



# Gender Representation in The English Textbook Entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI

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## Abstract

*Textbooks serve as a primary source of knowledge and play a critical role in shaping students' perceptions of social norms, including gender roles. This raises the need to examine whether textbooks have actively supported gender equity or still reinforce traditional gender stereotypes. This research aims to analyze gender representation in a textbook using a quantitative approach and the gender representation grid developed by Brugeilles and Cromer (2009). The findings reveal a significant dominance of male characters in the representation within the textbook, indicating an imbalance in gender representation within the textbook. Moreover, male characters tend to be assigned roles that align with gender stereotypes prevailing in patriarchal societies. These findings carry significant implications for creating inclusive and diverse learning materials to ensure they reflect gender equality and diversity within society. By understanding and recognizing this imbalance, it is hoped that content developers will be motivated to produce more representative and gender-sensitive materials.*

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## INTRODUCTION

Gender equality has been recognized as a fundamental global priority, highlighted as one of the 17 Sustainable Development Goals (SDGs) set by the United Nations, specifically Goal 5, which aims to achieve gender equality and empower all women and girls (Sachs et al., 2024). Despite this global commitment, the Global Gender Gap Report 2023 ranked Indonesia in the 87th position out of 146 countries, indicating that the country still faces significant challenges in closing its gender gap (World Economic Forum, 2023). This ranking shows that women in Indonesia still face inequality in four main areas: jobs and income, education, health, and political involvement. Women often struggle to get fair work opportunities, earn lower wages than men, have fewer leadership positions, and find it hard to enter politics. Gender inequality in Indonesia is rooted in cultural beliefs that confine women to domestic roles and limit their opportunities in public and professional spaces (Hutaluju, 2015). Addressing these challenges is crucial to ensuring equal opportunities and empowering women to participate fully in all aspects of society.



Gender is not merely a biological distinction but a complex and dynamic concept that varies across cultures and historical periods. It refers to the socially constructed roles, behaviors, expressions, and identities that societies consider appropriate for men, women, and other gender identities, shaping how individuals perceive themselves and interact within their communities (World Health Organization, 2023). Gender is a multifaceted construct that encompasses multiple dimensions, including identity, expression, roles, social norms, interpersonal relations, and power structures, all of which intersect to influence human experiences, opportunities, and health outcomes (Barr et al., 2024). Puspitawati (2013) also added that gender equality might be the factor in realizing the rights and potential to achieve a balanced level of education, health, and political participation. This implies that gender equality must be applied in all aspects of life allowing every individual to have access to resources, decision-making power, and social status. One key area where gender equity can be introduced and reinforced is through education, as it plays a fundamental role in shaping perceptions, opportunities, and future societal norms.

Gender equality in education has also become one of the six goals in UNESCO's Education for All (EFA) initiative, which aims to eliminate gender disparities and promote equal opportunities for all learners (UNESCO, 2014). This concern highlights the global commitment to reducing gender-based barriers in schooling systems. Schools play a significant role in shaping students' perceptions of gender by fostering awareness of gender bias (Acar-Erdol & Gözütok, 2018), thus, schools can either reinforce or challenge gender bias through their curriculum, teaching practices, and social environment. Stockwell (2013) further pointed out that, in the classroom, gender equality can be observed in various aspects, including teacher-student interactions, instructional strategies, and the language used in teaching materials. In addition, recent research conducted in various contexts, such as Hong Kong, Sweden, Pakistan, Indonesia, China, Australia, and Japan, revealed the existence of a hidden curriculum of gender inequality, stereotypes, and bias in textbooks, including those for English as a Foreign Language (EFL) (Lee & Pollitzer, 2016). Therefore, ensuring gender equality in education requires ongoing efforts to critically assess and refine curricula, including the policies, materials, methods, interactions, and other aspects, to create an equitable learning environment for all students.

Although school is expected to be a safe place, the gap in the quality of education still becomes one of the educational development problems, as some studies reported that school still normalizes the existence of gender discrimination, especially against females. A study by Ampera (2012) found that some school activities located in Deli, Medan, and Binjai still showed gender bias as they still displayed male figures to dominate classrooms and assigned different roles to male and female students. It is confirmed when male students are asked to do labor-intensive work, while female students are given roles in the dining room and kitchen. On the other hand, a more recent study by Werdiningsih (2020) in Ponorogo revealed that both female and male students got equal access, opportunities to participate, had control and could take maximum benefits, but experienced gender inequality in labeling, subordination, and impoverishment. Such phenomenon validated the importance of school setting the fundamental knowledge of students, including behaviors that are related to gender equality. Underlying this problem, schools should have a proper function and role to establish the lessons gender-bias-free.



