CHAPTER II
LITERATURE REVIEW

This chapter reviews the literature related to the study of gender representation in English textbooks for Islamic Junior High School Students. It introduces key concepts, such as the definition of English textbooks, gender, and how these terms are analyzed from various perspectives within educational research. The chapter further explores the existing studies that have examined gender representation and its impact on learners, focusing on issues such as gender bias, stereotypes, and the broader social implications of representational meaning within textbooks.

A. Textbook

This section discusses the definition of textbook, the function of textbook in EFL, the criteria of a good textbook, the role of textbook in EFL context, EFL textbook in Indonesia, and textbooks analysis.

1. Definition of textbook

English textbooks are structured educational resources designed specifically to teach students various aspects of the English language, including grammar, vocabulary, reading comprehension, listening skills, and writing techniques. Textbooks are often seen as central learning tools because they provide a coherent sequence of lessons and activities that align with national or institutional curricula (Cunningsworth, 1995). They are considered authoritative sources in classrooms and play a crucial role in shaping learners' understanding of language and content (Harmer, 2007).

In the context of English Language Teaching (ELT), textbooks are also tools for cultural and ideological transmission, reflecting specific norms and values embedded within their content (Tomlinson, 2011). Therefore, how textbooks represent gender, ethnicity, and other social categories is a critical area of research for understanding potential biases and stereotypes (Littlejohn, 2011).

The use of textbooks is fundamental in language programs, serving as a primary source of language input and practice for learners, especially in Indonesia, where they play a significant role in education. A series of studies have highlighted the prevalence of gender stereotypes in English language textbooks used in Indonesian schools. Adhitya (2022) found that while the language in some textbooks aligns with values of equality, illustrations tend to reinforce stereotypical gender roles. Similarly, Hamidah (2017) identified dichotomous differences between men and women, misinterpretations of marginalization, and gender polarization in Indonesian textbooks. Fatmawati (2022) and Tyarakanita (2021) both observed an imbalance in the representation of gender, with a bias towards male occupations and activities. These findings underscore the need for greater critical awareness of gender stereotyping in the design of language textbooks, as well as the importance of evaluating textbooks to advocate for gender equality in the classroom.

This study is closely related to these findings as it aims to conduct a multimodality analysis of gender representation in English textbooks specifically designed for Islamic Junior High School students. By examining how gender is portrayed through text and visuals in these textbooks, the research seeks to address the same issues raised by the cited studies, such as gender stereotypes and imbalances in representation. Therefore, this research builds upon the existing literature by focusing on a specific demographic—Islamic Junior High School students—and employing a multimodal analytical approach to deepen the understanding of gender representation in educational materials within this context.

2. Function of textbooks

Textbooks are essential in the educational process. Fahriany, Alek, and Wekke (2018) highlight that textbooks are integral to most language programs. Similarly, the Indonesian Minister of Education and Culture emphasizes their significant role in enhancing the quality of education in Indonesia. In certain situations, textbooks serve as the primary source of language input for learners and support language practice in

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the classroom. For students, they provide a foundation of language knowledge and form a key part of the teaching materials used by teachers.

Textbooks can serve as intermediaries and agents of change during educational innovation for several reasons. First, they act as a tool for training both teachers and learners. Second, textbooks offer a clear representation of what the intended change might look like. Third, they provide psychological support for teachers navigating the transition (Khusniyah, 2019). Additionally, Cunningsworth (1995) identifies several key functions of textbooks in English Language Teaching (ELT):

a. **A resource for presentation material (spoken and written)**

Teaching materials are an essential part of most language programs. Instructional materials typically form the foundation of a large portion of the language input that students receive and the language practice that takes place in the classroom, regardless of whether the teacher uses a textbook, materials prepared by the institution, or resources (Richards, 2002). Thus, teachers frequently utilize textbooks as the primary source of educational resources in the classroom.

b. **A source of activities for learner practice and communicative interaction**

The textbook is enriched and brought to life as learning experiences for students through classroom activities (Nunan, 2003). A coursebook serves as a learning framework, providing a visual overview of topics to be addressed in class along with a repository of ideas and resources. As a result, textbooks supply lesson plans and concepts that are implemented during the learning process, particularly when used as a resource for practical and communicative exercises in the classroom.

c. **A reference source for learners on grammar, vocabulary, pronunciation, etc.**

Most textbooks are arranged according to important linguistic components (Nunan, 2003). These characteristics include subjects and vocabulary related to them (e.g., transportation or food), grammatical constructions (e.g., verb tenses or question formation), and social and cultural interaction abilities (e.g., restaurant order placement

or courteous rejection techniques). Additionally, two or more of the four skills—speaking, listening, reading, and writing—are emphasized in coursebooks (Nunan, 2003). As a result, textbooks offer a vast array of linguistic elements that correlate to the four language abilities, including grammar and vocabulary.

d. A source of simulation and ideas for classroom language activities

According to Tomlinson and Masuhara (2013), as cited by Peachey and Maley (2015), most language teachers still rely on coursebooks to supply the activities they will utilize in the classroom. However, most coursebooks only sometimes provide activities that stimulate creativity. In the opinion of Peachey and Maley (2015), it is crucial that educators use their coursebooks as a resource rather than as a script and that they gain the self-assurance, awareness, and inventiveness necessary to modify the activities in the books in ways that would encourage creativity. Due to this, teachers typically utilize coursebooks as a source of reference for various engaging activities that will be conducted throughout the learning process.

e. A syllabus (where they reflect learning objectives which have already been determined)

The course syllabus serves as a table of contents. It tells students of the course's goals, purpose, or ultimate destination (Wolfe, 2005). Moreover, the syllabus outlines the methods by which the goals will be attained (that is, how to get there), including the materials that will be studied, classroom protocols, assignment and process guidelines, and policies (Wolfe, 2005). Thus, the syllabus serves as a roadmap for what students should learn throughout their studies and comprises the learning objectives included in the textbook.

f. A resource for self-directed learning or self-access work

The attempt to detach oneself from one's parents or instructors and discover oneself by self-identification—the deliberate development of a steady and independent

individual—is known as self-directed learning (Good & Brophy, 2007, as cited in Huda & Sulistyaningrum, 2022). Furthermore, since a teacher cannot always supervise or even guide a student, self-directed learning has become a mainstay method. As a result, this approach to education emerges as a way for teachers and students to work together to make learning and teaching effective both inside and outside the classroom (Huda & Sulistyaningrum, 2022). In other words, self-directed learning is a technique that helps students and teachers have more fruitful learning experiences, both within and outside of the classroom.

g. A support for less experienced teachers who have yet to gain confidence

A textbook can be used as guidance for less experienced teachers or as assistance for new teachers who need more confidence (Cunningsworth, 1995). As a result, textbooks serve as excellent resources for educators who need more expertise and confidence in their teaching ability.

Textbooks can be a source of material and student activity in learning activities. Besides that, the textbook can also be used as independent learning material that is easily accessible to students and assists teachers in developing their framework for teaching and learning materials to society or students' needs in the classroom.

Textbooks serve as essential teaching guides for most educators (Cahyani, 2019). Since textbooks are developed based on the curriculum, they enable teachers to focus on instruction without worrying about straying from the intended topics. They also assist teachers in planning supplementary activities, such as enrichment and remedial sessions. With their structured activities and exercises, textbooks help teachers achieve learning objectives while encouraging them to explore resources that address students' needs, such as fostering discussions on topics like gender representation. Moreover, government-created textbooks are designed to meet curriculum standards, align with syllabi, and cater to students' needs. However, because teachers are not involved in

creating these textbooks, they are limited to implementing the teaching and learning processes outlined in them.

Besides that, by using textbooks as a source of knowledge and learning, students can deepen their comprehension of the material, review it, and prepare for what they need to study next. The exercises allow the students to evaluate their level of comprehension of the material. If required, they can look back at the material also available in the textbook. Additionally, studies have discovered that pupils who appreciate their textbooks are more motivated in class (Apsari et al., 2022).

Textbooks influence the economy, ideology, and education significantly. They have long been recognized as fundamental tools for socialization, conveying information, morals, and values (Bruigeilles & Cromer, 2009). By reflecting societal norms and behavioral models, textbooks act as a medium for instilling social values and must realistically portray the world to fulfill their role effectively. Hutchinson and Torres (1994) highlight textbooks as potential agents of change, noting their near-universal use in English language education. A complete teaching-learning environment often depends on the proper textbook, provided certain conditions are met.

First, a textbook should serve as a training resource for both teachers and students, offering clear and comprehensive guidance. Second, it should assist in classroom management, enabling teachers to focus on delivering new content and techniques. Third, textbooks function as change agents when they provide teachers with explicit instructions on implementing changes and a clear vision of what those changes entail. Lastly, the adoption of a textbook in a school fosters social support, accountability, and commitment to implementing educational changes effectively.

Accordingly, textbooks are essential teaching tools for both teachers and students. Teachers need textbooks to prepare lessons and convey them to students. Textbooks also allow students to review material or learn new material. Without a textbook, teachers will find it difficult to make written evaluations, and students who do not have

a textbook will have difficulty following the learning process. Thus, it can be concluded that without a textbook, the teaching and learning process will not run optimally.

3. Textbook's Criteria

Textbooks must meet high standards to serve effectively as learning resources for teachers and students. While textbooks are typically produced by the government or publishers, teachers should have the ability to evaluate, adapt, and supplement them to meet their students' specific needs. Before assessing a 15 textbook, it is essential to consider the key criteria that define a quality educational resource.

According to the Merdeka Curriculum (2022), a good textbook must meet specific criteria. First, it should be essential to help students grasp the core concepts of each subject through interdisciplinary learning experiences. Second, it must be engaging, meaningful, and challenging, fostering a love for learning and actively involving students in the process. Third, the content should be relevant and contextual, connecting with students' prior knowledge and experiences while aligning with the time and place of their learning environment. Lastly, it should ensure continuity, maintaining a logical progression of learning activities that align with students' developmental stages.

Cunningsworth (1995) suggested four criteria of a good textbook they are (1) a textbook must suit the needs of students; (2) textbooks should depict how students will use the language either in the present or in the future, so that is important to select textbooks that will enable them to properly use language for their own goals; (3) a textbook should facilitate students' learning processes and be aware of their preferences as learners; (4) textbook should be clearly defined as a learning tool.

Riddell (2003) also outlined five key criteria for a good textbook. First, they should be written by qualified teachers. Second, the textbooks must be appropriate for the students' grade levels. Third, they should be aesthetically pleasing and well-designed. Fourth, the content should include challenging topics that stimulate student interest. Finally, the language, skills, pronunciation, and other subjects should be varied and

well-balanced. A good textbook can be evaluated based on several aspects: (1) subject matter, which includes topics aligned with the curriculum, accurate material, and content relevant to students' needs; (2) vocabulary and structure, which should match the students' grade level, progressing from simple to complex language that fits their developmental abilities and daily experiences; (3) exercises, which should assess students' 16 understanding of vocabulary, structure, and linguistic concepts, while also enhancing their skills; (4) illustrations, which should clearly and reflect real-life situations and connect to the subject matter, helping students understand the text; and (5) physical appearance, meaning the textbook should have an appealing cover and be suitable for use in learning (Inayah, 2022). To achieve successful learning activities in the classroom, textbooks serving as both teaching tools and learning resources need to meet high standards. According to Greene and Petty (1971), an excellent textbook should have the following qualities :

a. For students to be motivated to use a textbook for study, it must be engaging and appealing to them.

