GENDER REPRESENTATION IN ENGLISH TEXTBOOKS OF 2013 CURRICULUM IN AN ISLAMIC JUNIOR HIGH SCHOOL IN SOUTH SULAWESI INDONESIA

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Abstract
The school textbooks are primary means of teaching in school. Students spent most of their time both in schools and at home using textbooks. Teachers use at least one textbook for each subject in each class on a regular basis. These textbooks have influences beyond their primary role of facilitating learning. They play roles for transmitting model of social behavior, norms and values including those related to gender. This paper aimed to present the gender representations in English textbooks of 2013 curriculum used in an Islamic School in South Sulawesi. The research questions were posed: How is gender represented in English textbooks of 2013 curriculum in an Islamic Junior High School in South Sulawesi? The English textbooks taken from each level of grades were analyzed by using the content analysis. The textbooks were analyzed by using the following categories: visibility (visible or invisible); equity (balance or imbalance); stereotyped or non-stereotyped; neutral or gender based; progressive or non-progressive. The research discovered that there were several criteria of gender representation in English textbooks used in an Islamic junior high school in Gowa Regency: 1) balance/equal gender representation, male and female visible, and non-stereotype; 2) Balance but stereotyped gender representation; 3) One gender predominant and stereotype; 4) Stereotype roles: 5) Males only, invisible females and stereotype; 6) Female only and stereotype gender representation; 7) Progressive.

Keywords: gender representation, stereotype, visibility, equity, textbook.

Background
Gender is a term that it is often used synonymously with the term sex. Many administrative forms usually use gender to denote male and female identity. The term gender even assumed by many Indonesian people as perempuan (females). Conversely, many scholars used the word sex for sex roles to denote gender roles. They also used the term sexism and sexist instead of using gender discrimination.

In fact, the term gender is different from the term sex. Sex is the biological term that differentiated between males and females based on genitalia. It is a category of male and female human animal. The difference between them are natural from birth and relatively unchangeable. While gender is a social construction of the society’s expectation concerning the roles and responsibilities, characteristics, attitudes and behaviors of being male or female.

As a social construction, gender is culturally specific and varies remarkably based on time, societies, cultures, ethnicities, religions, education, economic, geographical location and political environment. Sharyn Davies (2006) introduced a notion of a holistic concept of gender. According to her, gender was constituted through a variety of intersecting factors, including biological sex, spirituality, sense of self, roles, behaviors, occupation, dress, sexuality, government and religious ideology. Because of these factors, The Bugis in South Sulawesi had five types of gender namely: oroane (man)
makkunrai (women), calabai (man who behave socially as a woman), calalai (a woman who behave socially as a man) and bissu or androgynous shaman. In fact, there are more gender types in Bugis society than Davies stated. The other types of gender like anaddara (young woman), kallolo (young man), nene (old woman), lato (old man). The variations of gender above were only for human being.

The term gender was from a series of the United Nations Women Conferences. It appeared in the first and the third United Nation women conferences in Mexico 1975 and in Nairobi in 1985 respectively. Then the term was popular in the fourth women conference 1995 in Beijing when the conference included the term gender in the declaration and the platform for action that called the institutions of the United Nations to incorporate gender perspective into the policy making systematically. The declaration was called gender mainstreaming.

Indonesia as a member of the United Nations gave the official support to gender mainstreaming by issuing the Presidential Instruction No.9 in 2000 on gender mainstreaming. This presidential instruction gave instruction to all levels of government to implement gender mainstreaming in each sector of national development. In Education sector, for example, the Ministry of National Education had done a number of activities and producing a number of documents concerning the implementation of gender mainstreaming. One of the document produced was the guideline for the implementation of gender mainstreaming in education in the national and the local government (Sudarto, 2016). Another product of the Ministry of Education was the pocket book of gender mainstreaming in education including the guidelines for writing the gender responsive teaching materials (Ministry of Education and Culture 2013).

Teaching materials includes the school textbooks, handout, worksheet, slides, module and references. They are the primary means of teaching in school. Students spent most of their time both in schools and at home using textbooks. Teachers use at least one textbook for each subject in each class on a regular basis. These textbooks have influences beyond their primary role of facilitating learning. They play roles for transmitting model of social behavior, norms and values including those related to gender.

Research on gender representation in textbooks had been documented by a number of researchers. Many studies uncovered that textbooks were dominated by man, while women tend to be invisible (Spender 1982; Sadker and Sadker 1994). Other researchers (Spender and Sarah 1980; Logsdon 1985; Abraham 1989) found the male predominant in school textbook and curriculum materials. Besides, Parker (1997) and Muttali’in (2001) uncovered stereotyped gender portrayal in textbooks. That representation would affect the students’ aspiration on gender roles.