Research by Sadker et al. (2014) highlighted a critical concern that students rely on textbooks for 80%–95% of their learning, particularly implying how influential a textbook is in shaping students' understanding of certain issues, including gender roles. Consequently, textbooks should be carefully designed and evaluated to see if they promote gender equity and provide balanced representations that reflect the diversity of society. The previous study by Rachmijati & Cahyati (2018) examined the representation of gender in “English Textbook Grade X” by Kemendiknas. This study analyzed the display of role, status, environment, culture, and community structures in illustrations and descriptions of the sentence. Influence the relationship between males and females in society. The researchers found that the book has visual characters by 4,11%, mentioned characters by 28,77%, social activities by 57,54%, and domestic activity by 9,58%. The result showed the frequency of occurrence in males and females are 51,89% and 48,11%. Moreover, Azisah (2017) analyzed visibility (visible or invisible), equality (balance or imbalance), stereotyped or non-stereotyped, neutral or gender-based, progressive or non-progressive. The result showed males become superior, and it indicates there are still some gender stereotypes and gender inequality between males and females.

Another study investigated the gender representation in English textbooks for MTs students (Fahriany et al, 2019), focusing on gender-based issues, gender positions, male and female positions, and the explicitly or implicitly presented gender representation. The result showed that the textbook represents males dominantly. It means the gender positioning is unequal in the gender bias and gender stereotype. Last, research on comparative content to analyze Malaysian, Indonesian, Pakistani, and Bangladeshi school textbooks (Islam & Asadullah, 2018) revealed underrepresentation of females is systematic regardless of the text or pictures. The book designed female occupations to be less prestigious and traditional, their characters are passive and introverted, also being involved in domestic activities, while males represented having a professional role. The previous research concluded that gender representation in that textbook is dominated by the male which means the inequality of gender representations in English textbooks is proven.

Despite growing awareness of gender equality in education, textbooks remain a critical area for examination, as they shape students' perceptions and learning experiences. This study analyzes gender representation in textbooks using a quantitative approach to assess whether they reinforce or challenge gender equity. The findings will help develop more inclusive and gender-sensitive materials, fostering a more equitable learning environment for all students.

## RESEARCH METHOD

This study used the qualitative content analysis method. Content analysis aims to interpret and analyze material to learn about human behavior (McCauley & Ruggeri, 2018). The grid to identify and interpret how females and males are represented in textbooks by Brugeilles & Cromer (2009) to describe the representation of gender in the English textbook. The grid entitled “Analysing Gender Representations in School Textbooks” focused on texts and illustrations. This study focused on how gender is represented in English textbooks by figuring out the texts and illustrations. The researcher adopted a methodology from Brugeilles and Cromer (2009) to measure variables of gender representation, which are: (1) analyzing and composing a list of selected main characters, (2) making



pre-defined grids to invent the characters, (3) summarizing the information of character and each character in the summary table, and (4) analyzing the general representation of gender portrayal. Below are the tables used to help the analysis.

Table 1. Textbook identity card

No	Identification
1	Title:
2	Publisher:
3	Collection:
4	Educational level:
5	Year first published:
6	Year of edition studied:
7	Country of publication:
8	Target country:
9	Author(s):
10	Cover illustrations by:
11	Textbook illustrations by:
12	A number of pages:
13	A number of sections:
14	Is there the same number of lessons in each section? : Yes /No
15	If yes, the number of lessons per section:
16	If no, give the exact number in each case:
17	Are there appendices that are not included in these sections: Yes/ No
18	If yes: What is the nature of these appendices?