Regardless of the subject, the purpose of textbooks and study materials is to provide students with essential information and assist them in developing the skills they need (Joynes, 2018). He added on to say that interactive study occurs when students are encouraged to interact with their textbooks by using strategies that read, react, and investigate concepts in a way that approximates in some way the in-person learning environment. As a result, textbooks ought to be able to inspire students to learn by outlining important material in a way that will help them develop the necessary abilities and beg them to delve further into the text.

b. The textbook needs to inspire students to use it.

At the most basic level, assigning textbooks to students along with their regular coursework can be a good way to introduce them to positive use. For example, students can be directed to the textbook when they have questions during an independent task,

and they can be given the relevant page numbers (or, even better, encouraged to use the index) (Turner, 2022). For this reason, regularly using textbooks with pupils will benefit them.

c. The textbook's content should be engaging for students

A good book should maintain focus or inspire kids to pay close attention to what they are learning (Deepublish, 2020). Therefore, textbooks need to be engaging to motivate students to do so.

d. Language proficiency should be considered to ensure the textbook is appropriate for the learner's level.

Textbooks must consider linguistic elements based on students' abilities and developmental stages (Irawan, 2020). To correspond with student's linguistic level, textbooks must consider their developmental stage and language proficiency.

e. The textbook's material needs to be connected to the other fields of science.

Content in textbooks is closely related to other subjects (Irawan, 2020). An interdisciplinary approach enables students to understand and experience firsthand the relevance of each subject as an integrated whole by drawing links between many scientific subjects and branches. Thus, by connecting textbook content to material from other disciplines, students will be better able to understand the importance of each subject taken as a whole.

f. The textbook needs to encourage student's work

Both motivations to learn and unlearn must be present in a good book (Deepublish, 2020). Children will be encouraged to study when they read a textbook independently, without the teacher needing to push them. In the meantime, motivation to relearn is based on the idea that if something is misinterpreted, the textbook must also be incorrect. Books have to be part of the solution to getting rid of nasty things. This is

done because many widely held beliefs that have been around for a while are incorrect, and books need to point this out so that kids understand what is right or wrong (Deepublish, 2020). Therefore, textbooks should encourage pupils to learn and not to learn. Textbooks should inspire students to learn on their own, without coercion. Furthermore, for pupils to distinguish between right and wrong, the textbook must explicitly indicate that something is incorrect when taught, which is another way of discouraging them from learning.

g.   The content must be written clearly to prevent learners from becoming lost when studying the textbook.

The textbook should use appropriate language for the students, with effective sentences that do not contain redundant information and are transparent, courteous, and engaging (Tarigan, 2009 in Purnanto & Mustadi, 2016). According to Purnanto and Mustadi (2016), a sentence is considered adequate if it effectively communicates a message, concept, feeling, or notification in line with the speaker's or writer's aim. Those students are clear when studying the textbook; the content must be written correctly and effectively.

h.   The book ought to have a clear viewpoint.

Textbooks must have a clear point of view (Irawan, 2020). Since the textbook will represent the student's point of view when they study it, it must have a clear point of view.

i.   Textbooks should give students a sense of balance and highlight values.

Textbooks must consistently highlight children's and adult's ideals (Irawan, 2020). Thus, textbooks strike a balance and highlight the values of parents andchildren for students.

j.   Textbooks ought to be able to honor the unique characteristics of every student.

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Delivering learning materials successfully can be aided by thoroughly understanding students' characteristics (Purnanto & Mustadi, 2016). For this learning to succeed, the textbook must consider the student's peculiarities.

In summary, textbooks must be prepared and designed properly by people with special qualifications so that they can be effective learning resources. A good textbook can help teachers and students achieve learning goals. The textbook must be interesting and have content that impacts the development of students' skills and knowledge. Then, the textbook must be able to stimulate students with practice questions provided based on the student's grade level. Besides that, a good textbook does not cause misperceptions and does not contradict the norms that apply in society.

4. The Role of Textbook in EFL Context

Textbooks play a pivotal role in education by acting as mediators in implementing educational reforms and shaping teaching practices (Leung & Andrews, 2012). They serve as essential tools for teacher-student interactions and aim to promote students' holistic development, fostering critical thinking, creativity, and social skills (王, 2024). For teachers, textbooks provide detailed subject explanations, hands-on lab exercises, and assessment tools, making them indispensable for lesson planning and classroom activities (Walker, 2011). However, students often do not view textbooks as engaging or accessible as educators might expect (Nelson, 2012). Additionally, research shows that both teachers and students rarely use textbooks in ways that align with modern educational theories, such as sociocultural and metacognitive approaches, limiting their potential to enhance deeper learning (Nelson, 2012).

Teachers can adopt strategies that actively engage students in learning to maximize the benefits of textbooks. For example, collective reading exercises guided by instructors can help students better comprehend technical materials and improve analytical skills (Walker, 2011). However, the high cost of textbooks remains a concern, often posing a barrier for students. In response, some publishers have introduced rental

options to make educational resources more affordable and accessible (Walker, 2011). These efforts and effective teaching strategies are crucial to ensuring that textbooks continue to play a vital role in fostering meaningful and impactful learning experiences.

Sheldon (2001) says that textbooks not only demonstrate the physical basis of any ELT system, but they also provide significant benefits for students and teachers while employed in the EFL classes. Cunningsworth summarized the role of textbook contents in language instruction. Among them are the following:

a. A repository of oral and written presentation resources;
b. A repository of exercises for learners to develop communicative interaction and practice;
c. A guidebook for pupils on a variety of subjects, including syntax, lexicon, and accent;
d. A provider of enrichment and activity ideas for the school;
e. A course that incorporates previously established learning goals;
f. A repository for identity education or self-access activities;
g. Assistance to inexperienced teachers who have yet to develop confidence

5. EFL Textbooks in Indonesia

Education is a sector that concerns many people. The Indonesian government has made various efforts to develop education. According to Article 31 of the 1945 Constitution of Indonesia, all citizens have the right to education (UUD 1945, Article 31). As such, all children, regardless of gender, are expected to receive nine years of education: six years in elementary school and three years in junior high school. This aims to help them become literate and responsible citizens with no gender disparity and involve all education stakeholders.

English textbooks need careful consideration of all aspects that contribute to their completeness, as they play a crucial role in EFL (English as a Foreign Language) education. It is generally through textbooks that learners become familiar with the

culture and values of the target language (Kartini, 2020). EFL textbooks play a significant role in teaching English, as the content provides students with their initial impression of the subject. Many teachers rely on textbooks as the primary medium for instruction and learning, saving time on material preparation. EFL textbooks allow students to study independently without missing essential content. English instructional materials play a vital role in preparing students to face global challenges, particularly when they reflect the learners' cultural and religious contexts (Haryadi & Aminuddin, 2023).

However, teachers should be mindful of the influence that EFL textbooks have on students' thoughts and behaviors. Poorly designed textbooks can negatively impact the learning process, so careful consideration is essential in selecting textbooks that meet student needs and align with learning objectives. In this way, teachers can choose EFL textbooks that effectively support learning goals and cater to their students' requirements.

In Indonesia's social context, schools are vital to the nation's multicultural stability. Schools play a fundamental role in developing future generations. During the learning process, students engage with assignments and examinations, supported by teachers, peers, and textbooks. These repeated classroom practices, assignments, and examination preparations shape students' identities and impact the quality of instruction and comprehension at different levels (Kartini, 2020).

Textbooks are essential resources for language teachers in Indonesia, and they are used from elementary through high school (Suhartono & Kristina, 2019). Suhartono and Kristina highlight that textbooks are often the primary learning resources in Indonesia, underscoring their importance in the educational process. The government also regulates textbook distribution rigorously, which is evident in various policies. Jazadi notes that the distribution of textbooks in Indonesia must undergo political and evaluative processes to ensure that the content aligns with Pancasila (the state philosophy), the 1945 Constitution, government policies, and national unity and

security while avoiding sensitive issues related to ethnicity, religion, race, and intergroup relations (Jazadi, 2005). Evaluations are conducted by institutions like the Armed Forces Headquarters, the Office of the Attorney General, the National Defense Institute, and the Inspectorate General of the Ministry of Education and Culture.

To further oversee textbook quality, the government established the National Education Standards Board (BSNP) and the Center of Curriculum and Book Development (Puskurbuk). These bodies manage textbook usage, supervise development, and oversee evaluation processes, ensuring that textbooks distributed by both government and private entities meet quality standards.

In summary, the Indonesian government is committed to maintaining high standards for educational textbooks, as shown by various policies. This includes monitoring the creation, publication, and distribution processes to support progressively improving textbook quality.

6. **Textbook Analysis**

Textbook analysis involves evaluating various elements of a textbook to determine its appropriateness, pedagogical value, and alignment with educational goals. A comprehensive analysis typically considers content coverage, organization, language level, and visual elements (Mukundan & Nimehchisalem, 2012). Textbook evaluation frameworks, such as Littlejohn's (2011) or McGrath's (2002), propose multiple criteria, including the treatment of gender representation.

The purpose of textbook analysis is not only to assess the quality of instructional materials but also to uncover any implicit messages or stereotypes. For instance, studies often focus on how gender roles are portrayed and whether both male and female characters are represented equitably in terms of frequency, roles, and activities (Sunderland, 2000).

Furthermore, a critical aspect of textbook analysis is examining the language used to describe characters and scenarios. Language can significantly influence

perceptions of gender; for example, the use of gender-neutral language or inclusive terms can promote equality, while biased language can reinforce stereotypes (Gharbavi & Mousavi, 2012). Additionally, visual elements such as illustrations and photographs play a crucial role in shaping students' understanding of gender roles. Analyzing these visuals helps reveal underlying societal norms and expectations (Blumberg, 2007).

By identifying potential biases in the portrayal of male and female characters, educators can address inequities in representation, fostering a more balanced understanding of gender roles among students. For instance, if English Islamic textbooks predominantly depict males in leadership and decision-making roles while relegating females to passive or supportive roles, it may perpetuate limiting perceptions of gender capabilities. Conversely, textbooks that showcase a diversity of roles and positive representations of both genders can promote gender equity and empower students to envision broader life possibilities.

The effectiveness of textbook analysis lies in its ability to inform educators and curriculum developers about the potential impact of instructional materials on learners. By identifying biases and stereotypes, educators can make informed decisions about which materials to adopt and how to address inequities within the classroom. Ultimately, a thorough textbook analysis serves as a vital tool in promoting gender-sensitive educational practices and fostering a more inclusive learning environment.

B. Gender

1. Definition of gender

Gender is defined as a social construct that encompasses roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (Butler, 1990). It is different from "sex," which refers to the biological differences between males and females (West & Zimmerman, 1987). Gender is often viewed as a spectrum rather than a binary classification, recognizing diverse identities beyond just male and female (Eckert & McConnell-Ginet, 2003).

