Gender Reconstruction in Visual Form of Teaching Material

Wening Sahayu[1], Lia Malia[2], Retna Endah Sri Mulyati[3]
Sulis Triyono[4], Rahma Kurnia Novitasari[5], Sulaimon Jamiu Tamitope[6]
Universitas Negeri Yogyakarta, Indonesia[1,2,3,4,5]
University of Ilorin, Nigeria[6]
Email Correspondence: weningsahayu@uny.ac.id

Abstract

Background:
Many studies have focused on how gender inequality is depicted in textbooks. However there hasn't been much research on the forms of efforts to represent gender equality in them. This study aimed to describe gender representation in textbook 'Kontakte Deutsch 1' based on (1) gender roles and gender stereotypes representation and (2) gender visibility.

Methodology:
This study applied qualitative design and adapted Fairclough's three dimensional CDA framework: to analyze the data. The data used in this research are 5 dialogues, 5 paragraphs and 9 images containing elements related to gender in textbook 'Kontakte Deutsch 1' as primary data. The instrument used to collect data is in the form of a data analysis table. Data analysis in this research was carried out by reducing data, presenting the data, then drawing conclusions.

Findings:
Gender roles representation and stereotypes found in 'Kontakte Deutsch 1' are 6 categories: Traditional Roles, Gendered Career Expectations, Traditional Gendered Activities, Career Aspirations and Expectations, Shared Household Responsibilities, and Non-Traditional Interests and Hobbies. Gender visibility identified in people's names as gender markers, typical gender identities and visual representations.

Conclusion:
The study revealed textbook 'Kontakte Deutsch 1' represents equality in gender roles both domestic and public through dialogue and paragraphs and gender visibility represents with equal frequency for both genders.

Originality:
The findings have the potential to inform the optimization of textbooks in promoting gender equality, including developing teaching materials's standards, guidelines, or regulations leading to the development of a more inclusive and balanced curriculum, to promote gender equality.

1. INTRODUCTION

Textbooks are an essential tool for education, as they use stories, discourse, and images to communicate social values (Widodo & Elyas, 2020; Yonata & Yoniswan, 2021). Discourse is a part of social events as well. It refers to communication and language, does more than just represent ideas or concepts; it also actively influences and constructs the structures and relationships in the broader context . In particular, it emphasizes that ideology, a set of beliefs and values, has real-world consequences, and discourse is a key factor in shaping and maintaining the various elements that make up the social world, including gender construction (Fairclough, 2013; Gebregeorgis, 2016).

As one of the teaching materials in class, the representation of gender construction in textbooks can significantly influence students' perceptions (Wang et al., 2023). These include gender equality and gender bias. Gender bias in teaching material can impact students: such us, they can limit career aspirations by depicting certain professions as more suitable for one specific gender, discouraging students from pursuing diverse career choices. Secondly, biased textbooks can perpetuate harmful stereotypes about gender roles, personality traits, and abilities. For example, portraying men as more competent in math and science while women are depicted as only suitable for domestic roles can affect students' self-perception and confidence (Rong et al., 2021; Yulaelawati, 2016).

In light of earlier research, it was discovered that most school textbooks still contain material that promotes gender inequality (Febrianti et al., 2020; Lee, 2020 ;). Ulfah et al. (2019) identified gender bias in Indonesian language textbooks in the 2013 curriculum of the X grade in high school. The new edition of the 2013 Curriculum student handbook in Indonesien has ideals of gender inequality that are illustrated through visuals and text (Binasdevi, 2021; Zulmi, 2017). Yonata & Yoniswan (2021) revealed gender bias and inequality are also present in English textbooks for primary schools that are produced by the private sector.