Table 2. Typology of characters: Grid to identify learning icon characters

Sex	Age	How used
Male/ Female	<ul style="list-style-type: none"> <li>● Child/ Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● Course material Exercise</li> <li>● Other <i>Specify</i>:</li> </ul>
Male/ Female	<ul style="list-style-type: none"> <li>● Child/ Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● Course material Exercise</li> <li>● Other <i>Specify</i>:</li> </ul>



Table 3. Typology of characters: Grid to identify character's identity by sex, age, and designations

Sex	Age	Designation
<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> <li>● Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>● Child</li> <li>● Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● Forename</li> <li>● Courtesy title</li> <li>● Kinship bond</li> <li>● Other status</li> </ul>

Table 4. Typology of characters: Grid to identify character's identity by sex, age, and actions

Sex	Age	Actions
<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> <li>● Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>● Child</li> <li>● Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● School Activity</li> <li>● Occupational Activity</li> <li>● Domestic activity</li> <li>● Caring activity</li> <li>● Leisure, recreational, and sport activity</li> <li>● Social activity</li> <li>● Routine personal activity</li> <li>● Negative activity</li> <li>● Successful activity</li> </ul>

Table 5. Typology of characters: Grid to identify character's identity by sex, age, and attribute

Sex	Age	Attribute
<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> <li>● Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>● Child</li> <li>● Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● School material</li> <li>● Occupational equipment or item</li> <li>● Domestic item</li> <li>● Leisure, recreational, and sports items</li> <li>● Physical characteristic</li> <li>● Psychological characteristic</li> </ul>

Table 6. Typology of characters: Grid to identify character's identity by sex, age, and interaction

Sex	Age	Interaction (adapted from Hornbæk & Oulasvirta (2017))
<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> <li>● Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>● Child</li> <li>● Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● School interaction</li> <li>● Occupational interaction</li> <li>● Cooperative interaction</li> <li>● Affective interaction</li> <li>● Social interaction</li> <li>● Violent interaction</li> </ul>

Table 7. Illustrations: Grid to identify individual Character

Chapter	Topic	Sex	Age	Function
		<ul style="list-style-type: none"> <li>● Male</li> <li>● Female</li> <li>● Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>● Child</li> <li>● Adult</li> <li>● Unspecified</li> </ul>	<ul style="list-style-type: none"> <li>● Ordinary character</li> <li>● Substitute character</li> </ul>



Table 8. Illustrations: Grid to identify a group of characters

Chapter	Topic	Dominance by sex	Dominance by age
		<ul style="list-style-type: none"> <li>• Male characters only</li> <li>• Female characters only</li> <li>• Males dominate</li> <li>• Females dominate</li> <li>• Neither dominant</li> <li>• Most characters ungendered</li> </ul>	<ul style="list-style-type: none"> <li>• Child characters only</li> <li>• Adult characters only</li> <li>• Child characters dominate</li> <li>• Adult characters dominate</li> <li>• Neither dominant</li> <li>• Impossible to determine dominance</li> </ul>

Table 9. Illustrations: Grid to identify the character’s place, actions, and attributes

Sex	Age	Place	Actions	Attributes
<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Ungendered</li> </ul>	<ul style="list-style-type: none"> <li>• Child</li> <li>• Adult</li> <li>• Unspecified</li> </ul>	Identifiable: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> If yes, a state where:	<ul style="list-style-type: none"> <li>• School Activity</li> <li>• Occupational Activity</li> <li>• Domestic activity</li> <li>• Caring activity</li> <li>• Leisure, recreational, and sport activity</li> <li>• Social activity</li> <li>• Routine personal activity</li> <li>• Negative activity</li> <li>• Successful activity</li> </ul>	<ul style="list-style-type: none"> <li>• School material</li> <li>• Occupational equipment or item</li> <li>• Domestic item</li> <li>• Leisure, recreational, and sports items</li> <li>• Physical characteristic</li> </ul>

Referring to the process through interpretation of content, content analysis requires seven classic steps of the analytical process (Hsieh & Shannon, 2005) including: formulating research questions, selecting the sample to be analyzed, defining the categories to be applied, outlining the coding process, implementing the coding process, determining trustworthiness, and analyzing the results of the coding process.

## RESULTS AND DISCUSSION

Representation of gender in Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI published by The Ministry of Education and Culture of the Republic of Indonesia will be concluded in the following table.