Understanding gender as a social construct is crucial because it influences how individuals are perceived and how power dynamics are established in society (Connell, 2002). The definitions and expectations associated with gender roles shape educational content and the portrayal of characters in textbooks, which in turn affect learners' perceptions of their own and others' identities (Oakley, 1985).

The concept of gender, as distinct from sex, is multifaceted and encompasses social, cultural, and power dynamics (Deutsch, 1991). It is a system of meanings related to power and status, operating at individual, interactional, and cultural levels (Lask, 1998). Gender is also influenced by biological categorization, which is then reflected in linguistic representation (Courbières, 2013). This complex understanding of gender is further emphasized by the distinction between femaleness and maleness (sex) and femininity and masculinity (gender) (Person, 2005).

This research is closely related to this theory regarding the concept of gender as a system of meaning related to power and status, which operates at the individual, interactional, and cultural levels. This research aims to explore gender representation in English textbooks for MTs students through multimodal analysis. This connection lies in how the textbook reflects, reinforces, or challenges the social construction of gender through the choice of language, images, and other elements used in the learning material.

2. Gender Representation

Gender representation refers to how gender, both male and female, is portrayed or represented in various contexts, including media, literature, and education. Etymologically, the term originates from the word gender, derived from the Latin "genus," meaning "type" or "kind," and representation, from the Latin represent meaning "to present again" or "to show." Terminologically, gender representation encompasses the depiction of gender identities and roles within cultural, social, and institutional frameworks. This includes aspects such as visibility, which examines the

extent to which males and females are present or absent in a particular medium, the roles and characteristics attributed to each gender, and the power dynamics reflected through societal hierarchies and norms. In the context of educational textbooks, gender representation is crucial as it influences students' perceptions of gender roles and equality while also revealing potential biases or stereotypes embedded within the learning material.

Research on gender representation in educational materials and online platforms reveals persistent imbalances. Studies of EFL textbooks in Iran and Malaysia found significant gender bias, with males outnumbering females and often appearing first in a text (Mahnaz Hall, 2014; Mukundan & Nimehchisal, 2012). Similar disparities exist in online communities, as demonstrated by a study of Stack Overflow, where men were found to be the majority of contributors and more actively engaged (Vasilescu et al., 2012). In online news media, a large-scale analysis showed that men were represented more frequently than women in both text and images across various topics and outlets (Jia et al., 2016). However, women were more likely to be represented visually than mentioned as news actors or sources, potentially reinforcing their value as visual objects rather than content contributors (Jia et al., 2016). These findings highlight the ongoing challenges in achieving balanced gender representation across different media and educational contexts.

3. **Gender Visibility**

Gender visibility is the percentage of male and female characters who appear in textbooks. It can be found both in images and in text. Stockdale (2006) in Angelia (2021) refers to gender visibility as the proportion of men to women who appear in textbooks, and that is the easiest factor to research. When examining gender domination in textbooks, gender visibility might serve as a starting point.

Aside from examining the illustrations in a textbook, gender can also be observed in names that appear in conversational dialogues and story texts. Although the names

used may be neutral or ambiguous, the names of persons in textbooks can be utilized as gender markers or gender identities (Angelia, 2021).In addition, nouns in textbooks also represent gender. These nouns commonly come from words that signify gendered identities based on familial ties. People will refer to themselves in terms of their gender, such as "father," "husband," and "grandfather," which all refer to men, and "mother," "wife," and "grandmother," which all refer to women. Using the words "sir" or "ma'am" in greetings also creates a gender-specific identity.

To summarize, gender visibility means the percentage of the gender's appearance in a textbook. Gender visibility can be in the form of a name or noun in a text or conversation, as well as in a picture that displays a character. Moreover, gender visibility is one factor that can be analyzed to identify how gender is represented in a textbook. This also allows us to determine whether the textbook has gender inequalities.

4. Gender Stereotype

Gender stereotypes are generalized views or preconceptions about attributes or roles that are believed to be characteristic of men or women (Davies, 2003). In textbooks, these stereotypes manifest when male characters are portrayed as brave, logical, and dominant, whereas female characters are depicted as nurturing, emotional, and submissive (Baker, 2014).

Stereotypes can perpetuate harmful norms by implying that specific roles or behaviors are inherently suitable for one gender and not the other (Bem, 1981). For instance, if boys are consistently shown in leadership positions and girls in passive or secondary roles, students may internalize these stereotypes and develop skewed perceptions of gendered abilities and potentials (Gharbavi & Mousavi, 2012). This is particularly critical in the context of Islamic junior high schools, where textbooks play a vital role in shaping the moral and social values of young learners.

In the context of English Islamic textbooks for Islamic junior high schools, the representation of gender can have profound implications. These textbooks are not just language-learning tools; they also serve to convey cultural and religious values that influence students' perceptions of gender roles within an Islamic framework. If these textbooks predominantly feature male characters in active, decision-making roles while relegating female characters to supportive or domestic roles, they may reinforce traditional gender norms prevalent in some interpretations of Islamic culture (Sunderland, 2000).

Moreover, the implications of such gender representations in English Islamic textbooks can extend beyond individual classrooms. They can influence broader societal attitudes towards gender roles within the Islamic community, potentially limiting both boys' and girls' aspirations and self-concepts. For instance, if young female students see few representations of women in leadership or diverse professional roles, they may be less likely to envision themselves in such positions in the future.

People usually depict women and men differently. However, they are the same as human beings. Gender roles are assumed throughout different contexts, namely, occupational/family roles, interests, and activities. The image of men and women in society influences their beliefs and behaviors. Gender stereotypes can have negative connotations, like those above, but they can also have positive connotations, even though they're often over-generalized. People portray the position of men as higher than women. According to Judith in Ummu, men's activities are considered more valuable than women's activities, although the activities are similar or the same.

Also, when females do not appear as often as males, the implicit message is that women are not as important as men or that their accomplishments are not as worthwhile to mention as men's. Those can be called stereotypes. According to Mary and Rhoda Unger (2001) in Ummu, stereotypes are a general view about the characteristics of a group of people. People are classified into a certain group based on similar characteristics. The stereotypes of the group can be both positive and negative

characteristics. For instance, people assume women are dependent and passive. Moreover, women tend to gossip and shop, while men are seen as independent and active. They are described differently than women. Gender stereotypes represent a general opinion about the different characteristics of both women and men. Lips (2007) in Ummu defines gender as socially shared beliefs that certain qualities can be attributed to individuals based on their membership in the categorical female or male. Holding that women and men act differently because they use basically different reproductive strategies has many challenges among both social and physical scientists. Likewise, Matsumoto and Juang (2012) explain that gender stereotypes are psychological or behavioral characteristics referring to males or females.

However, not all people think about the characteristics of men and women as gender stereotypes. Thus, to avoid misunderstanding about gender stereotypes, Mary and Rhoda (2001) in Ummu determine the characteristics of gender stereotypes as follows:

a. Groups that are the target of stereotypes are easily identified and relatively powerless.

b. People largely agree about the characteristics of a stereotyped group.

c. Stereotypes imply a covert comparison between groups to the disadvantage of the stereotyped group.

d. Misperceptions appear to be the product of information processing; however, motives to preserve oneself, one's group, and the social system in which one lives are also important.

e. Misperceptions are difficult to modify, even when the person who holds the stereotypes encounters many disconfirming examples.

f. People are largely unaware that they are stereotyped, and they deny that the stereotyped characteristics of their group apply to themselves.

Thus, analyzing gender stereotypes in English Islamic textbooks for Islamic junior high schools is crucial for identifying potential biases and developing more equitable

educational materials. By ensuring that textbooks reflect diverse and balanced representations of genders, educators can contribute to a more inclusive educational environment that encourages all students to reach their full potential, regardless of gender.

5. Gender Bias

Gender bias refers to the unequal and unfair treatment of genders within the content and structure of textbooks (Sadker & Sadker, 1994). This bias can manifest in language use, the visibility of genders, and the type of actions performed by male and female characters (Blumberg, 2007). For instance, if male characters are shown engaging in a wider variety of activities, such as sports and science, while female characters are shown only in domestic or artistic settings, it can influence learners' attitudes and career aspirations.

Studies on gender bias in textbooks often reveal that males are portrayed more frequently and in a greater variety of social roles, whereas females are often depicted in a limited number of stereotypical roles (Hall & Slade, 2015). This unequal representation can hinder gender equality by shaping students' expectations of what is considered "normal" or "appropriate" for each gender.

Hook (2019) revealed that women tend to exhibit a stronger identification with their gender, whereas men display greater flexibility in their identification. This suggests a potential origin of bias in individuals' perceptions and interactions with others of the same or different genders. Consiglio (1999) stressed the necessity of a comprehensive understanding of gender, encompassing genetic, environmental, and psychological factors, to tackle gender discrimination and sexual stereotyping. Castro (1995) advocated for a gender-neutral perspective on personal roles and responsibilities to counter biases stemming from a gender-trapped identity concept. Wu (2020) brought attention to gender bias in professional conversations, wherein women's personal attributes overshadow their professional achievements. These studies collectively

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underscore the intricate interplay between gender identity and bias, underscoring the imperative for further research and initiatives to address these challenges.

6. Gender Relation in Islamic Perspective

Islam as a religion holds values of justice and equality, advocating principles of gender equality despite ongoing societal challenges. Historically, Islam has positively impacted gender equality. At its inception, it promoted the dignity and status of women beyond the conditions of the pre-Islamic period, often referred to as the *Jahiliyyah* (Kartini, 2020). However, stereotypes that view women as inferior to men persist due to cultural norms and traditional interpretations within society.

In Muslim communities, gender stereotypes often stem from literal and partial interpretations of the Qur'an and Hadith. Gender inequality is frequently attributed not to the Qur'an itself but to patriarchal interpretations found in secondary religious texts, such as Tafsir (exegesis) and Ahadith (Hadith) (Fadlan, cited in Asghar, 2021). During the medieval period, interpreters were influenced by a limited understanding of Qur'anic texts, leading to conclusions such as the notion that women, created from men's ribs, are lesser beings who need male guidance. For instance, al-Ahzâb: 33 was interpreted to suggest that women's primary role is within the home, although Fadlan clarifies that this verse does not mandate women to remain home but emphasizes that household responsibilities are significant (Asghar, 2021).

The Qur'an afforded women rights that were unprecedented before Islam. In pre-Islamic Arabia, women had few rights, but in early Islam, their status improved, recognizing them as autonomous individuals. Women played important roles in both domestic and public spheres, such as supporting the Prophet on the battlefield and contributing wealth to the growth of Islam, as Khadijah did. Likewise, Ummu Syurayk helped spread Islam among women by encouraging them to convert (Kartini, 2020).

