OCCUPATIONAL GENDER STEREOTYPES IN INDONESIAN SECONDARY SCHOOL ENGLISH LANGUAGE TEXTBOOKS

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Abstract
This discourse study examines occupational gender stereotypes in two textbooks of secondary English language textbooks published in Indonesia. Occupational gender stereotypes in two English textbooks, entitled When English Rings a Bell, for grades 7 and 8 were analyzed with the help of Kress and van Leeuwen (2006) framework. The findings indicate that both textbooks encompass gender stereotypes, particularly occupation. The findings also revealed far fewer photos of women in the public domain than there were of men, indicating that women in conventional gender roles such as cooking, cleaning, watering plants, caring for children, and performing all domestic activities were far more common. Furthermore, the study found that male occupations were more common and diverse than female occupations regarding occupational gender stereotypes. Furthermore, in terms of societal responsibilities, males were demonstrated to have a wider choice of vocations than girls. Gender blindness among curriculum designers and textbook authors is a severe worry in this regard, and it must be addressed to improve awareness of gender-related occupations. The study’s practical implications are that English teachers, language textbook authors, curriculum creators, and illustrators should be fully aware of the interplay between language, visual depictions, and gender concerns while constructing language textbooks to avoid unwanted insights into occupational gender stereotypes.

Keywords: English textbooks; gender roles; occupational gender stereotypes

The occupational realm is necessary to investigate because paid labor affects an individual’s social standing, financial independence, and potency in social life (Koster, 2020). Textbooks often strive to portray 'realistic' representations of (in our example, work-life within) a specific language and culture; yet, ‘if ‘reality’ is to be mirrored, which and whose?’ (Sunderland, 2015). As declares by UNESCO (2017) that learning materials should have contents various gender representations and gender equality. In this regard, since the 1970s, at the time when materials for teaching English as a foreign language (TEFL) have been thoroughly investigated (Mustapha & Mills, 2015; Risager, 2018), and overviews show that, contrary to UNESCO’s directions, the appearance of women in both texts and images were less frequently than men, as well as they more portrayed in low-status occupations in both older and newer materials (Sunderland, 2015).

Even though women today have fewer traditional job divisions did than a few decades ago, and the gender gap in labor participation has shrunk almost everywhere, stereotypical-related distinctions still exist (Gadassi & Gati, 2009). Gender stereotyped ideas about specific occupations, established from a young age, may account for such variations in employment choice. In addition, stereotypical occupation existence can substantially impact career development by distorting views
of available possibilities and deterring people from pursuing training or career paths that are inappropriate for their gender (Eccles, 2011). Accordingly, cultural stereotypes and direct discrimination against gender-role socialization processes contribute to these gendered behaviors. Moreover, women have traditionally been assigned conventional social and occupational labors and portrayed as socially inferior to males in English textbooks (Gupta & Yin, 1990; Harashima, 2005). In this regard, gender and education research has found much evidence that textbooks play a significant role in gender socialization within schools (Lee & Collins, 2008).

As contended by Wells and Moon (2021), the everyday reality of available resources shapes secondary school English as well as complicated institutional and discursive dynamics (e.g., textbooks). Further, as textbooks have become instruments for embedding specific values, the impact of textbooks in school can affect the conceived contents related to gender bias and may contribute to the formation of sexist views at a subconscious level (Barton, & Sakwa, 2012). However, if school textbooks embody any biases depicting the two genders in separate subcultures, students may imitate them (Bandura 2003; Foroutan 2012; Litosseliti 2006). For that reason, it is vital to thoroughly review textbooks in order to detect any hidden biases and to reduce the detrimental effects of biased content on students' learning experiences (Lee & Mahmoudi-Gahrouei, 2020). Additionally, gender, culture, and power concerns are embedded in the learning resources offered in school textbooks and imparted in the curriculum (McLaren, 1989). As a result, school textbooks have been identified as a pivotal contributor to the construction of gender identities and a reinforcer of gender discrimination and a society's prevailing social structures (Ullah & Skelton, 2013). Hence, gender discrimination must be eliminated by changing or revising school textbooks utilized in the curriculum to limit unfairness against one gender, which impacts students' motivation and life choices.