Previous studies have concentrated on the portrayal of gender inequality in textbooks, yet there has been limited research investigating instances where textbooks have made efforts to depict gender equality. Recognizing this gap, the present study aims to investigate the construction of gender within the educational material 'Kontakte Deutsch 1.' Building upon the findings of Moser and Hannover (2013), which demonstrated gender equality in German language textbooks published in Germany, this present study focuses on 'Kontakte Deutsch 1,' the German textbook used by high school students in Indonesia. 'Kontakte Deutsch 1' is the

official German textbook for Public High Schools, both General High Schools (SMA) and Vocational High Schools (SMK) in Indonesia and developed through collaboration between the Ministry of Education and Culture and the Goethe Institut. The textbook's authors claim it features an intercultural approach, contrasting German and Indonesian themes.

In this study, we aim to investigate how gender is portrayed in 'Kontakte Deutsch 1'. By applying Fairclough's Critical Discourse Analysis (CDA) framework, we seek to answer the following research question: How is gender construction represented in 'Kontakte Deutsch 1' based on (1) gender roles and gender stereotypes representation and (2) gender visibility? This research not only contributes to comprehension of gender representation but also serves as a source of inspiration for educators and curriculum developers in addressing gender-related issues within language learning resources. This study's findings could provide an example of how to portray gender equality in textbooks, help in better developing teaching materials's standards, guidelines, or regulations to promote gender equality leading to the development of a more inclusive and balanced curriculum.

2. LITERATURE REVIEW

2.1 Gender Representation in Educational Materials/Instructional

Textbooks are critical for education, as well as the learning process. Textbooks are instructional tools that are essential for the learning process. Since textbooks are the primary tool for learning, their use and development may have an effect on the manner in which students learn (Ulumudin et al., 2017:1). Textbooks are used by students in class as a reference for learning the subject they are studying. The social structure of society is reflected or represented in textbooks. If the younger generation learns and incorporates these healthy social frameworks into daily life, society will be able to function properly. Kittelberger (2002) affirms that books contribute to the development of gender stereotypes since they contain and use language, imagery, material, and drawings that are biased against women. This is why textbooks as teaching materials in schools need to be analyzed and evaluated. This is intended to identify how the material content in textbooks transfers students' ideologies or perspective. This present study is intended to provide a contribution by emphasizing the necessity of critically assessing how gender terminology and stereotypes are conveyed in textbooks, as well as their possible impact on students' perceptions and attitudes toward gender roles.

2.2 Gender Roles and Stereotypes Representation

According to Ramli dan Basri (2021) gender in social life produces disparities in roles and identities in both the public and private arenas. When people rely on gender stereotypes to categorize them, it is thought that individuals have adopted certain gender roles (Levesque, 2011:262). In line with this, Santrock (2017) argues that gender roles are expectations that determine and evaluate how men and women should act, behave, think, and feel.

Despite an increasing number of gender-related concerns in Indonesia, the idea of gender equality itself remains to be insufficiently understood. Gender equality is frequently misconstrued as an effort to prioritize women, a strange and weird concept, offensive, favoring liberalism and secularism, rebellious, and a means of contesting social structures including traditional family structures. This viewpoint is unquestionably incorrect and runs counter to the idea of gender equality, according to Surjadi (2011), tries to achieve for both men and women equal opportunities, access, participation, control, and benefits. In accordance with this, Sufiarti (2004) argues that gender equality is the idea of being able to accept and judge these following equally: Men and women differ in a variety of ways, involving: 1) there are differences between them; 2) men and women play different roles in society; 3) realizing that women's reproductive roles primarily account for the differences in living conditions between men and women; 4) accepting these differences as wisdom; 5) recognizing that gender equality is not the same as similarity; 6) gender equality means equality in existence and empowerment; and 7) participation in all spheres of society. As stated in the 1948 Universal Declaration of Human Rights, gender equality is the idea that each individual should be treated with equal respect and without discrimination, regardless of their innate gender identity. Gender equality "means that women and men, and girls and boys, share equal rights, resources, opportunities, and protection," according to UNICEF. It doesn't demand that men and women or girls and boys be identical or receive the same treatment.