Islam strives for balance and equality, and as Asma Barlas notes, the Qur'an is fundamentally anti-patriarchal, advocating radical gender equality. This is evidenced by reforms like the limitation on polygamy, which contrasted with the unrestricted

polygamy of the pre-Islamic era, where men could marry without limits. Qur'anic verses, such as al-Hujurat: 13, reflect a commitment to equality, rejecting discrimination based on gender, skin color, and ethnicity. Nasruddin Umar identifies several principles of gender equality within the Qur'an:

a. Men and women are equal in their worship of Allah SWT.

b. Both genders are created with the potential to be leaders.

c. Men and women equally uphold a primordial agreement with God.

d. Adam and Eve are portrayed as equal participants in humanity's story.

e. Men and women have equal opportunities to achieve success (Umar, 2019).

Several Qur'anic verses highlight gender equality:

a. Creation of Males and Females: Verses such as al-Rum: 21, an-Nisa: 1, and al-Hujurat: 13 emphasize the creation of humans in pairs, underscoring a reciprocal relationship and the absence of gender superiority

b. Equality in Status and Rights: Verses like al-Imran: 195, an-Nisa: 124, an-Nahl: 97, at-Taubat: 71-72, and al-Ahzab: 35 emphasize that both men and women are entrusted with upholding Islamic values through faith, piety, and charity.

7. Language and Gender

A post-structuralist perspective on the relationship between gender and language, post-structuralism challenges essentialist views of gender and contributes to the evolving framework of gender. By focusing on the constitutive role of discourse and values, post-structuralism has significantly influenced linguistic studies and has played a key role in the linguistic turn across various other disciplines (Sunderland, 2006, p. 27).

Thus, poststructuralists are concerned with opening up the conception of gender beyond those with heteronormative forms. It is the concept of women in relation to hetero normative form in language approach. In the same line, it is possible to interpret the way women and men are seen in a particular society, how they were treated during

time, and how it is revealed in the language. In relation to language and gender, it aims not to make assumptions regarding gender. It may include a change concerning gendered vocabulary such as chairman, and in more than 30 general terms, it can in the term —chairperson‖ In language features of these gendered vocabularies, it can be described that it is supposed to show the power relation of the ideology tendency between women and men.

In addition, Whitehead (2010) stated that language is not regarded as necessary by all people; here are those who are opposed to —political correctness‖ and believe such a nation takes away the individual freedom of consciously expressing one individuality and gender identity. In the same line, Andersen and Taylor (as cited in Brusokaite, 2013, p. 6) stated that language has a big impact on the formation of their perceptions and attitudes toward gender identity. Thus, language can appear based on the aims of the authors. In this regard, Halliday (2011) stated that language is the factor mediating between the grammatical system and social and personal needs. Halliday identified three meta-functions of language: ideational, interpersonal, and textual. The ideational function relates to how speakers express their experiences and understanding of the world and its phenomena. The interpersonal function focuses on the relationships between participants, their attitudes, evaluations, and how speakers engage with the issues being discussed. The textual function concerns coherence and cohesion, as well as how language is connected to its context, enabling readers and learners to understand and interpret the ideas presented in a textbook. When learning a new language, speakers or readers often take conventional patterns and structures for granted, which can lead to communication breakdowns. Furthermore, the use of specific language aspects can influence the attitudes of speakers or readers. Therefore, it is important to raise students' awareness of gender in order to prepare them as competent speakers. Consequently, the authors of English textbooks must ensure that the content is free from gender bias by using linguistically neutral items in their teaching materials.

Gender issues have entered into English language studies as a linguistic variable for a long time as one of the popular materials in linguistics; explorations on 31 gender issues in the English language and other languages, as well as have experienced a period of gradual development. It is the contextual concepts that contribute to the various linguistics in terms of female and male through the parts of linguistics such as vocabulary, semantics, firmness, and lexical meaning. On the other hand, Bell (2011) stated that gender is a contextual-dependent concept that contributes various linguistic strategies to males and females.

Furthermore, gender can be presented in linguistic features and social construction in society. The relationship between language and gender has become one of the major issues in sociolinguistics since the early 1970s. Thus, language and gender identity are the principal aspects of the study. Those relationships have been focused on pre and non-feminist work in several areas other than language use. In addition, Corbett (as cited in Sunderland, 2006) stated that language and gender are called —linguistics gender‖. For example, considerations of gender-marking, natural and grammatical gender, and generics such as man already exist in different world languages. In his definition, it can be interpreted that gender has a close meaning in linguistic terms because it can be explored in various features of text in linguistics, whether in semantics terms, pragmatic, syntax, adjective, verbal, nominal form, etc.

Thus, language and gender are prevalent in studying the relationship between gender and language use, which is introduced by the experts. It is put on the clear discussion of gender and linguistics terms in social meaning. The discussion of language and gender is explored in the construction of gender issues in linguistics features. Thus, gender has its own way of representing the way males and females are in the linguistic aspect. Oliver (2009) explores the differences between the ways males and females use language when they interact. For instance, the relation of those theories with the research study is to know how far the influence of gender, which is represented in language approaches in English textbooks, on students' ideas or readers include

teachers as the core to create good students include the concept of gender which is presented in linguistics aspects.

Thus, gender can be identified from a linguistics perspective as well. In this context, gender refers primarily to the classification of grammatical terms, vocabulary terms, and pragmatics lexical meaning, which may consist of three gender categories: female, male, and neuter. Vocabulary features can be broken down into verbal terms, adjectives, and nominal terms, which can be referred to as masculine, feminine, or neuter perspectives. It is typical for articles and adjectives to take different forms in order to deal with the gender of vocabulary in terms of nouns. In the same line, Halmstad (2010, p. 9) stated that gender refers to the primary classification of nouns into a gender class, which in most languages consists of masculine, feminine, and neuter. Hence, gender can be identified in the vocabulary of nominal terms, whether it refers to males or females.

On the other hand, from the language perspective, Yule (as cited in Halmstad, 2010, p. 9) stated that gender is essential for constructing sentences and communication. In relation to gender and languages, he tried to identify the understanding of gender in both linguistics approaches as written and spoken aspects in utterance sentences and contextual approaches as the environment communication in the social dimension. Thus, the relationship between gender and linguistics does not separate from social features. In linguistics feature, it can be broken down into grammatical terms, semantics, pragmatics, lexical meaning, and vocabulary terms, which consist of nouns, adjectives, and verbal terms. These terms relate to the social perspective where and what condition the speakers or writers speak and write the sentences as the language communication in textbooks included in ―Bright‖ English textbook. In the above description, the researcher tries to analyze how far the relationship between gender and language has been provided in ―the Bright‖ textbook on students. It can be seen in the number of gender inequality which has been provided in language features such as in grammatical terms, vocabulary terms, semantics,

pragmatics, and lexical meaning. Thus, the researcher puts the 33 language approaches as the aspects or instruments presenting gender inequalities related to real social practices.

In the above definition, it can be interpreted that both gender and language are the essential features reflected in textbooks, such as the gender issues represented by the authors in English textbooks. In the language aspect, gender is an important component in the way people perceive the World. In a social context, language and gender are interrelated, whether in the written or spoken aspects of social interaction. Thus, the relationship between language and gender in a social context has an important role in empowering gender inequality. In relation to gender and language, it has focused on words and word forms such as diminutives that overtly denigrate, trivialize, or exclude women and assume or cultivate stereotypes of both women and men.

In this aspect, it can be determined that the existence of words is clearly important. The existence and the use of words and forms of words unambiguously reveal social attitudes and beliefs. In lexical terms, it can be referred to as both male and female. Thus, the relation between linguistics and social gender signs can be interpreted in the way of lexical items of words such as the adjectives pretty and handsome. Both mean something like good looking, but the other side both have background meanings corresponding to cultural ideals of good looks for females and males prospectively. In addition, gender can be the actual content of the linguistics sign (Sunderland, 2006, p. 60). In much of the discussion between gender and language, it can be determined by specific relation to words (lexical or pronoun forms) such as in the personal titles of ―Mr‖, for male identity and ―Ms, Mrs, and Miss‖ for women identities in gender and marital status and the use of pronoun he as supposedly generic pronoun in lexical issues which refer to person or someone even that both of them can be determined not only by the pronoun of ―he but also the pronoun of she. On the other side, the relationship between language and gender can be analyzed in grammatical structures such as in adjective, nominal, verbal, and active and passive forms.

The determination of both gender and language above in specific descriptions of men and women are talked about differently not only in terms of characteristics, roles, activities, and objects that are associated with them but on the basis of fields that they are known to be involved as appropriate for them to engage in (differences which will come out as lexical differences, words characteristically associated with or seen as male and female) but also in term of difference in the perceived centrality or marginality of their participation in the affairs of the world (differences which will come out as grammatical differences, particularly involving participant roles in clause structure).

The relationship between language and gender can be understood as a means of analyzing gender inequality, both in language forms and in social structures. This includes disparities in occupations, titles, visibility, gender roles in social contexts, and within education, as reflected in curricula, teachers' treatment of students, and English textbooks as tools for conveying ideas. As such, gender inequality is perpetuated by biased gender representations in social contexts, a point highlighted by scholars in previous studies.

In the context of education, gender representation is reflected in curricula, teachers' treatment of students, and English textbooks. The representation of gender in social contexts is closely linked to linguistic forms, which can be seen in these curricula, teacher interactions, and textbooks. Therefore, one way to assess gender equality in English textbooks is by examining both linguistic or language features and social elements.

8. Gender in Education Context

Gender issues in education are a common topic of discussion among scholars and researchers. These issues arise during the teaching and learning process in classrooms, where students and teachers interact. Males and females often differ biologically, leading to a gap in social communication, including in the classroom. The environment and socio-cultural factors are key influences that contribute to the gender gap in

education. Moreover, gender identity is shaped by observing the surrounding environment, which is heavily influenced by socio-cultural aspects (Marinova, 2003). This suggests that social conditions and the environment have a significant impact on student's attitudes and values in their educational experiences.

Thus, the development of the gender gap starts with the process of socialization in social life and the education process at schools. The role of the school is an important aspect to see and put between males and females at an equal level in teaching and learning processes in the education context. The gender gap in education is vivid even in the 20th century. It has been conveyed by Weiner, Walkerdine, and Delamont (2005), who stated that girls and boys in the same classroom have been observed to create quite different educational experiences for themselves.

Inspired by this definition, it can be interpreted that the same places and conditions in different attitudes and educational experiences will create different students' educational experiences and students' ideas toward their treatment in educational life between women and men. Thus, the depth of the stereotypical subdivision of gender between male and female is still the most often discussed by scholars, including in the context of education. Maintaining gender equality can be started in the context of education. Therefore, gender inequality is fostered by a gender-biased representation of gender. Gender bias is the preference for prejudice of one gender against others. Generally, women are those who are trivialized and demised in relation to men. Women are represented as subordinate to men (Mishra, 2012). Male dominance or male-centeredness is still evident in a number of spheres in some cultures, even in the education context.

The aim of gender equality in education is an essential feature of women's integration in education. UNESCO (United Nations Educational Scientific and Cultural Education) has put forth great effort in promoting gender equality and reducing gender-biased content. In Millennium Development Goals (MDGs), the target of MDGs has

been promoted as the ninth target to be reached in 2015, including gender equality, one of the targets of the Millennium Development Goals (MDGs) (Puspitasari, 2012).

