

ABSTRACT

Ajeng Dini Fitriani, Gender Representation in English Textbooks for Islamic Junior High Schools Entitled “English for Nusantara”: Multimodality Analysis

Textbooks play a crucial role in shaping students' understanding of gender roles, influencing their perceptions of societal norms and expectations. This study investigates gender representation in English for Nusantara untuk SMP/MTs Kelas VII, an English textbook widely used in Islamic Junior High Schools under the Merdeka Curriculum, published by ERLANGGA in 2022. Using a qualitative descriptive approach, this research examines both verbal (textual) and visual (illustrative) representations of gender to uncover patterns and biases and also its pedagogical implications. Purposive sampling was used to select three representative chapters (Chapters 1, 3, and 5) to capture variations in gender representation across different sections of the textbook, while semi-structured interviews with two English teachers explored their perceptions of gender representation and its pedagogical implications in the classroom. The findings reveal a notable gender imbalance, with male figures appearing more frequently (57.24%) in visual illustrations and 52.80% in textual references, often depicted in leadership, professional, and outdoor activities, while female characters are underrepresented and primarily associated with domestic, caregiving, and artistic roles. In occupational roles, males are assigned a broader range of professions (eight occupations), while females are depicted in fewer roles (five occupations), with certain professions exclusively assigned to men. These gendered portrayals have significant pedagogical implications, as they may shape students' perceptions of gender norms, reinforcing traditional stereotypes that could limit aspirations, particularly for female students. Teacher interviews reveal varied responses—some teachers actively address these biases by promoting gender discussions and encouraging students to challenge stereotypes, while others passively accept them, believing they align with cultural and religious norms. Furthermore, this study integrates Islamic perspectives on gender equality, analyzing whether the textbook's content aligns with Islamic teachings that promote fairness and inclusivity. The findings highlight the urgent need for gender-sensitive educational materials that foster more balanced and equitable representations of male and female roles, encourage critical thinking about gender norms, and support inclusive pedagogical practices in Islamic education. This study contributes to the discourse on gender and education, offering recommendations for curriculum developers, educators, and policymakers to create textbooks that support gender equality while respecting cultural and religious values.

Keywords: *Gender Representation, Textbook Analysis, Pedagogical Implications, Islamic Education*