Gender disparities in teaching and learning resources practiced by schools, universities, and other educational institutions that mold the ideas, beliefs, and attitudes of children, youth, and adults receive little attention. In a number of nations, the representation of men and women in textbooks, particularly in English textbooks, has been researched, with the results leading to a further study of English textbooks. Despite the fact that many attempts have been conducted around the world to promote gender equality, textbooks still exhibit stereotypes of sexist. Xiangmei (2016) employed a visual content analysis of 1800 characters from two sets of elementary language textbooks used in post-Mao China during the 1980s and 2000s. Further, the findings demonstrated male-dominant tendencies in the picture type depicting occupational positions in the two sets of textbooks studied, implying that women were underrepresented. Patriarchal contexts persist, as seen by drawings in school textbooks. As a result, the author hopes that paying attention to the curriculum, which contains hidden values related to sexist information in school textbooks, would aid in the eradication of gender stereotypes.

Another study in relation to gender roles also has conducted by Barton and Sakwa (2012). They report on how an English-language textbook commonly used in Ugandan secondary school fosters gender stereotypes that are ubiquitous in society by using a mixed-methods analysis. This indicated that women are positioned to dominate in the kitchen in one of the sections, titled 'The Kitchen in My House,' a typical stereotype reflecting a dichotomy between men's and women's interests. It can instill stereotypical perceptions of their roles in the house in students. Another finding explicated that males are allocated to high-status positions such as judge, doctor, and manager, while females are relegated to traditional nurturing occupations such as nursing and waitressing. Following that, Gebregeorgis (2016) uses Fairclough's three-dimensional model of Critical Discourse Analysis to examine how gender was formed in the English for Ethiopia Student's Book for Grade Four. Despite Ethiopia's gender-sensitive education and training policy,
inactivity-based representations show unequal gender construction. In the public and formal sectors, women are put at a lower level. In contrast with the previous study, a study by Lee (2018) looked into the government's efforts to promote gender equality among pupils through modern Japanese EFL textbooks. He looked at three popular textbooks that had just been released recently. Both genders are equally represented in the findings, and they enact domestic roles such as mother and father, sister and brother, and aunt and uncle. Furthermore, the current study discovered that males were depicted in familial roles at a higher rate than females. Additionally, the author argues that the Japanese government should educate textbook authors, publishers, instructors, and students about gender issues in order to foster a gender-equal society.

Moreover, gender-related issues in the Indonesian context, critical discourse study by Ariyanto (2018) looked at how girls and boys were depicted in the mandatory Indonesian junior high school ELT textbook's visuals and verbal texts (Grade 7). The selected textbooks represented gender stereotypes both visually and textually in accordance to critical micro-semiotic textual analysis. Another study in 2018 was conducted by Setyono, that is in Indonesia, he looked at how women are portrayed in EFL textbooks for senior high school students in gendered visual and textual discourses grades 10-12. From a critical feminist perspective, the textbooks portrayed equality representations of women who are capable in the same way that men are. Gender bias and stereotypes, on the other hand, were still present in various gendered discourses. Another study conducted by Lestariyana, et al. (2020) undertook a critical discourse study to examine female representation in Indonesian junior high school English textbooks grades 7 and 8. Gender stereotypes persisted, with women associated with household activities and depicted in a narrower range of professional roles. In similar vein, Suwarno, et al. (2021) make known that gender stereotypes in academic and non-academic achievements, home obligations, and interests or hobbies may still be found semiotically in textbooks. Despite this, the textbooks’ authors utilized a roughly equal number of male and female illustrations throughout the textbook.

