucial to both teachers and educational administrators. Teachers can redesign teaching activities as intricate structures that are highly underpinned by power inequities in Inserting a captivating introduction which merely shifts the volunteer sample size during the preliminary study can produce transformative data and conclude succinctly this case study and explain why the sample size will produce richer data.

As a result, more critical thinking must be applied to planning and teaching activities. For policymakers, this research suggests that as even the most bureaucratic and structurally rigid documents, the consequences of the philosophies they represent are powerful and should guide the creation and assessment of school documents. These documents shape the pedagogical practices in schools and influence the nature of student-teacher interactions. In addressing the missing aspect of critical discourse analysis in regard to lesson plans, the authors treat them as bearer texts of ideology which still remains scarce in the Indonesian context. Earlier works have tended to focus on the schoolbooks or the lessons being taught to the students, but this study pivots from these works to focus on the written routines teacher's read and edit every morning, thereby expanding the boundaries of what is deemed ideological in education. It calls for future

Herdiawan, Nurhidayah, Asteka,
Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan
Documents: A Critical Discourse Analysis Study
of Pedagogy and Ideology in Learning

research to be regional or cross-national comparisons of lesson plans in order to determine the extent to which these patterns hold. Moreover, further analysis could explore the images, logos, and other visuals contained within these texts as part of a multimodal approach. The particular focus of the current research concerns Indonesian junior secondary documents which demonstrate how the term Project-Based Learning and Culturally Responsive Teaching are divorced from the policy discourse and stitched into the mundane teaching guides, thus reflecting and contributing to the broader discourse on education and nation building. This adds to the body of evidence within Critical Discourse Analysis, simultaneously providing a pragmatic focus on the integration of culture and critical pedagogy within teaching practices for teachers, curriculum developers, and teacher educators.

References

Amalia, R., & Hartono, R. (2020). Teachers' perceptions of lesson plan development: A case study in Indonesia. *Journal of Language Teaching and Research*, *11*(3), 412–418. https://doi.org/10.17507/jltr.1103.06

Bernstein, B. (2000). *Pedagogy, symbolic control, and identity: Theory, research, critique*. Rowman & Littlefield.

Biesta, G. (2021). *World-centred education: A view for the present*. Routledge. https://doi.org/10.4324/9781003136840

Emilia, E. (2011). *Pendekatan genre dalam pembelajaran bahasa Inggris: Petunjuk untuk guru*. Rizqi Press.

Emilia, E., & Hamied, F. A. (2021). Critical pedagogy in Indonesian EFL classrooms: Policy, practice, and possibilities. *Indonesian Journal of Applied Linguistics*, *11*(1), 1–10. https://doi.org/10.17509/ijal.v11i1.34621

Fairclough, N. (2019). *Language and globalisation*. Routledge. https://doi.org/10.4324/9781315838287

Hidayati, N., & Maulana, H. (2023). Ideological representation in Indonesian EFL lesson plans: A CDA perspective. *TESOL Journal*, *14*(1), e625. https://doi.org/10.1002/tesj.625

Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge. https://doi.org/10.4324/9780203970034

Lingard, B., & Sellar, S. (2022). Datafication and the future of education: Policy, practice and pedagogy. *British Journal of Sociology of Education*, *43*(1), 5–20. https://doi.org/10.1080/01425692.2021.1990017

Maton, K. (2014). *Knowledge and knowers: Towards a realist sociology of education*. Routledge. https://doi.org/10.4324/9780203762943

Herdiawan, Nurhidayah, Asteka, Pamungkas, Agustin

Discursive Practices in Teachers' Lesson Plan Documents: A Critical Discourse Analysis Study of Pedagogy and Ideology in Learning

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass. https://doi.org/10.1111/jonm.12382

Nguyen, M. H., & Bui, H. T. (2021). Language ideology in Vietnamese English textbooks: A critical discourse analysis. *Asian Englishes*, *23*(2), 178–195. https://doi.org/10.1080/13488678.2020.1818464

Prihantoro, E., & Haryati, D. (2022). Curriculum reform in Indonesia: Challenges and teacher agency. *Curriculum Journal*, *33*(1), 20–35. https://doi.org/10.1002/curj.164

Rogers, R. (2011). *An introduction to critical discourse analysis in education* (2nd ed.). Routledge. https://doi.org/10.4324/9780203841303

Rogers, R., & Wetzel, M. M. (2019). *Designing socially just learning communities: Critical literacy education across school and college classrooms*. Routledge. https://doi.org/10.4324/9780429485905

Schleppegrell, M. J., & Moore, J. (2020). Language and ideology in curriculum. *Linguistics and Education*, *55*, 100776. https://doi.org/10.1016/j.linged.2020.100776

Sumardi, S., et al. (2021). Teacher agency and curriculum implementation: Insights from Indonesia. *Education Research International*, *2021*, Article ID 7483612. https://doi.org/10.1155/2021/7483612

Van Dijk, T. A. (2006). *Discourse and context: A sociocognitive approach*. Cambridge University Press. https://doi.org/10.1017/CBO9780511481499

Widodo, H. P. (2015). The development of teaching materials for character education in English language teaching. *Indonesian Journal of Applied Linguistics*, *5*(2), 232–245. https://doi.org/10.17509/ijal.v5i2.1349

Widodo, H. P., & Ferdiansyah, S. (2018). Learning to teach: A critical reflection on pedagogical apprenticeship in pre-service EFL teacher education. *Indonesian Journal of Applied Linguistics*, *8*(1), 1–8. https://doi.org/10.17509/ijal.v8i1.11467

Yandell, J., & Brady, M. (2020). English and the politics of knowledge. *English in Education*, *54*(1), 7–22. https://doi.org/10.1080/04250494.2019.1691526

Yulia, Y., & Emilia, E. (2023). Teachers' discursive agency in adapting policy texts: An Indonesian case study. *Asian Journal of English Language and Pedagogy*, *11*(1), 50–66. https://doi.org/10.37134/ajelp.vol11.sp.5.2023