According to Putra & Angelia (2021), there are four dimensions to gender representation in textbooks: male and female characters and functions, domestic obligations, female and male public roles, and involvement of both genders in the textual context. The criteria for gender equality as described above and in which field or dimension it should be portrayed must be reflected in the depiction of gender representation in textbooks as teaching materials that are unbiased or free from stereotypes to help promote gender equality.

2.3 Gender Visibility

In investigating how gender is represented equally in textbooks, one way is to look at their depiction and appearance, this is called gender visibility. The percentage of female and

male gender is reflected in the number and frequency of appearance both in terms of gender marker identity and visualization (Susanto, 2021; Latupono, 2019). The dominance or whether they appear equally or unfairly can be analyzed from how often they appear. This gender visibility can be identified from various forms such as illustrations, language features including the use of personal pronouns or objects, as well as typical identities related to or referring to gender.

3. METHODOLOGY

The study employed a qualitative research design to analyze discourse in the textbook 'Kontakte Deutsch 1' using Fairclough's Critical Discourse Analysis (CDA) framework. Fairclough's CDA is a comprehensive model that provide framework to analyze how language, discourse, and power relations interact to shape and reinforce social constructs, including gender (Ilyas & Afzal, 2021; Sameen et al., 2021). 'Kontakte Deutsch 1' was chosen as the primary source of data. The data was units within the textbook, including 5 dialogues and 5 passages with 9 images as their illustration that involve gender-related discussions or interactions and portray gender narratives.

For data analysis, the study used Fairclough's (1989) three-dimensional framework, which has three stages: textual analysis (describing the text), discourse practice analysis (interpreting), and then explaining the social relevance. In textual analysis, linguistic features that are related to gender representations are sought. This includes words, phrases, and linguistic choices relating to gender, such as pronoun usage, adjectives, and verbs. After textual analysis, linguistic features are then interpreted and generated on how it is perceived in social context. Lastly, explaining linguistics feature's relationships to power structures, ideologies, and social norms. Following data collection, using Fairclough's (1989) three-dimensional framework the researchers then analyzed and coded them into variables of the gender role, gender stereotypes and gender visibility. Manual coding using spreadsheets and note-taking tools applied.

4. FINDINGS

Based on the results of data analysis from 5 dialogues and 5 passages that involve gender-related discussions in the book 'Kontakte Deutsch 1', gender role representation was identified. Gender roles representation found in the textbook are categorized specifically into 6 categories, Traditional Roles, Gendered Career Expectations, Traditional Gendered Activities, Career Aspirations and Expectations, Shared Household Responsibilities, and Non-Traditional Interests and Hobbies. The representation of Traditional Roles in the book

'Kontakte Deutsch 1' contains 2 dialogues (20%). Representation of Gendered Career Expectations in 1 dialogue (10%). The representation of Traditional Gendered Activities contains 1 dialogue (10%). Representation of Career Aspirations and Expectations is found in 1 dialogue (10%). Shared Household Responsibilities is found in 3 paragraphs (30%). Non-Traditional Interests and Hobbies are found in 2 paragraphs (20%). Gender roles are dominantly displayed in the Shared Household Responsibilities category.

Gender stereotypes are divided into two categories, namely representations that oppose/challenge and support gender stereotypes. Based on data analysis from 5 dialogues and 5 paragraphs in the book 'Kontakte Deutsch 1', there are 17 linguistic features that represent attitudes against/challenging gender stereotypes and 11 linguistic features representing attitudes supporting gender stereotypes. Linguistic features include phrases and sentences in dialogues and passages. The amount of linguistic features that represent attitudes against stereotypes are dominant than linguistic features that support gender stereotypes.

Gender visibility or gender emergence is seen from three categories, naming people as gender markers, typical gender identities, and visualization of gender figures in illustrations. Based on data analysis from 5 dialogues, 5 paragraphs, and 9 images in the book 'Kontakte Deutsch 1', there are 14 (3%) people's names as gender markers, 24 (51%) typical gender identities, and 9 (19%) visual representations of gender. Gender visibility is dominantly displayed from gender-specific identity categories.