Methodologically speaking, previous textbook studies that focus on occupational related to gender stereotyping in English textbooks which analyzed by Kress and van Leeuwen (2006) remain rare. The current study proposed to fill the gap for exposing the content of ELT textbooks regarding the representation of occupational gender stereotypes in When English Rings a Bell textbooks that utilized in Indonesia secondary schools, it explores the portrayal of the frequency of stereotypes on occupational roles in the field of educational role beliefs. In light of these concerns, this research will employ the framework suggested by Kress and van Leeuwen (2006) to examine the visual pictures in junior high school ELT textbooks used in Indonesia, revealing that occupational stereotypes and gender segregation are the most powerful influences on people's decisions. Answers to the following particular study questions are required in order to analyze how the two genders are represented in relation to occupational stereotypes in ELT textbooks:

1. How are males and females visually portrayed in occupational divisions of When English Rings a Bell textbooks?
2. To what extent do the visual pictures in Indonesian junior high school ELT textbooks reflect the occupational gender stereotypes?

LITERATURE REVIEW
Male and Female's Occupational Division
Gender roles refer to defining the appropriate behaviors, jobs, and activities that each sex (both male and female) is supposed to partake in (Prentice & Carranza, 2002). This category focuses on the frequency with which women and men are depicted in the working context and the diversity of their employment. The previous study has indicated that men are more frequently depicted as
having a high-status job in course books, both in texts (Bag & Bayyurt, 2016) and visual depictions (Lee & Collins, 2009). Women are frequently depicted as having lower-ranking employment (e.g., secretary or nurse), as opposed to higher-ranking jobs (e.g., doctor or president), which are virtually exclusively reserved for men (Lee & Collins, 2008). Eventually, Gottfredson (2006) developed a unique theory of childhood and adolescent professional development that emphasized the role of gender. Regarding his theory, a person’s socio-cultural learning experiences shape his or her perspective of gender-appropriate responsibilities and behaviors commonly linked with occupations (Ginevra &Nota, 2017). Additionally, employment allocation between men and women is not equal in quality or quantity (Bag & Bayyurt, 2016). Language learners may embody gender values depicted in language textbooks, as Bayyurt and Litosseliti (2006) contended since they see the textbook as a proper resource. When creating learning materials, textbook designers and illustrators, and English teachers should pay more attention to gender issues and gendered discourses to provide learners with precise gender knowledge and awareness (Suwarno, et al., 2021).

Persistence of Gender Roles Stereotypes in Textbooks

Gender stereotypes are based on conventional roles that have been linked with men and women in society for a long time (Valek & Duthler, 2021). In a perspective that has developed traditionally, a man is considered or described as a figure who is responsible for the family, strong in emotional and performs a leadership position in society. Whereas, a woman, on the other hand, is generally depicted as a housewife who is limited to household responsibilities and has a lower possibility of assuming positions of leadership in society (Smeding, 2012). Furthermore, cultural factors have a role as well in the development of women's perspectives as household caregivers, and their power is constrained in comparison to men. Teaching materials can reflect what is going on in society, but they can also impact what is considered "normal." Furthermore, textbooks that depict gender role preconceptions are likely to legitimize stereotypes in society. However, it can be said that stereotypes are not absolute issues, they are formed due to social and cultural factors as alluded previously; thus, research can contribute to encourage future change.

The textbook is one instrument for expanding student’s awareness of themselves and their surroundings. Researchers have delved them to see what social values they deputized (e.g., gender-related value). Gender bias can be found in textbooks all over the world in various forms (Blumberg, 2008). Additionally, Iranian and Pakistani textbooks analysis, for example, find that women are mentioned less frequently than men (Durrani, 2008; Ullah & Skelton, 2013). When women and girls are depicted, they are seen as mothers and nurturers in the domestic. In similar vein, Gouvias and Alexopoulos (2018) argued that school textbooks, particularly at the elementary (primary) school level, function as transmitters of social conventions and standards about behavior and gender roles. However, changing textbook representations of women won't help much if companies aren't willing to hire more women and assign positions based on gender (Asadullah, et al., 2018). At the same time, they asserted that when conducting social campaigns aimed at changing attitudes toward gender roles in the home life context (e.g., sharing household tasks and childcare), it would be difficult to achieve or even impossible, if school textbooks continue arising women as housewives, indirectly these thing are reinforcing traditional gender stereotypes.