Table 10. Percentage of Visibility Related to Gender Representation

No.	Characteristics of Gender Representation	Percentage of Visibility			
		in text		in illustration	
		Male	Female	Male	Female
1.	Sex and age	61,4%	38,6%	57,9%	42,1%
2.	Designation	63,4%	36,4%	-	-
3.	Action	63,8%	36,2%	43,3%	56,7%
4.	Attribute	67,4%	32,6%	43,9%	56,1%
5.	Interaction	52,3%	47,7%	-	-

The table above revealed some consistent patterns of male characters being more prominently represented across different categories. These patterns could be influenced by societal norms, biases





in media, and traditional gender roles. Achieving greater gender equality in representation would involve consciously striving for balanced and diverse portrayals of characters across different contexts, such as actions, attributes, and interactions. The general data in the table above caused the researcher to observe certain disparities in the gender representation of each category further.

Table 11. Percentage of male and female characters in Unspecified, Adult, and Child categories

Male			Female		
Unspecified	Adult	Child	Unspecified	Adult	Child
4,75%	56,6%	2,25%	11,1%	21,45%	3,6%

The table above revealed gender imbalances across different age categories. Achieving gender equality in representation involved challenging stereotypes, avoiding assumptions, and portraying a diverse range of roles and activities for characters of all genders and ages. By doing so, media and communication could contribute to a more equitable and inclusive society. Besides being found in the text, sex and age are also found in the cover and illustration. The following table explains the discovery of sex and age categories in the cover, individual character, and group character illustrations. The results indicate that gender imbalances persist not only in textual content but also in visual representations, such as book covers and illustrations. This suggests that addressing gender equality in educational materials requires a comprehensive approach that includes both written and visual elements to challenge stereotypes and promote inclusivity.

Table 12. Percentage of male and female characters on the cover

Characters	Male			Female		
	adult	child	unspecified age	adult	child	unspecified age
Number	28,6%	14,3%	14,3%	28,6%	-	14,3%

Table 12 above shows efforts toward gender representation and equality, especially in the adult and unspecified age categories. Ensuring equal representation of male and female child characters, and maintaining a gender-neutral approach for characters with unspecified ages, were important steps toward a more balanced and equitable portrayal of genders in media and communication.

Table 13. Percentage of male and female characters as ordinary or substitute character

Characters	Ordinary Character	Substitute Character
Male	83,9%	0
Female	16,1%	100%

Table 13 above reflects a gender representation imbalance and highlights the importance of striving for gender equality in storytelling. Achieving gender equality required portraying diverse characters in a wide range of roles and contexts, avoiding stereotypes, and promoting narratives that reflect the reality of gender diversity and complexity. The results indicate a significant gender representation imbalance, suggesting a more intentional effort to depict diverse characters in varied roles, ensuring that storytelling promotes inclusivity and reflects the complexity of gender in society.



Table 14. Percentage of male and female characters in illustration

Characters	Child characters only	Adult characters only	Child characters dominate	Adult characters dominate	Neither dominant	Impossible to determine dominance
Male characters only	0	0	0	0	0	0
Female characters only	0	0	0	0	0	0
Males dominate	0	7,7%	50%	0	0	20%
Females dominate	0	15,3%	0	0	0	40%
Neither dominant	0	77%	50%	0	0	40%

Table 14 above did not show stark imbalances, it also highlighted the complexity of gender representation and roles in storytelling. Achieving gender equality involved not only numerical balance but also offering diverse and meaningful roles for characters of all genders and age groups. Clear character development and context were essential for avoiding ambiguity and for promoting inclusive storytelling. This indicates that while stark gender imbalances were not observed, the complexity of gender representation remains, highlighting the need for diverse and meaningful roles for all genders in storytelling.

Table 15. Percentage of male and female characters in designation categories

Character	Male	Female
Pronoun/ Name	50,1%	49,9%
Relationship Status	42%	58%
Occupation/ other	76,5%	23,5%

Table 15 above showed efforts to balance gender representation in some areas, it also highlighted existing gender disparities in relationship status and occupation representation. Striving for gender equality involved portraying characters with a diverse range of identities, roles, and attributes, breaking free from traditional gender norms and stereotypes. Although some progress has been made in balancing gender representation, disparities persist in relationship status and occupation portrayal, underscoring the need to challenge traditional gender norms and stereotypes.