Naming people as gender markers consists of two categories, 7 (50%) male names and 7 (50%) female names. Typical gender identities were included in two categories, 13 (54%) male gender typical identities and 11 (46%) female gender typical identities. In the visual representation, there are 3 (33%) visualizations of male figures, 2 (22%) visualizations of female figures, 0 (0%) figures that are more male, 1 (11%) figure that is more female , and 3 (33%) equal. People's names as gender markers for men and women are equal. The typical gender identity of the male gender is more than the female gender, by an insignificant number, only a difference of two. In visual representations, there are more male figures and equal figures between women and men.

5. DISCUSSION

This study aimed to describe gender representation in textbook 'Kontakte Deutsch 1' based on (1) gender roles and gender stereotypes and (2) gender visibility using Fairclough's (CDA) three dimensional framework. The findings are explained in the paragraphs that follow.

5.1 Gender Role Representation and Gender Stereotypes

Gender roles relate to the activities and behavior of men and women in the domestic or public sphere. It is considered as biologically based behavioral social expectations, what woman or man should do or behave. In certain societies, domestic roles are identified with women, while public roles are identified with men, and vice versa (Newman & Newman, 2020; Fawkner, 2012). However, due to societal stereotypes, images of women engaged in the world of nature and males active in the sphere of culture keep appearing in daily life. Traditional beliefs concerning gender roles are also accountable for the ongoing gender disparities (Latupono, 2019).

Based on the analysis in textbook 'Kontakte Deutsch 1', there are six categories found regarding gender roles. These are Traditional Roles, Gendered Career Expectations, Traditional Gendered Activities, Career Aspirations and Expectations, Shared Household Responsibilities, and Non-Traditional Interests and Hobbies. Gender roles representation dominates in the Shared Household Responsibilities category. The following is an example of a sentence in the 'Kontakte Deutsch 1'.

The short passage represents Torten's family. This passage informs about Torsten's family, their occupation and how they engage with their household chores. Torsten stating "Die Arbeit im Haushalt machen wir zusammen" (We do the household chores together) portrays shared household responsibilities. It depicts a family dynamic in which both parents are employed and still participate collaboratively in domestic tasks, promoting responsibilities distribution. Both genders are capable of performing domestic and public duties (Latupono, 2019). Sentences in this passage demonstrate a constructive example of shared responsibility and may inspire students to examine and challenge traditional gender roles.

Additionally in other passage potrays Mark's family, there is sentence that represent Shared Household Responsibilities. Mark addresses helping with domestic tasks in this passage, saying, "Natürlich helfe ich auch im Haushalt mit" (Of course, I help with household chores). The paragraph questions established gender roles by depicting Mark as involved in chores, despite his gender. Mark's portrayal in this paragraph is proof that the content in textbooks or teaching materials can be a source that promotes the construction of gender equality (Kostas, 2019), specifically in gender roles that are free from stereotypes of domestic and public roles.

Gender-related topics are constructed and addressed in the passage about Silvia's family, notably in the context of Shared Household Responsibilities. Silvia describes her

mother as a "Bankkauffrau" (bank clerk), emphasizing her employment while also adding that her mother is not particularly fond of cooking. Silvia's father, on the other hand, is a "prima Koch" (excellent cook) who is currently unemployed and taking responsibility for the household. "Im Haushalt hat jeder seine Aufgaben," Silvia says, implying everyone is taking a position for household chores without exception. Stereotypes depict women or mothers tending to be more dominant in the domestic tasks and fathers in the public (Valentova, 2015). Silvia's family's portrayal challenges traditional gender roles in which the mother's principal career is outside the home and the father is portrayed as taking on household duties in the absence of employment. The passage promotes the idea that family tasks may be shared and that people can participate depending on their skills and interests rather than gender norms.