METHOD

Instruments

The main aim of this study is to examine how males’ and females’ occupations are represented visually in When English Rings a Bell (WERB) textbooks in grade 7 and 8 secondary school. Hence, the data in this study came from those two ELT textbooks. They were chosen because their
materials are written with numerous gender-related issues in mind. Furthermore, the scarcity of thorough studies on occupational gender stereotypes in ELT textbooks prompted us to execute this study. Hence, this present study wanted to look into occupational biases in the When English Rings a Bell textbook, the critical sources for teaching English to students in grades 7 and 8, and see how occupational representations were evoked. EFL textbooks are also viewed as sociocultural artifacts that reflect the character or moral values and play a significant function as a valuable agent, as well as a tool for learners to strengthen relationships with various regions of the world (Setyono & Widodo, 2019; Widodo, 2018; Whitehead, 2015). Thus, it is critical to investigate the issue of gender biases in these textbooks in order to identify areas where the ministry of education should make quick changes. In light of textbooks' ostensibly tremendous influence on students' knowledge, it is timely to begin a research of ELT textbooks used in Indonesia, ensuring that materials are free of sexist images. This research presents the outcomes of a textbook study aimed at determining how men and women are depicted in English language textbooks when it comes to occupational gender stereotypes.

Data Analysis Procedures
This present study focused on analyzing selected visuals of two English Language textbooks used in most secondary schools in Indonesia. Accordingly, Low and Sherrard (1999) conveyed that the relevance of pictures' impact originates from readers' assumption that they (photos) are objective slices of reality, giving them authority and beauty. Further, to determine how occupational gender representations are depicted in the textbooks, as mentioned earlier, a Kress and van Leeuwen (2006) approach was used. Kress and van Leeuwen's (2006) methodology for analyzing the 'grammar of visual designs' are based on Halliday's (1978) Systemic Functional Linguistics' metafunctional elements. While visual modes differ in terms of how social semantic system choices are realized, Kress and van Leeuwen (2006) noted that the semiotic code of language and the semiotic code of pictures (and other visuals) each have their own quite particular means of realizing what in the end are perhaps quite similar semantic relations. However, this study only employed two metafunctions: representational meaning, which portrays people or characters as those aspects present in the image, and interactive meaning, which may explain the power connections and attitudes established between image-makers and viewers.

Male and female domestic and occupational roles are the coding categories for data analysis: domestic (e.g., cooking, cleaning) and occupation roles (e.g., teacher, zookeeper, policeman), along with the gender of the corresponding character. This study attempted to develop analytical categories as occupational gender-neutral as feasible and then decide which representations appeared to be stereotypical or not based on our theoretical framework. To put it another way, to look at how genders are represented in different occupations and then determine whether or not those portrayals are stereotypical. In their study, Kress and van Leeuwen (2006) addressed active participation, gaze direction, visual approaches, body presentation, and participant space. Furthermore, to study the occupational gender-stereotypical representations in ELT textbooks, these authors' dimensions have been adjusted and adopted as Domestic Role Beliefs and Professional Role Beliefs (Ismael & Mohammadzadeh, 2022). The purpose was to see if and to what extent the content of the textbooks under investigation reproduced stereotypical gender images. By answering those research questions, the outcomes of this study can provide crucial and practical insights into gender-related language textbook content. For a better teaching and learning process, textbook authors, illustrators, and EFL teachers should incorporate the proportional representation of males and females in language textbooks, particularly the equality of occupational division.
RESULTS AND DISCUSSION

Analysis of Female and Male Visuals in Domestic Roles

The pattern of gender duties in family and household relationships is one of the most fundamental concerns in gender studies. Gender roles have been discovered to be strongly tied to the socialization process; hence educational alliances enact a significant division in determining gender roles. In other words, the defined role of women in the home and society is a direct result of educational institutions’ gender indoctrination. Accordingly, this critical problem has been taken into account in this analysis. Gender roles within and outside the house, in particular, show how gender occupation division has been depicted in school textbooks.