The researcher sees it as the complex system of social relations and discursive practices differentially constructed in a social context, including in real education life. It means that gender is one of many important facts of social identity that interacts with social status in framing students' language learning experiences, student outcomes, educational national goals, and ideology tendencies through the process of teaching and learning in classroom interaction between females and males. Thus, gender inequalities in education can be seen in some categories: gender inequality in teachers' treatment of students, gender curricula, and gender in textbooks.

First, gender inequality in teachers' treatment of students is one of the important aspects of transforming ideas on students so that they can apply ideas, including gender issues, in real education. It means that gender perspectives or issues can be integrated into teachers' education who can play a crucial role in addressing the issues of gender, inclusiveness, and equality, providing valuable input for the formation of gender equitable curriculum, pedagogy, and policies. Even the teachers, as the material developers, writers, editors, and those producing educational textbooks, may also greatly benefit from gender perspectives. Furthermore, most teachers.

Teachers decide to choose and adapt textbooks depending on their academic and professional background. In this regard, Barnes (Janeiro, 2005) identified two basics of teachers. First, the transmission teacher needs to maintain a high degree of control over the learners to create the condition under which the subject can be taught. Second, the interpretation teacher prefers to disperse responsibility among learners where control is maintained by persuasion and appeal to the better judgment of the learners. Thus, teachers are the materials developers controlling the student's and classroom interactions in education development. According to Richards (Janeiro, 2005), teachers basically employ two dimensions of knowledge when they teach:

"In summary, two different kinds of knowledge influence teachers' understanding and practice of teaching. One relates to subject matters and curricular issues and how they and the content of the lesson can be presented in an effective and coherent way. This is the aspect of teaching that has to do with curricular goals, lesson plans, instructional activities, materials, tasks, and teaching techniques. The other kind of knowledge relates to the teacher's personal and subjective philosophy of teaching and the teacher's view of what constitutes good teaching."

Most teachers mean that all of them are the educational textbook makers who influence students to change their ideas, attitudes, and ideologies. They will use the concepts of gender in their treatment of students and in how they look at women and men in social education. In addition, Ranner (as cited in Halmstad, 2010, p. 15) stated that the treatments of teachers in the transmission of gender roles throughout language learning must evaluate how gender and gender roles are presented in ESL materials and raise awareness of gender issues in textbooks. He suggests three points that students should be encouraged to do;

1. Analyze attitudes towards gender and gender roles in materials
2. Learn to use language that is not considered gender appropriate
3. Contest existing assumptions about gender roles in communication

From the above definition, it can be interpreted that the roles of teachers in choosing books and presenting the materials are more important to encourage students to be aware of gender issues in education life, including the teaching and learning process in classroom communication between males and females. According to Beebe (Birjandi, 2011), in the EFL context, within the classroom environment, it is important that teachers pay attention to genders since language is not value-free, lifeless, or free of political bias. Furthermore, it is crucial that teachers control the fundamental values and policies in English textbooks so that they can be applied and actualized by students in their education life. In the teaching and learning process of education context,

teachers are supposed to not only be aware of students' ideas and attitudes but also guide students to form critical attitudes dealing with the concepts of gender equality between females and males in their classroom interaction of education life. In this regard, teachers are aware of the weaknesses of the textbooks and also deal critically with the fundamental values and policies depicted. Hence, teachers are educators who explore the materials in English textbooks and help the students become aware of and apply gender equality in the society around them (Esmaily, 2011).

In the above description, the attitudes repeatedly expressed in textbooks and other media might gradually distort students' ideas regarding gender concepts, which are transferred by teachers in the teaching and learning process at classroom interaction. Because indirectly, students learning the English language might internalize the gender representation reflected by teachers in the teaching and learning process.

At the second step of gender representation in education, it can be represented in curriculum aspects. The issues of gender in education are lack of awareness in determining textbooks for students on their teaching and learning process in education context. The curriculum can be determined as the aspect of knowledge and values to be explored through materials referring to syllabus in order that students apply it. It also can be interpreted as the instructional blueprints for improving teaching and learning process.

The curriculum development should consider not only the appropriate materials related to the education goals but also the gender issues on students' treatment in their education, which relate to the occupation of males and females and the role of females and males in the education context. In addition, Richard (as cited in Imani, 2015, p. 1) stated that the origin of language curriculum development deals with the procedures to be used to determine the content, what the learners' needs, how to determine the learners' needs, contextual factors to be considered, factors involved in syllabus planning, how can good teaching be provided in a program, issues in selecting,

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adapting, and designing materials, and how to measure the effectiveness of language program. Curriculum development should consider not only the material and students' needs but also gender issues as social factors. Both institutional and national curricula should focus on not only pedagogic but also social values, including gender awareness, as a way to respect each other.

According to Luukka (2012), the national curriculum represents the current philosophical, pedagogical, and administrative views on education, as well as the overall values of society at that particular moment, including social effectiveness. Based on the above theory, it can be interpreted that the role of curriculum in the teaching and learning process of education context is one of the important aspects to encourage students' awareness, even teachers' awareness on gender issues as the contextual factors will support female and male occupation or roles on their communication of teaching and learning process in education life.

Considerable attention to gender bias always happens in the curricula and teacher's behavior as it is directly related to teaching content. However, gender bias in textbooks is an issue that has been recently discussed by scholars. At the third step of gender bias in education, it can be represented in gender bias in textbooks. It can manifest itself in some ways; in a text, it can be done through the use of language that fosters the notion of male supremacy through the use of the generic pronoun, the generic usage of women, and affixing men in its generic use in the primacy place, male firstness in both sex phrases, titles and the use of verb as well as adjectives to describe males and females. The level of analysis can be defined through lexical to textual content. Thus, it is necessary to distinguish between conscious and unconscious when planning and eager to do something. Gender roles, occupations, appearances, and behavior patterns are hidden in the content of textbooks. The publisher and author of the English textbook play important roles in creating a valuable textbook that is useful for the teaching and learning process, including, including students' ideas on understanding textbooks. It

encourages students to be aware and actualize gender equality in occupation and their role, between females and males, in their social practices.

Therefore, publishers and authors should not only focus on providing adequate content in English textbooks but also consider the contextual factors that influence students' ideas and perceptions when interpreting textbooks as representations of ideas and values. Gender issues, as one of these contextual factors, play a crucial role in guiding students toward proper behavior in their treatment of male and 41 female roles during classroom communication, which is an integral part of the teaching and learning process in a real educational context.

C. Gender Representation in Textbooks

Gender representation in textbooks refers to the way male and female characters, roles, and activities are depicted through text and images. Often, gender representation can be biased, with males frequently portrayed in active and dominant roles while females are relegated to supportive or passive roles (Lee, 2014). This kind of portrayal reinforces traditional gender stereotypes, which may limit students' understanding of gender roles and expectations (Sadker & Sadker, 1994).

For example, in a study of Hong Kong primary school English textbooks, males were overrepresented in professional roles, while females were depicted mainly as caregivers or performing domestic tasks (Lee, 2014). Similar patterns have been found in other contexts, indicating a global trend of gender bias in educational materials (Blumberg, 2007).

Additionally, the implications of biased gender representation in textbooks extend beyond individual perceptions; they can shape societal norms and influence career aspirations among students. When females are consistently depicted in nurturing roles, it may lead female students to internalize these stereotypes, potentially limiting their aspirations in fields traditionally dominated by males, such as science, technology, engineering, and mathematics (STEM) (Baker, 2014). Conversely, male students may

feel pressure to conform to expectations of dominance and assertiveness, thus constraining their emotional expression and career choices.

Furthermore, research shows that diverse and equitable gender representation can positively impact students' attitudes toward gender equality and promote more inclusive classrooms. A study by Gharbavi and Mousavi (2012) demonstrated that when textbooks feature balanced portrayals of genders, it enhances students' perceptions of gender roles and fosters an environment that encourages cooperation and respect among peers.

To address these disparities, many educational frameworks advocate for the critical evaluation of textbooks to ensure that they reflect a balanced representation of genders. This approach not only aids in promoting equality but also enriches the learning experience by exposing students to a variety of perspectives and roles, thus preparing them for a more equitable society.

1. Gender Roles and Textbooks in Educational System

National education is one of the national development sectors in an effort to educate the life of the nation (Yeşil & Karaboğa, 2021). The national education system strives to establish a powerful and authoritative social institution that empowers all Indonesian students to become morally upright individuals capable of proactively addressing the ever-evolving challenges of the contemporary era. National education serves as the primary means for nation-building and character development (Simaremare et al., 2020). Concerted efforts toward national development and character development necessitate the elimination of gender bias, which can be facilitated through the educational system.

Gender bias is one of many aspects that need to be examined in the educational system. It can be portrayed through learning materials such as textbooks. Research suggests that the portrayal of gender in children's textbooks influences attitudes and beliefs about gender-appropriate behavior and occupational opportunities (Susanti et

al., 2021). Similarly, Yuden, Chuki, and Dorji (2021) stated that gender bias in textbooks can promote traditional gender stereotypes, hinder educational and career aspirations, and contribute to the continuation of gender equality. It is important to ensure equal representation and portrayal of women and men in teaching materials since it affects learners' beliefs about gender identity.

Gender stereotypes are in the textbooks that it is difficult problems to solve. This is because gender stereotype is embedded in the cultural values of society 27 and reflected in the national education policy and curriculum (Su et al., 2021). Despite increased awareness and efforts to diversify textbook content, selecting appropriate materials is still difficult. Many educators may lack the necessary expertise or criteria to choose textbooks that best address their students' needs (Kereszty, 2020). This challenge is further compounded by the negative impact of gender stereotypes on students' learning and behavior. The portrayal of gender in these materials shapes students' perceptions of gender-appropriate conduct and societal roles (Karami & Ghane, 2021). Textbooks significantly influence whether social norms are reinforced or challenged, as gender representation in educational content often mirrors societal beliefs and behaviors (Wright & Wright, 2022). If these stereotypes remain unaddressed, they can perpetuate gender bias and inequality in education.

To sum up, National education plays a crucial role in shaping the nation's character and addressing contemporary challenges, with the elimination of gender bias being a key component. Gender bias in educational materials, especially textbooks, influences students' perceptions of gender roles and career aspirations. Despite efforts to diversify content, gender stereotypes remain embedded in society and education systems, impacting learning and behavior. Ensuring equal representation in textbooks is essential to prevent the reinforcement of traditional gender norms and promote gender equality in education.

2. The Analysis of Gender in Textbooks

Teachers should assess textbooks for gender bias, especially when they are widely available from multiple publishers. Harmer (2007) emphasized that teachers should carefully examine, pilot, and gather feedback from students to select the most appropriate textbook for their needs (p. 153). Analyzing a textbook involves reviewing all its contents, including learning elements, exercises, illustrations, and more. Harmer (1991, p. 267) defines a good textbook as one that contains engaging and thought-provoking content, such as well-sequenced language items, clear descriptions of learning objectives, and recaps of previous material. This suggests that a suitable textbook should offer content that is both appealing to learners and beneficial for teachers.