Table 16. Percentage of male and female characters in activity categories in text

Character	Male	Female
School Activity	50%	50%
Occupational Activity	85,7%	14,3%
Domestic Activity	100%	0
Caring Activity	50%	50%
Leisure/ Recreational/ Sport Activity	55,6%	44,4%
Routine Personal Activity	33,3%	66,7%
Negative Activity	38%	62%
Successful Activity	90,5%	9,5%
Social Activity	36,7%	64,3%

Table 16 above revealed both positive steps and persistent gender imbalances in various activity categories. Striving for gender equality involves portraying characters across genders in a wide range of activities, avoiding stereotypes, and ensuring that all genders have opportunities to engage in diverse roles and experiences. This reveals both advancements and ongoing gender imbalances in





various activity categories, emphasizing the importance of depicting all genders in a wide range of roles and experiences to promote equality in representation.

*Table 17. Percentage of male and female characters in activity categories in illustration*

Character	Male	Female
School Activity	0	0
Occupation Activity	100%	0
Domestic Activity	0	0
Caring Activity	0	0
Leisure/ Recreational/ Sport Activity	50%	50%
Routine Personal Activity	0	0
Negative Activity	100%	0
Successful Activity	0	0
Social Activity	39,2%	60,8%

Table 17 above revealed a significant overrepresentation of males in most categories. The table reflected a range of gender representation issues and highlighted the need for a more balanced and nuanced portrayal of characters across different activities. Achieving gender equality involved challenging stereotypes, providing equal opportunities for characters of all genders, and creating stories that accurately reflect the diverse experiences of people in various aspects of their lives.

*Table 18. Percentage of male and female characters in attribute categories in text*

Character	Male	Female
School Material	0	100%
Occupation Equipment/ Item	81%	19%
Domestic Item	0	100%
Leisure/ Recreational/ Sport Item	50%	50%
Physical Characteristic	0	0
Psychological Characteristic	47,7%	52,3%

Table 18 above highlighted gender representation imbalances in certain characteristic categories, particularly in relation to education, occupation, and domesticity. Striving for gender equality involves breaking down stereotypes, providing equal opportunities for characters of all genders in various contexts, and avoiding assumptions about gender roles associated with specific items or characteristics.

*Table 19. Percentage of male and female characters in attribute categories in illustration*

Character	Male	Female
School Material	0	0
Occupation Equipment/ Item	0	0
Domestic Item	0	0
Leisure/ Recreational/ Sport Item	0	0
Physical Characteristic	50%	50%
Psychological Characteristic	26,7%	73,3%

Table 19 above highlights the need for more comprehensive and balanced gender representation across various characteristic categories. Striving for gender equality involves portraying characters



of all genders in a wide range of contexts, avoiding gaps in representation, and ensuring that descriptions and traits are not overly tied to traditional gender roles or stereotypes.

Table 20. Percentage of male and female characters in interaction categories in text

Character	Male	Female
School Interaction	0	100%
Occupational Interaction	100%	0
Cooperative Interaction	50%	50%
Affective Interaction	67,5%	32,5%
Social Interaction	52,8%	47,2%
Violent Interaction	18,8%	81,2%

Table 20 above shows gender representation imbalances across various interaction categories, particularly in education, occupation, and violence. Striving for gender equality involved portraying characters of all genders in a wide range of interactions, challenging stereotypes, and ensuring that interactions accurately reflect diverse gender roles and dynamics.

The analysis of various tables and data presented in this appendix and the findings provided valuable insights into gender representation. The findings revealed significant disparities between male and female characters across different categories. In terms of gender representation, it was evident that male characters were more prominently featured in various categories. While female characters were often underrepresented or relegated to specific roles. Mostly, female characters were described as unspecified characters over the unspecified males. It could potentially indicate that female characters were sometimes not given explicit roles or identities, while male characters were more frequently provided with defined roles. This overemphasis on male characters is also mentioned in research by Burgess et al. (2007). According to that research, the representation of female in the media was characterized by their frequent absence or underrepresentation. This finding suggested that women's visibility and portrayal in media content were limited, raising concerns about the lack of diverse and equitable gender representation.

The second category was designation, where both male and female characters were designated by something. The female character stands out as she is referred to by pronoun, name, and relationship status hinting at a non-potentially significant role in the textbook. The majority of adult characters were males, identified by pronouns, names, relationship status, occupational status, or other status suggesting a prevalence of male figures in the learning material. This finding meant that male characters were diverse in occupations and interests, reflecting a more inclusive representation of various societal roles. Merritt & Kok (1995) pointed out that the use of the generic masculine has led to the male gender being perceived as the prototypical representation of all individuals and avoiding using descriptive pronouns.