Females are underrepresented in occupational divisions, as shown in Table 1. Textbooks contain more male public domain than female public domain, indicating women in stereotyped gender roles such as cooking, cleaning, watering plants, caring for children, and doing all household tasks. Table 1 depicts both males and females performing traditional roles such as cooking, cleaning, caring for children, watering plants, and waking up son; the depiction of all items is consistent throughout textbooks. The table depicts the male-to-female ratio in traditional roles; there is a total of 19 characters in both male and female roles. Male characters account for \( n = 5 \) (26.3%) of the total, while female visuals account for \( n = 14 \) (73.7%). Male characters in domestic roles outnumber male ones by a large margin, and they are frequently allocated housework and domestic activities such as cooking and cleaning (Ismael & Mohammadzadeh, 2021). It is clear from the data of male and female domestic duties that males are less perceived as linked or performing domestic chores, but rather their jobs are allocated outside the home. In other words, as addressed by Kimmel (2004), school textbooks represented females or women in stereotypical gender roles, such as cooking, cleaning, and child-rearing, while boys were shown participating in outdoor activities.

Table 1. The domestic roles analysis

<table>
<thead>
<tr>
<th>WERB</th>
<th>Gender</th>
<th>Cooking</th>
<th>Cleaning</th>
<th>Caring for children</th>
<th>Watering plants</th>
<th>Waking up son</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>Male</td>
<td>1</td>
<td>-</td>
<td>0</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Further, Table 2 provides the results of the WERB visual analysis for grades 7 and 8 based on the male-to-female character ratio. In comparison to male characters, female characters are underrepresented in WERB textbooks. As one might assume, males are represented with a high frequency concerning occupational depictions. WERB textbooks discuss the visual depictions of male and female characters with male characters depicted by \( n = 24 \) (55.8 %). On the other hand, female characters are depicted by \( n = 19 \) (44.2 %), indicating that male characters are more well-represented in both ELT textbooks. Similar to Keles, Mansouri, and Yazans’ (2021) findings, women are responsible for taking care of children and serving their husbands. Women are also responsible for household chores no matter whether they work outside. Hence, textbooks authors, designers and illustrators need to be aware that their numbers of choice of visual images can influence the information provided by the textbooks.

Table 2. The sex-based division of labor

<table>
<thead>
<tr>
<th>Categories</th>
<th>Men/</th>
<th>Women/</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
In terms of visual representation of transitivity, the female's division case communicates that the essence of a woman is a housewife who only does housework and takes care of children and kitchen needs. On the other hand, other images depict domestic activities that women traditionally perform. Some home tasks performed by women/girls are represented in the images below (Fig. 1). Cooking, watering plants, caring for children, and food shopping are all depicted in the artwork. As depicted in the picture (left side), a mother prepares breakfast for her daughter before she goes to school, named Siti. The drawing shows her right hand holding a ladle while she greets her daughter. It can be seen that cooking for the family is a wife division. Also, the other three pictures portray watering plants, looking after children, and grocery shopping that is stereotypically associated with female work. As a result, it can be deduced that females are accustomed to engaging in such activities. The current empirical findings supported a long-held assumption that household duties are considered feminine labor, and it also mirrors previous gender-based discourse research (Barton & Sakwa, 2012; Law & Chan, 2004; Lee & Collins, 2010).

<table>
<thead>
<tr>
<th>boys</th>
<th>girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>19</td>
</tr>
</tbody>
</table>

**Figure 1. Women/females in domestic tasks**

**Female’s Occupational Roles**

In contrast to their prominence in domestic settings, females were illustrated in the public realm far less frequently than males, and when they were, they were assigned to a small number of jobs, including a nurse (1 time) and zookeeper (2 times). Furthermore, females have been represented as school teaching (19 times). Nonetheless, there were much fewer images of women in the public domain than men. In addition, the research revealed that women were also found to be less likely to hold key/traditional roles. Based on these findings, society can argue that traditional gender roles for women in the public sphere solely stress caring, nurturing, and mothering (predominantly of teaching, nursing, and preparing foods). These findings are consistent with those of other studies conducted around the world. For example, teaching has traditionally been regarded as a desirable profession for women because it corresponds to the stereotype of women as primary cares for young children (Newman, 1994; Oyler, Jennings, & Lozada, 2001). As seen in Figure 2, women are referred to as caregiver characters (When English Rings a Bell for Class VII, 15, 127; When English Rings a Bell for Class VIII, 91).
Figure 2. Sample pictures related to women as a nurturing doer

Unpaid household work is a social practice within domestic tasks (Lestariyana et al., 2020). The difference between men and women in doing household duties was discovered in this study (i.e., while the domestic chores tend to be stipulated to females, the male’s contribution is depicted only in a particular situation). The boy has to sweep a classroom as his picket schedule with girls, as depicted in Fig. 3 (p. 103).