Analyzing gender representation in school textbooks is crucial because schools play a significant role in gender socialization (Blumberg, 2020). Gender socialization occurs not only through physical materials, such as textbooks but also through interactions between teachers and students. Therefore, educators must become more aware of potential gender bias in school environments. Teachers should be mindful during classroom interactions to avoid reinforcing gender stereotypes through comments or actions (Smith & Taylor, 2021). Additionally, selecting textbooks free from gender bias is essential, as these texts serve as a primary resource for shaping students' understanding of gender roles and equality. Gender bias in textbooks can be observed in two key components: material and exercises.

a. Material

Cunningsworth (1995, p. 7) argued that materials in language learning, particularly textbooks, serve several functions: they present content, provide activities for learners to practice, and serve as a reference for learners in areas such as grammar and vocabulary. Textbooks also serve as a source of stimuli and ideas for classroom activities, reflect a syllabus with defined learning objectives, and support new or less

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confident teachers. Therefore, textbook materials play an essential role in supporting classroom activities and improving learning outcomes. Tomlinson (2011, pp. 8-22) outlined several principles that textbooks should follow:

1) Materials should have an effect on learners.
2) Materials should make learners feel comfortable.
3) Materials should help students develop confidence.
4) Materials should be seen by learners as relevant and useful.
5) Materials should encourage personal investment from learners.
6) Learners must be prepared to understand the content presented.
7) Materials should introduce learners to real language use.
8) Learners' focus should be on the linguistic aspects of the content.
9) Materials should give learners opportunities to use the language to achieve communicative goals.
10) Materials should acknowledge that the positive impacts of education are often delayed.
11) Materials should account for diverse learning styles.
12) Materials should consider learners' emotional traits.
13) Materials should allow for a quiet interval at the beginning of a lesson.
14) Materials should maximize learning potential by fostering intellectual, stylistic, and emotional engagement, stimulating both right- and left-brain activities.
15) Materials should not rely excessively on controlled practice.

Most of these principles emphasize the significant impact that textbook material has on learners' perceptions and behaviors. This underscores the importance of selecting materials free from gender bias and stereotypes. As educators, it is crucial to assess and select textbook materials carefully to prevent the indirect reinforcement of gender inequality.

b. Exercises

Textbook exercises can also contain gender bias. Often, practice activities include contexts or language that reinforce stereotypes. For example, reading comprehension passages or role-playing activities may portray males as adventurous, bold, or strong, while females are often depicted as caring or docile. These biases in exercises may gradually influence students' views on gender-specific actions and roles, potentially limiting their professional aspirations and social roles (Blumberg, 2020). Exercises should reflect a fair and equal representation of both genders to encourage critical thinking and eliminate misconceptions.

In this study, the selected textbook, Interactive English, published by Yudhistira, consists of 14 main units, with each unit containing the following:

1) Listening practice
2) Reading comprehension practice
3) Grammar
4) Writing practice
5) Speaking practice
6) Vocabulary
7) Evaluation

Textbook materials and exercises, including both textual content and supporting illustrations, may contain elements of gender bias. These biases can be subtle, such as in the language used or in how characters are portrayed visually. This analysis is vital and urgent to ensure that educational materials promote equality and diversity, fostering a learning environment that challenges rather than reinforces gender stereotypes. By critically reviewing textbooks, educators can identify and eliminate these biases, leading to a more equitable and accurate portrayal of both genders in the educational context.

3. Aspects of Gender Representation in Textbook

Specific indicators or aspects are required to evaluate gender representation in textbooks. Various researchers have identified key aspects of gender representation in

textbooks. Azad (2020) employed principles and aspects derived from Goffman's (1979) content analysis of gender representation, focusing on elements such as narrative roles (active vs. passive), gaze direction (the direction of the eyes), distance (visual techniques), body display (clothing), and space (the frequency of spaces). Similarly, Amini and Birjandi (2012) outlined six aspects of gender representation in textbooks, which are described as follows:

a. Visibility in Illustrations and Photos

This aspect involves counting and examining the visual representation of gender, including both illustrations and photographs. Illustrations refer to artificial images created to depict males or females, while photos represent actual images of men and women.

b. Visibility in Text

In this aspect, the researcher counts the frequency with which female and male names, personal pronouns (such as he, she, her, his), and gendered terms (like Sir, Ma'am) are mentioned in the textbook's text, images, or vocabulary.

c. Firstness

This aspect involves counting how often female or male names appear first in the text. This is a crucial category in content analysis, as it addresses a subset of asymmetric word pairs in language. Unequal representation in this category can reveal unconscious biases, where men are typically placed before women in paired nouns such as "father/mother" or "uncle/aunt." Examples from the text will be used to calculate percentages and examine the implications of these patterns.

d. Masculine or Feminine Generic Construction

In this aspect, the researcher counts the usage of male generic pronouns (e.g., "he") within the text, which typically serves to describe the differences between men and women.

e. Occupation

This aspect focuses on identifying the occupations attributed to males and females in the textbook, as portrayed in the text, images, and illustrations. The primary focus here will be on the diversity of occupations presented rather than the repetition of specific roles.

f. Activities

In this aspect, the researcher specifies the activities depicted in the textbook that are associated with either females or males, as represented in the text, images, and illustration

D. Pedagogical Implication of Gender Issues in English Textbooks

The representation of gender in English textbooks carries significant pedagogical implications for both language learning and social development. Textbooks are not only tools for language acquisition but also agents of cultural transmission. According to Bourdieu's (1991) theory of cultural capital, textbooks shape students' perceptions by embedding dominant cultural norms, including gender roles. The way gender roles and identities are depicted influences students' understanding of social dynamics, gender equality, and stereotypes. Furthermore, Tajfel's Social Identity Theory (1979) suggests that gendered representations in textbooks help students form their identities, which may either reinforce or challenge societal expectations based on gender.

Freire (1970) emphasizes the importance of questioning and challenging dominant narratives. Educators are called upon to be critical of the materials they use, recognizing that textbooks are not neutral but reflect underlying power structures, including gendered expectations. Therefore, educators must be aware of these portrayals and adopt strategies to promote a balanced and inclusive learning environment. By exploring these theoretical frameworks, this section will address the following key areas:

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1. **Teacher Perceptions of Gender Representation in Textbooks**

The representation of gender in textbooks plays a pivotal role in shaping how educators and students perceive and understand gender roles and identities. The way educators perceive gender representation in textbooks significantly impacts how they engage with and teach the content. Research by recent scholars such as Taylor (2021) and Rundle and Ormrod (2022) suggests that teachers' perceptions of gender representation often vary depending on their awareness of gender biases. Some educators may assume that textbooks, especially those with government approval, are free from biases, believing that these materials have been validated as neutral and objective. However, such assumptions fail to account for the socio-cultural factors that influence textbook content and the implicit gender stereotypes that may be embedded within them.

Casey and Nixon (2021), emphasizes that textbooks, like other forms of media, are not neutral. They reflect the broader social, political, and cultural context in which they are produced. Even when textbooks appear neutral, they may perpetuate gender stereotypes and societal norms. This insight aligns with Tajfel's Social Identity Theory (1979), which argues that individuals' perceptions of themselves and others are shaped by their memberships in social groups, such as gender. As a result, students may internalize gendered representations based on how they see their own identities reflected in the materials they use in the classroom.

These gendered portrayals can manifest in both explicit and implicit forms. For example, women may be depicted in nurturing roles, while men are shown as leaders or authority figures. Implicit biases, such as the underrepresentation of women in powerful positions or the dominance of male characters in narratives, also reinforce traditional gender roles. Teachers may overlook these biases, particularly when they trust textbooks as objective resources, potentially contributing to the reinforcement of gender stereotypes in the classroom.

The concept of cultural capital (Bourdieu, 1991) further emphasizes that textbooks are not just tools for education, but also carriers of cultural values that influence teachers' approaches to teaching. Teachers' understanding of these cultural values, whether explicit or unconscious, informs how they engage with the content. If educators do not recognize the gendered assumptions in textbooks, they may unintentionally reinforce harmful stereotypes, limiting students' ability to critically engage with social issues.

To address these challenges, educators need to adopt a more critical approach when evaluating textbooks. They should not assume that official approval guarantees neutrality or objectivity. Rather, they should critically assess textbook content for underlying gender biases and stereotypes, recognizing that even widely accepted materials can perpetuate harmful social norms. Critical Pedagogy (Freire, 1970) encourages educators to create a classroom environment where students are prompted to question and engage with the materials they encounter, fostering an awareness of implicit biases.

Teachers can adopt strategies such as facilitating discussions on gender representation, integrating diverse perspectives through supplementary materials, and encouraging students to analyze both the language and visual elements in textbooks. For instance, when discussing a textbook that reinforces traditional gender roles, a teacher might ask students to reflect on how those roles align with contemporary societal changes and how they can imagine more inclusive portrayals.

Additionally, teachers can participate in professional development programs to raise awareness of gender biases in educational materials. By equipping educators with the tools to identify gender bias, they can more effectively challenge stereotypes and foster a classroom environment that promotes gender equity.

2. The Influence of Gender on Student Engagement

Gender plays a significant role in shaping student engagement, both inside and outside the classroom. Research has shown that gendered expectations and experiences can influence how students interact with course material, participate in class discussions, and engage with their peers. Gendered behaviors and socialization processes affect how students perceive their roles in the classroom and how they are treated by educators and classmates. In particular, textbooks and teaching materials, with their gendered representations, can either enhance or hinder student engagement, depending on the inclusivity and diversity they provide.

Boys and girls may experience different levels of engagement based on how they see themselves reflected in classroom activities, reading materials, and classroom dynamics. For instance, if a textbook predominantly features male protagonists in active, adventurous roles while depicting female characters in passive or domestic roles, female students may feel less motivated or empowered to engage with the content, especially if they do not see themselves represented in meaningful ways. On the other hand, male students may also be restricted by rigid portrayals of masculinity, which can limit their ability to fully engage in diverse areas of interest, such as caring professions or the arts.

Studies such as those by Devine et al. (2012) and McGinn (2017) have shown that gendered expectations often lead to different levels of classroom participation. Boys, for instance, may be more encouraged to engage in competitive activities or leadership roles, while girls may face barriers in terms of assertiveness or being vocal in class discussions, particularly in subjects traditionally considered male-dominated, such as science and mathematics. This unequal engagement, rooted in societal gender norms, can create a classroom environment where both genders are not able to fully express their academic potential or talents.

The role of educators is crucial in addressing these disparities in student engagement. Teachers who are aware of the gendered dynamics in the classroom can use inclusive teaching strategies that encourage all students to participate and engage with the material on an equal footing. For example, teachers can introduce diverse perspectives and role models in class materials, ensuring that both male and female students have opportunities to identify with characters who break away from traditional gender roles.

Moreover, multimodal teaching approaches, which incorporate both visual and textual elements, can help engage students in ways that address diverse learning styles and interests, irrespective of gender. For instance, a curriculum that uses a variety of images, videos, and texts featuring both male and female figures in diverse roles and contexts encourages a more inclusive form of engagement, helping all students feel represented and valued.