There were many changes after that. My previous study (Azisah, 2008, 2012) showed that gender representation in textbooks varied according to the discipline, year and place of publication and market as well as the school selection. The social science textbooks which were new and national publication and markets had the highest frequency of visibility and equal gender representation, yet they were still rich gender stereotypes. Meanwhile, the local language textbooks which were old and local publication and market were male predominant and female invisibility.

This paper aimed to present the gender representation in English textbooks of 2013 curriculum used in an Islamic School in South Sulawesi. The research questions were posed: How is gender represented in English textbooks of 2013 curriculum in an Islamic Junior High School in South Sulawesi? This research is significant because it related to my previous research. The subject disciplines and the school level were different. My previous research was elementary level and no English textbooks because the elementary school level did not study that subject. The current research is the junior
high school level.

**Method**

The method used in this research was qualitative research by using content analysis on the English textbooks. The textbooks selected from each level of grades VII, VIII and IX in Madrasah Tsanawiyah Negeri Balang-Balang. They were the main English textbooks used by the English teachers as teaching material to fulfill the 2013 curriculum. There were three textbooks in total. The textbooks then analyzed by using the content analysis. The analysis focused on the images textbooks categories for analyzing the textbooks were: visibility (visible or invisible); equity (balance or imbalance); stereotyped or non-stereotyped; neutral or gender based; progressive or non-progressive. The three Textbooks analyzed were:


**Results and Discussion**

This research on gender representation in English textbooks uncovered several points namely:

a. Balance/equal gender representation, male and female visible, and non-stereotype.

The balance/equal gender representation in textbook could be found for example in the book passport to the world used by the grade VII. The book depicted one male and female student as in Fig.1 and Fig.2

Gender representation of the image above are balance and equal. Both male and female are visible. They play the same role. They are both depicted in introducing his/her self. The roles they play are non-stereotyped. The book Bright used by the grade VIII also shows balance, equal, male and female visible and non-stereotyped. This can be seen the image in the cover of the book in Fig. 3
Balance but stereotyped gender representation

Balance gender representation is the textbook depicted both male and female in the same representation. Yet the picture did not show gender equality. It could be discrimination against one gender. The example of balance representation, but stereotype as in Figure five. Figure five both men and women depicted in the same number. Yet, they are different in term of their quality. The textbook depicted the male chef in powerful position than the female chef. Another picture show that a man know more than the woman. The men looks as he is explaining to the woman by pointing something. The man looked more knowledgeable than the woman about the place.

Both males above were depicted in powerful position and the female was depicted in the inferior position. The men were more important than the women who just waiting the direction of men. In this case men are leader over women.

One gender predominant and stereotype.

The books also depicted one gender predominant and stereotyped. Gender representation in the figure 6 shows male predominant. There are three males compare to one female. The female image was depicted in doing the traditional role of woman. The woman clean the floor by sweeping. On the other hand, males were depicted in various roles. One man was taking a picture. The other man was wearing a formal dress. He looked like a manager. Another image was a male was making a telephone call.
d. Stereotype roles

The textbook also depicted stereotypes roles the images below. This images showed gender roles of males and women in stereotypes way. Males were depicted in traditional male professions like a professional, bus driver, fire fighter, and taxi driver. Females were depicted in traditional jobs as a teacher and a secretary.

e. Males only, invisible females and stereotype.

The textbook also depicted male only. This images showed the picture of Martin (a boy aged 14) and the story about him. The serial pictures of Martin activities depicted in traditional roles like fishing and playing football.

Figure 6. Male predominant and stereotype gender representation (Saida, 2014)

Figure 7. Stereotype gender representation (Saida, 2014)
f. Females only and stereotype gender representation.

Another picture show stereotype gender representation but stereotype is a picture of a woman with probably a boy. The woman in the picture is teaching a boy how to operate a microwave. This picture is a stereotype of gender representation since a woman depicted in her traditional role to teach. The microwave is a cooking machine. It is usually used for heating the food and drink.

g. Progressive

The story of Lucy (a girl aged 13) was depicted in progressive way. Lucy was depicted in non-traditional role. She was depicted in various activities like swimming, playing table tennis, playing chess and taking a picture. Playing chess was usually a male game.
1. Conclusion

Gender representation in English textbooks of 2013 curriculum an Islamic junior high school in South Sulawesi, Indonesia were various. First, the textbooks represented gender in balance, equal, male and female visible and non-stereotype way that could be seen in all textbooks. Second, balance but stereotype gender representation could be seen in textbook of grade VIII. Third, one gender predominant representation could be seen in textbook of grade VIII. Fourth, one gender predominant and stereotyped also available in textbook of grade VIII: more visible, some equal, more balance gender representation. Yet there are still some gender stereotype. Some progressive gender representation.

2. References


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