Figure 3. Male in doing picket schedule in the classroom

Males in the Diverse Occupational Roles

The findings demonstrate that men are shown in various occupations (see Fig. 4), whereas women's work division outside the home is limited to specific occupations. For the visual representation of social actors in social roles, male occupation shows them frequently more active than women are still visible. Visually, males are also depicted in varied occupations in existential processes as they have high status on a prestige hierarchy, which is linguistically then defined as 'male-dominated.'

To begin with, a picture of a policeman seen on the left attempting to assist an elderly woman in crossing the roadway. The work of men portrayed in this textbook can be classified as risky employment if drivers are reckless or drive at speeds exceeding the maximum limit. Furthermore, only one picture of a policeman is portrayed in both textbooks examined, and a guy depicts it. Consequently, this gives rise to the perception that a police officer only intends for a man. However, it should be emphasized that, in line with Miller and Haywards' (2006) findings, the extent to which occupations were regarded as segregated was higher than the level to which they were stereotyped for both boys and girls.
A man who works as a Scoutmaster depicts in the second photograph. A Scoutmaster's primary responsibility is to teach those youth leaders. This includes educating kids on collaborating with and motivating other youth and learning how to plan. People may differentiate between men's and women's employment based on the feminine qualities of women after seeing this photo and the preceding one (policeman picture). To put it another way, women who are stereotypically calm and thought to be unsuitable for leadership roles that require strength and assertiveness (Setyono, 2018). In a similar vein, Trimbel et al. (2022) asserted that leaders are power agents. As a result, agentic characteristics such as toughness, assertiveness, decisiveness, competitiveness, confidence, boldness, and independence are required of them (Eagly et al. 2020; Prentice & Carranza 2002). Because preconceptions separate responsibilities and behaviors based on gender identity, and males are associated with traditional roles in the public domain, the term "leadership" is the type for them. The following picture depicts a farmer plowing a field in the scorching heat, almost like the previous two pictures. This demonstrates that only men represent in work linked to strength and physique. As addressed by social role theory, the biological distinction between males and females has resulted in different tasks being given to them (e.g., men undertake draining work and women do non-draining work) (Meeusen et al., 2020). In the last picture, a librarian assists a female student who wants to borrow or return books. Further, based on the four images above, it is clear that there is a disparity in the sorts of work done by men and women. They also have high on their dominance in terms of angle of occupational depiction, which gives the picture a sense of power (van Leeuwen, 1996).

In terms of societal roles, the table demonstrates that males have a broader range of occupations than females, who have a more limited range of occupations. These findings are consistent with Elmiana's (2019) findings that males have a broader range of vocations than females, who have a more limited range. Table 3 shows per textbook (grade 7 and 8) in which professions men and women are described most frequently. It can be seen that there are 11 types of professions in both English textbooks. The most frequent profession is teacher, both for male and female. However, 16 pictures depict the female teacher profession while the male one depicts in 12 pictures. In other words, though both genders have the same most frequent profession as a teacher, the numbers of female teachers were higher. It means the findings match with the most typically their professions. Moreover, the professions nurse and zookeeper, particularly in kitchen chores and taking care of animal sick, qualify for the female category 'caretaking.' As alluded by Lestariyana et al. (2020), specific jobs or occupations are gendered from a sociological and psychological standpoint. Teaching and nursing, for example, are considered female-dominated occupations, whereas farming, engineering, and construction are considered male-dominated occupations. In other words, occupations for males in the textbooks are wide and varied, while they are constrained for females. More importantly, the textbooks' failure to include women in discussions about further career options and qualifications (with the highest job status) reflects the (still) widespread belief in Indonesian society that women cannot and should not have higher placement status.
### Table 3. The frequency representation of each female and male occupations