Teachers can encourage gender-neutral participation by structuring lessons that allow for diverse expressions of engagement, such as group work, peer teaching, and project-based learning, where all students can contribute regardless of their gender. It is also important for educators to create a classroom environment that encourages equal participation from both genders, where students are not confined to roles based on their gender but are encouraged to explore a wide range of interests and activities.

Further, teachers should actively monitor classroom dynamics to ensure that gender biases do not influence how students engage with the material. For instance, boys may need to be encouraged to explore topics like empathy and caregiving, while girls may benefit from being challenged to engage in leadership roles or competitive activities. Gender-responsive teaching that values the contributions of both boys and girls equally will help to break down gendered stereotypes and foster a more inclusive learning environment. Finally, providing mentorship opportunities for both male and female students can also help to address gender disparities in engagement. By pairing

students with role models of the same gender who break stereotypes, educators can inspire students to explore fields or subjects they may have previously thought were outside their reach.

In conclusion, gender influences student engagement in complex ways, from shaping participation patterns to influencing how students relate to the content and classroom dynamics. Educators who are aware of the impact of gender on engagement can employ strategies to create more inclusive and balanced learning environments, ensuring that all students, regardless of gender, have equal opportunities to participate, learn, and succeed.

3. Challeges Using Textbooks

Textbooks, though essential in education, often present challenges that can significantly affect student engagement and learning outcomes. One of the most pressing issues is the gender bias and stereotyping embedded in many textbooks. Apple's (2004) theory of curriculum as a political tool argues that textbooks are not neutral; they reflect the cultural and political contexts in which they are produced. These materials often perpetuate traditional gender roles, portraying men in leadership or professional positions while women are typically represented in caregiving or supportive roles. Such portrayals influence how students understand gender and reinforce societal stereotypes. For instance, the underrepresentation of women in authority positions or the portrayal of them primarily in domestic roles can subtly shape students' perceptions of gender norms.

Moreover, textbooks often fail to reflect the diverse cultural backgrounds of students, leading to feelings of alienation or exclusion among those who are not represented. Bourdieu's (1991) concept of cultural capital suggests that education, including textbooks, tends to privilege the cultural capital of dominant groups, thus marginalizing the perspectives and values of minority cultures. As a result, students from diverse backgrounds may find it challenging to see themselves reflected in the

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curriculum, which can hinder their engagement and sense of belonging. This lack of inclusivity can lead to missed opportunities for students to connect with the content and apply their own experiences to the learning material.

In addition to cultural biases, textbooks are often outdated, particularly in fields like science, technology, and current events. Postman's (1993) theory of Technopoly highlights the issue of technological and informational obsolescence, where traditional textbooks struggle to keep pace with the rapid advancements in knowledge. As a result, textbooks may provide outdated facts, perspectives, or technologies, preventing students from accessing the most current and relevant information. This gap can hinder students' ability to think critically and adapt to new developments in their fields of study, particularly in subjects that require up-to-date knowledge.

Another significant challenge with traditional textbooks is their lack of interactivity, which can negatively affect student engagement. Gee's (2003) concept of affinity spaces emphasizes the importance of active participation in the learning process. Learning becomes more effective when students are engaged in dialogue, collaboration, and hands-on activities rather than passively absorbing information from static textbooks. Unfortunately, many textbooks are still predominantly text-based, offering limited opportunities for students to engage with the material in a meaningful way. This can result in disengagement, particularly among students who benefit from more dynamic, interactive learning experiences.

To address these challenges, educators must adopt a critical approach to textbook selection and use. Teachers should recognize that textbooks are not neutral or all-encompassing, but rather reflect cultural biases, outdated information, and limited engagement strategies. Teachers can complement textbooks with diverse, up-to-date resources, encourage interactive and participatory activities, and promote discussions that help students critically analyze and challenge the materials they encounter. By

doing so, educators can create a more inclusive, engaging, and dynamic learning environment that better reflects the diverse needs and experiences of their students.

4. The Impact of Gender Represntation on Learning

The impact of gender representation in textbooks and educational materials extends beyond mere content; it influences students' learning experiences, attitudes, and understanding of social roles. Gendered portrayals in textbooks can shape students' perceptions of themselves and others, affecting their behavior, ambitions, and interactions in the classroom. According to Tajfel's Social Identity Theory (1979), individuals' sense of self is often defined in relation to the social groups they belong to, including gender. Thus, textbooks that reinforce traditional gender norms can influence how students internalize these roles, impacting their self-concept and aspirations. For example, students who rarely see women in leadership roles in textbooks may internalize the idea that leadership is primarily a male domain, while those who encounter men exclusively in professional roles may unconsciously perceive men as more competent in such fields.

Moreover, gender representation in textbooks is crucial for fostering an environment of inclusivity and equality. Sunderland (2000) argues that textbooks are not just teaching tools but also instruments for cultural transmission. When textbooks depict men and women in stereotypical roles—such as women being primarily responsible for domestic chores or caregiving, and men for work or decision-making—it can reinforce societal norms that limit students' understanding of what they can achieve based on their gender. This limitation can manifest in both subtle and overt ways, such as when female students express a lack of interest in STEM subjects or when male students avoid subjects perceived as more "feminine," like literature or the arts.

Additionally, Kress and van Leeuwen's (1996) theory of Social Semiotics highlights how visual elements in textbooks can communicate gendered messages. Gendered imagery, such as illustrations depicting women in nurturing roles and men in

authoritative positions, can subtly convey expectations about gender behavior. These visual representations influence students' attitudes toward gender roles and can reinforce stereotypes without the need for explicit language. Studies have shown that students are particularly susceptible to visual cues, making it important for textbooks to present diverse and balanced portrayals of both genders in all types of roles.

The consequences of gendered representations are not only limited to how students perceive their own roles but also extend to their social interactions and overall classroom dynamics. Bourdieu's (1991) concept of cultural capital suggests that the dominant cultural norms within textbooks may influence students' classroom behavior, with students from marginalized gender identities feeling less empowered or less confident in their academic abilities. Gender bias in textbooks can inadvertently lead to an unequal distribution of opportunities in the classroom, where male students may receive more attention in certain subjects, while female students may be sidelined in others.

Pedagogically, the impact of gender representation emphasizes the need for educators to critically engage with the textbooks and materials used in their classrooms. Educators must recognize the power of gendered content in shaping students' perceptions and behavior, both inside and outside the classroom. Teachers can counteract negative stereotypes by encouraging diverse perspectives, promoting gender equality, and providing students with a variety of role models from both genders. Educators should also create opportunities for students to engage critically with the materials, encouraging them to question and discuss the portrayal of gender in the textbooks. By doing so, teachers can create a learning environment that fosters equality, reduces gender biases, and helps students realize their full potential, regardless of gender.

5. **Teaching Strategies to Adress Gender Issues**

Teaching strategies to address gender issues in the classroom are essential for creating an inclusive learning environment where all students, regardless of gender,

feel valued and empowered. Gender biases and stereotypes can limit students' potential, shaping their aspirations, self-perception, and behavior. Therefore, it is crucial for educators to employ strategies that actively challenge these biases and promote gender equality. Below are several effective teaching strategies based on contemporary research and pedagogical theories.

a. Critical Pedagogy

One of the most influential strategies is Critical Pedagogy, as proposed by Paulo Freire (1970), which encourages educators to engage students in a dialogue about the societal structures and norms that shape their lives. By incorporating discussions about gender in the classroom, teachers can empower students to critically examine and challenge the gendered content presented in textbooks, media, and other learning resources. Critical Pedagogy stresses the importance of students actively questioning gender stereotypes and exploring how these stereotypes manifest in various contexts, including educational materials. By fostering an environment of inquiry and reflection, educators can help students become more aware of the gender biases that shape their worldview.

b. Gender-Neutral Language

Another essential strategy is the use of gender-neutral language, which helps to avoid reinforcing traditional gender roles. Douglas (2012) discusses how the use of masculine pronouns for authority figures, such as "he" or "his," can subtly suggest that leadership or power is male-associated. By consciously using inclusive and neutral language, educators can challenge these assumptions and model respect for all genders. For example, using "they" as a singular pronoun or referring to individuals by their roles, rather than gendered titles, helps avoid perpetuating stereotypes and promotes equality. This shift in language can help normalize the presence and participation of all genders in various fields.

c. Representation of Diverse Role Models

Teachers can also ensure that textbooks and learning materials provide balanced and diverse representations of gender in all professions and roles. By incorporating examples of women in leadership positions, men in caregiving roles, and diverse gender identities in various fields, educators can break down traditional gender stereotypes. This aligns with Bourdieu's (1991) idea of cultural capital, where individuals' social backgrounds and identities shape their access to knowledge and opportunities. By introducing students to role models of all genders, teachers can broaden students' perceptions of what is achievable for them, regardless of gender. It is important to show students that individuals of all genders can excel in any field, from science and politics to the arts and education.

d. Gender-Inclusive Curriculum Design

A gender-inclusive curriculum is crucial for ensuring that students learn about gender equality and the diverse experiences of people from all gender identities. This approach goes beyond simply avoiding gender bias; it actively includes discussions of gender issues, such as the history of gender inequality, the importance of gender rights, and contemporary issues like gender-based violence. Educators can design lessons that explore the social construction of gender and challenge students to think critically about the ways in which gender norms have evolved over time. Such lessons can also include perspectives from feminist theory, queer theory, and other gender studies disciplines, fostering a deeper understanding of gender in society.

e. Encouraging Gender-Equitable Participation

It is essential to promote gender-equitable participation in classroom activities. Research has shown that students, particularly girls, are often socialized to be less assertive or to take on passive roles in classroom discussions. To counteract this, teachers can consciously encourage all students, regardless of gender, to participate equally in activities like debates, group work, and presentations. This approach helps

to empower students, build their confidence, and challenge traditional gender expectations that may discourage certain students from speaking out or taking leadership roles. Ensuring equal participation not only promotes gender equity but also allows students to engage with ideas and concepts that might otherwise be dominated by one gender.

f. Interactive and Multimodal Learning

Incorporating interactive and multimodal learning experiences can further support gender-inclusive teaching. Gee's (2003) theory of affinity spaces highlights the importance of students actively engaging with content. Teachers can create opportunities for students to engage with content through different media, such as videos, role-playing, interactive discussions, and collaborative projects. By doing so, teachers can ensure that students of all genders are not passive recipients of information but active contributors to their learning environment. Interactive lessons, in which students can take on different perspectives, also help to challenge gender stereotypes and encourage empathy.

g. Classroom Discussions on Gender Norms and Stereotypes

Another effective teaching strategy is to engage students in regular classroom discussions that examine and challenge gender norms and stereotypes. Teachers can introduce activities where students analyze gender roles portrayed in media, advertisements, and textbooks. These discussions can help students identify gender stereotypes and explore how they impact individuals and society as a whole. For example, a teacher might ask students to examine the portrayal of gender in a popular advertisement or television show and discuss whether these representations align with or challenge societal expectations. These activities encourage critical thinking and provide students with the tools to question the gendered assumptions they encounter in daily life.