The third category was actions is engaged the characters. The finding highlighted the domestic activities predominantly performed by male-unspecified characters. It was essential to introduce that male roles were also associated with the domestic sphere. It broke Indonesia's cultural demands and the value of patriarchy that domestic activity mostly engaged the female characters. However, another situation notes that male characters were predominantly associated with attributes of success and achievements in their work and endeavors. They were often depicted as individuals who excel in their careers or other areas of accomplishment. Positive attributes such as intelligence, bravery, and



resilience are frequently attributed to male characters in the textbook. It was proven in the research by Khotimah (2009), conducting a study that focused on gender representation and workforce dynamics in various sectors. The findings of her research revealed a significant gender disparity in many work sectors, with men being the dominant presence and holding the majority of positions. Attributes such as gentleness, care, and empathy are commonly attributed to female characters, directing them towards more limited and traditional roles in the textbook. This disparity reflected gender stereotypes that persist in society, where male roles were considered more dominant and successful, while female roles were frequently associated with the domestic sphere and emotions.

Research by Lee & Chin (2019) examined the representation of gender roles in educational materials and found a significant disparity in the portrayal of social roles between males and females. While both genders shared nine social roles, males were depicted occupying a much wider range of roles compared to females. The study identified 21 social roles that were exclusively monopolized by men. These roles varied from lower-ranking jobs like baker, butcher, and candlestick maker to higher-ranking professions such as dentist, lawmaker, and president. This trend suggested that men were depicted in diverse and influential positions across various societal domains. In contrast, the representation of females in the materials was limited, with only four exclusive roles assigned to them. These roles were mainly traditional female-oriented jobs, including dancer, dance teacher, and dental nurse. This underrepresentation of females in diverse roles could perpetuate gender stereotypes and reinforce societal norms that confine women to specific job categories.

Besides the text, in illustration male characters were predominantly portrayed as central and primary figures, taking on the role of main characters. They often appeared in significant and leading positions within the visual representations, engaging in various activities. On the other hand, female characters were noticeably relegated to secondary roles and depicted as additional or supporting characters in the illustrations. The illustrations tended to diminish the presence and significance of female characters, portraying them in less active or impactful roles compared to their male counterparts. Some studies such as Shastri (2014) and Curaming & Curaming (2020) confirmed that females face discrimination across various domains, encompassing social, economic, and political spheres, leading to their overall inferior status. Gender inequality persists in multiple aspects, including work opportunities and education. Developing nations like Indonesia also exhibit gender disparities in education, employment, and health, further underscoring the prevalence of gender inequity in societies.

To validate the findings, this study involved providing detailed and comprehensive explanations of the portrayal of characters, their roles, and interactions within the textbooks (Leung, 2015). By delving into the subtleties and nuances of the content, the study was in line with other research on the underlying biases, stereotypes, and unequal representation that might exist.

In conclusion, this qualitative research technique could effectively uncover and address gender imbalance and inequality in textbooks by providing detailed and contextually rich accounts of character portrayal. This research could contribute to raising awareness about the need for a more balanced and equitable representation of gender in educational materials, ultimately fostering more inclusive and equal learning environments.



## CONCLUSION AND RECOMMENDATION

Gender Representation in the English Textbook entitled “Stop Bullying Now” for SMA/ MA/ SMK/ MAK Grade XI published by The Ministry of Education and Culture of the Republic of Indonesia was not aware of gender representation aspects that should be contained in the learning material.

This research underscored the importance of addressing gender representation in learning material (textbook). From the perspective of gender representation, it was evident that male characters were often overrepresented in certain activities and interactions, while female characters were underrepresented or relegated to traditional roles. The higher percentage of females associated with those roles could indicate a tendency to define female characters in the context of relationships.

The significant overrepresentation of males in the occupation/other roles reflects a persistent gender stereotype in many societies where certain careers were often seen as more suitable for men. Addressing this disparity requires challenging these stereotypes and promoting equal opportunities for all genders in various roles. This imbalance reinforces gender stereotypes and perpetuates societal norms that limit the visibility of women in diverse roles and contexts. It was crucial for teachers and students who take the value of these stereotypes and provide more equitable opportunities for male and less for female characters to be portrayed in a wide range of activities and professions. Moreover, the analysis of gender representation in each character revealed both encouraging and concerning trends.

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