<table>
<thead>
<tr>
<th>Profession</th>
<th>Grade 7</th>
<th></th>
<th>Grade 8</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men/</td>
<td>Women/</td>
<td>Men/</td>
<td>Women/</td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td>girls</td>
<td>boy</td>
<td>girls</td>
</tr>
<tr>
<td>Teacher</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Household taker</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Policeman</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Office man</td>
<td>1</td>
<td>-</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Scoutmaster</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>speaker</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nurse</td>
<td>-</td>
<td>1</td>
<td>-</td>
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</tr>
</tbody>
</table>

The ultimate origins of gender disparities in behavior are explained by social role theory (Eagly & Wood, 2012); that is, gender stereotypes are generated from observations of group role behaviors. Through the socialization process in early education, the division of labor is one of the plenty factors that may influence gender role beliefs. For instance, men's socialization to the employment role, especially male-dominated occupations, favors a pattern of relatively assertive behavior, whereas women's socialization to the domestic role fosters a pattern of facilitative and nurturing behavior. These profoundly ingrained preconceptions are encapsulated in English proverbs like 'A man's castle is his home; a woman's place is in the family' (Lee & Collins, 2009). In sum, in terms of occupational gender stereotypes, the study indicated that male occupations were more common and diversified than female occupations. In addition, males were shown as having a more excellent range of vocations than females in terms of social duties.

### CONCLUSION

The present study has provided insights into gender construction in secondary school English-language textbooks published by the Ministry of Education and Culture (MONEC). Regarding the current study's findings, textbooks in developing nations like Indonesia are still significantly more biased towards women. The findings showed that women were underrepresented in gender inequality, including visibility in occupational divisions and various jobs. Overall, it can be summed up that occupational gender stereotyping is prevalent in the visual depiction in the two English textbooks because females are frequently shown as caregivers. Even the career types depicted in those textbooks showed a disparity in male and female employment categories. Even though perceptions of gender discrimination may still exist, gender disparities should reduce in the future as women increasingly fill male-dominated roles. Therefore, by conducting a critical analysis of existing visual representations in textbooks and establishing gender-sensitive visual literacy, it is possible to eliminate gender prejudice by providing a more balanced picture of women's and men's occupations.

In addition, Ginevra and Nota (2017) advocate other skills to be developed, including systematically analyzing and watching the working life and investigating and examining instances that contradict stereotypical notions. Further, they also declare that those plans targeted at incorporating problem-solving skills into the efforts as mentioned earlier could help to reinforce and
strengthen the intervention's benefits. A lack of understanding of gender roles and pervasive public perceptions of gender stereotypes associated with specific occupations can create social voids or gaps that separate women's and men's professions. As a result, the individual considers or dismisses employment alternatives based on the occupation's alignment with his or her gender self-concept (Gottfredson & Lapan, 1997).

However, if the school curriculum portrays women primarily as homemakers, sustaining conventional gender stereotypes, social measures to shift gender roles inside households (for example, sharing domestic responsibilities) will be ineffective. As a result, more precise standards for textbook authors and instructors are urgently needed to promote gender equality. It can begin with a strategy of equal visibility in educational materials for male and female visuals, which are linked with various occupational roles and domestic chores, regardless of gender. Furthermore, textbook authors, illustrators, curriculum designers must consider the purpose of visual pictures, whether as instructive, illustrative, or ornamental information (Elmiana, 2019). Moreover, teachers play a prominent role in eradicating gender discrimination and lengthening gender stereotypes awareness in the classroom. Many teachers grew up with gender roles based on traditional gender roles. These teachers must adopt more positive gender attitudes that will benefit them and their students. This necessitates some significant changes in teacher education programs. Hence, it is hoped that there will be more material in the textbooks that show gender equality to help strengthen the younger generation about gender awareness and, in turn, to build a more gender-equitable society in Indonesia.

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