In conclusion, teaching strategies to address gender issues are essential for creating an inclusive and equitable learning environment. By using Critical Pedagogy, gender-neutral language, diverse role models, a gender-inclusive curriculum, promoting equitable participation, and fostering critical discussions on gender norms, educators can help students challenge gender stereotypes and develop a more nuanced understanding of gender equality. These strategies not only enhance students' learning experiences but also contribute to building a more just and inclusive society.

E. Profile of Textbooks

This study focuses on the English for Nusantara textbook for SMP/MTs Grade VII, which is part of the educational materials developed under the Indonesian Merdeka Curriculum. The book was published in 2022 by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. It was designed to address the challenges of learning loss and educational inequality caused by the COVID-19 pandemic and the curriculum. Meanwhile, its accompanying textbooks have emphasized flexibility, inclusivity, and contextual relevance. The textbook serves as the primary learning resource for grade 7 students in Islamic Junior High Schools (SMP/MTs) and is aligned with the goals of the Merdeka Curriculum, which promotes student-centered learning, flexibility, and character development through the integration of the Pancasila Student Profile. The content focuses on developing English language skills—listening, speaking, reading, writing, and watching—while encouraging exploration of topics familiar to students, such as family life, school, and community.

This textbook was first published in 2022 and has ISBN numbers 978-602-244-884-6 (complete series) and 978-602-244-885-3 (volume 1), with a total of 264 pages and dimensions of 17.6 x 25 cm. The book includes illustrations designed to reflect cultural diversity and inclusivity, presenting characters and visuals that are relevant to adolescent learners. The book applies a Genre-Based Approach to facilitate gradual

language acquisition, moving from oral to written skills. The book also supports four key areas of the Sustainable Development Goals (SDGs), namely environmental awareness, digital safety, nutrition and health, and financial literacy. The activities in the textbook are designed to motivate students and build their confidence in using English in familiar situations.

Efforts have been made to ensure that the textbook covers a variety of cultural elements and fosters inclusivity while also depicting relevant adolescent contexts through its illustrations and examples. Furthermore, the characters and visual representations aim to reflect gender equality and promote inclusivity. As a dynamic and adaptive resource described as a "living document," the textbook allows for continuous improvement and updating. Not only is the book an essential resource for language learning, but it also provides a rich context for analyzing gender representation through its texts, illustrations, and activities. This makes it an ideal site for a multimodal analysis of gender representation in Islamic junior high schools in Indonesia.

F. Multimodal Discourse Analysis (MDA)

Multimodality refers to the use of multiple modes or semiotic resources (e.g., language, images, sound, gestures) in communication. In education, it is often used to analyze how various semiotic modes interact to convey meaning. A multimodal analysis examines how different forms of communication, both verbal and non-verbal, are integrated within a text, such as textbooks, advertisements, or media, to produce and reinforce meaning.

In the context of English as a Foreign Language (EFL) textbooks, multimodal analysis focuses on how various semiotic modes—such as written language, images, layout, sound, and gestures—work together to enhance language learning. EFL textbooks are key educational resources that combine linguistic elements with visual and sometimes auditory modes to help learners acquire language skills. Multimodal

analysis examines how these diverse modes interact within the textbook to construct meaning, engage learners, and convey pedagogical content.

Kress and van Leeuwen (2006) confirmed that Multimodal Discourse Analysis (MDA) revolutionized the study of visual communication by treating images as active components that convey nuanced messages. Their approach, outlined in "Reading Images: The Multimodal Discourse Analysis," applies principles of grammar and language to analyze visual elements such as color, tone, and framing.

Systemic Functional Linguistics (SFL), proposed by Halliday (1978), focuses on how language functions to create meaning within a social context. This theory plays an essential role in multimodal analysis, especially in EFL textbooks, by exploring how language choices are made and how they function in relation to visuals and other modes. SFL divides language into three functions:

1. Ideational Function: Focuses on the representation of experience. In EFL textbooks, this includes how texts describe actions, processes, or situations, and how visuals complement these descriptions.

2. Interpersonal Function: Describes the relationships between the participants (e.g., teacher-student, student-student) and how language or visuals engage them. For example, images of people communicating or interacting with objects may reinforce the language used in dialogues or exercises.

3. Textual Function: Concerned with how the text is organized. In multimodal EFL textbooks, this would involve how the content is structured visually and textually to aid comprehension and learning.

Scholars like Royce and Bowcher (2016) further expanded this approach, emphasizing the need for a systematic understanding of how different modes interact in MDA. The influence of Kress and van Leeuwen's work extends across disciplines, with researchers exploring its application to various forms of contemporary communication, from interactive media to advertising. Overall, their groundbreaking approach reshapes how images are perceived, elevating them as integral components of multimodal discourse analysis.

To reveal the application of multimodality and the relationships between verbal and visual elements in English textbooks to convey implicit messages, the following steps were undertaken (Nadiyah, 2020).
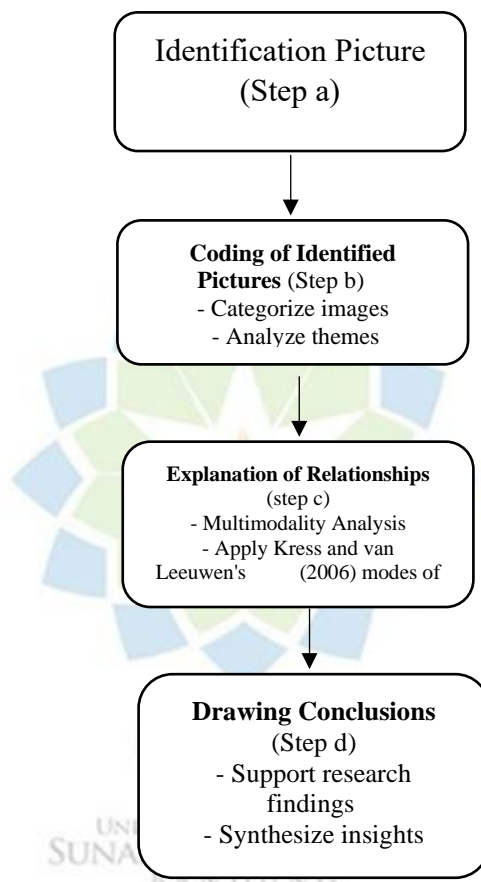

Figure 2. 1 Step Multimodality Analysis

G. Previous Study

The previous research is provided for one of the researcher's references to enrich the theory used in the study, besides finding a distinction between this research and the previous ones. The researcher promotes several studies in references to improve the study materials and distinguish its research from previous ones.

Firstly, the study written by Chi Cheung Ruby Yang was entitled "Gender Representation in a Hong Kong Primary English Textbook Series: The Relationship Between Language Planning and Social Policy" by Chi Cheung Ruby Yang, which was published in 2012 in the journal Gender and Education. The study aimed to assess the extent to which English textbooks for first-grade primary school students in Hong Kong align with the promotion of gender equality, reflecting the region's social policies. Yang's research utilized both qualitative and quantitative methods to analyze gender representation in the textbooks, finding that males and females were represented almost equally, with females being more visible in illustrations and texts. While both studies focus on gender representation in educational materials, there are notable differences. This research examines an 8th-grade English textbook used in Islamic schools in Indonesia, specifically the "English for Nusantara" textbook, and explores how gender is represented within this cultural and educational context. Unlike Yang's study, this research also incorporates Islamic perspectives on gender representation, providing a distinct lens for analysis. Additionally, while Yang's study primarily evaluates visibility and equality, this research delves deeper into the roles of gender stereotypes and implicit bias, factors that influence how students perceive gender roles.

Secondly, the study "Gender Representation in Malaysian Secondary School English Language Textbooks," conducted by Mukundan and Nimechisalem, aimed to describe gender representation in English textbooks for grades 1 to 4 in Malaysian secondary schools. The study utilized both computer analysis and manual analysis for content and linguistic analysis. The findings indicated the presence of gender bias, with males outnumbering females in the textbooks and nouns referring to males tending to precede those referring to females. Additionally, males were frequently depicted as negative characters. While this research shares a focus on gender representation in textbooks, it differs from this research in several key ways. This research examines the "English for Nusantara" textbook used in Islamic schools in Indonesia, a distinct cultural and educational context compared to Malaysian

secondary schools. Furthermore, while both studies address gender bias, this research specifically explores the influence of Islamic perspectives on gender representation, an angle not considered in Mukundan and Nimechisalem's study. Additionally, this research examines the impact of gender stereotypes and implicit bias in textbooks, providing a more nuanced understanding of how these factors influence students' perceptions of gender roles.

Thirdly, a thesis entitled Gender Representation in Indonesia EFL Textbook Exercise: A Critical Analysis of Buku Bahasa Inggris Exercise, published by Kemendikbud in 2018, was written by Aslim Zahri from the Faculty of Education and Teacher Training at Ar-Raniry State Islamic University, Banda Aceh. This thesis provides relevant information on the systematic study of gender representation in educational materials, making it a valuable reference for this research. The publishing house for this thesis is Kemendikbud, the Ministry of Education and Culture of the Republic of Indonesia.

Fourthly, the study was conducted by Suhartono and Diah Kristina and published in 2018. It is entitled "Gender Bias in Textbooks and Test Items of English Language Learning in the Indonesian Context." This journal article, published in the Indonesian Journal of Applied Linguistics, identifies two main types of gender bias frequently found in textbooks and test items: language use and representation. The study also explores various educational conditions in Indonesia, which makes it a relevant source for this research in terms of similarities since both studies focus on gender bias in educational materials within the Indonesian context. This research is similar to the study by Suhartono and Kristina. It examines the representation of gender in English textbooks. Both studies also aim to analyze how gender bias can influence students' perceptions of gender roles. However, there are notable differences. While Suhartono and Kristina's study focuses on both textbooks and test items, this research specifically examines a textbook used in Islamic schools, the "English for Nusantara" textbook. Moreover, this research incorporates the influence of Islamic perspectives on gender representation, an aspect not covered in Suhartono and Kristina's study.

Additionally, this research goes further in analyzing the impact of gender stereotypes and implicit bias, extending beyond the language use and representation addressed in the earlier study.

Finally, a journal article entitled "Gender Portrayal of English Textbooks in a State Islamic Junior High School in Gowa Regency, South Sulawesi, Indonesia." It was written by Siti Azisah and published in the Indonesian Journal of English Education in 2016. This study provides insights into gender bias, gender equity, cultural identity, and gender roles based on profession and other roles closely related to gender knowledge. It serves as a valuable reference for understanding gender dynamics in educational content. In terms of similarities, both this study and the current research focus on gender representation in English textbooks within the Indonesian context. Both studies aim to identify and analyze gender biases in educational materials and explore the influence of these biases on students' understanding of gender roles. However, there are key differences. This research specifically examines the "English for Nusantara" textbook used in Islamic schools, whereas Azisah's study focuses on textbooks used in a state Islamic junior high school in South Sulawesi. Additionally, while Azisah's study highlights gender roles in terms of profession and other social roles, this research incorporates Islamic perspectives on gender representation, which provides a different framework for understanding gender dynamics. Furthermore, this research delves into the impact of gender stereotypes and implicit bias, offering a more detailed exploration of how these factors shape students' perceptions of gender.