Other passage about Ulla's profile provided language features found in textbook 'Kontakte Deutsch 1' that represent Non-Traditional Interests and Hobbies. Ulla is described in this profile as a 17-year-old with interests and hobbies that include preserving the environment, reading, and playing the guitar. Ulla's profile challenges traditional gender roles by portraying Ulla as having interests and hobbies that are not necessarily aligned with stereotypical gender expectations. Her interest in environmental protection and proficiency in playing the guitar may be seen as non-traditional for her gender. It depicts a young female character with interests that go beyond standard gender conventions, such as environmental advocacy and musical endeavors. This portrayal promotes a more inclusive and diversified understanding of gender roles and interests.

The dialogue includes phrases and sentences on gender stereotypes also indentified in textbook 'Kontakte Deutsch 1' that represent that oppose/challenge and support gender stereotypes. The phrase "Eine Frau in einem Männern Beruf" (A woman in a male-dominated profession) emphasizes gender stereotyping. Phrases such as "schmutzige Hände" (dirty hands) and "die Arbeit ist schwer" (difficult job) contribute to stereotypical conceptions of this occupation. The phrase "einen typischen Frauenberuf" emphasizes traditional gender norms and expectations. The conversation displays power dynamics and opposing viewpoints. The first speaker supports Maria's decision, arguing that the most essential factor is whether she enjoys her job. However, the second speaker expresses displeasure and dismay at a woman entering a male-dominated field, emphasizing opposition to gender equality. The third speaker emphasizes gender roles and says that women should pursue "typical" female vocations. The discussion referred to the constant challenges that women encounter when entering male-dominated sectors, as well as the need for more inclusive views in society. This emphasizes

the significance of how gendered stereotypes are conveyed in textbooks, as well as their potential impact on students' perceptions and attitudes toward gender roles (Widodo & Elyas, 2020; Yonata & Yoniswan, 2021).

5.2 Gender Visibility

Gender visibility is related to the emergence of gender which is manifested in gender type markers such as people's names, typical gender identities and illustrative visualizations. The frequency of gender occurrence and the role they represent can provide an indication for determining gender bias (Kerkhoven et al., 2016). In the book 'Kontakte Deutsch 1' categorized people's names as gender markers, typical gender identities, and visual representations of gender. Gender visibility is dominantly displayed from typical gender identities categories including inclusive language such as personal pronouns as well as occupations with feminine and masculine nouns in German.

The following is an excerpt from the textbook 'Kontakte Deutsch 1' that shows the appearance of gender in people's name. Female name identified are Maria, Stefanie, Anja, Irene, Yenny, Silvia, Ulla and male name are Heiner, Manfred, Bernd, Torsten, Mark, Memet, Joachim. Based on the data analyzed in the textbook 'Kontakte Deutsch 1', people's names are represented as gender markers for both men and women equally.

Typical gender identities found in personal pronouns counted as form of gender visibilty. Considering the dialogues and paragraphs in the textbook 'Kontakte Deutsch 1' are in German, the personal pronouns used follow German grammar rules. It is crucial to pay attention to the specifics of personal pronoun usage in German, keeping in mind that the form of personal pronouns varies depending on the grammar cases (Nominative/Accusative/ Dative). In German 'sie' refers to she 'er' refers to he. Excerpt above used 'für ihn' (for him) and 'ihr gefällt die Arbeit' (she likes the work) with differs form from 'sie' and 'er' due to its grammar rule (Durell, 2015).

Typical gender identities represented in occupations with feminine and masculine nouns in German as well. Job-related nouns have the ending -in if they are carried out by women in German, 'Die Verkäuferin' (Saleswoman), 'Dolmetscherin' (interpreter), 'Bankkauffrau' (Bank clerk), 'Koch' (chef) for example (Durell, 2015).

The visual appearance of gender in the 'Kontakte Deutsch 1' textbook consists of illustrations that consist of male figure only, female only, more male figures, more female figures, and the same number of male and female figures. The appearance of gender socialization in books is in the form of human figures and two-dimensional cartoon illustrative

figures. There are more masculine figures and equal figures of women and men in visual representations. When male and female figures are equally represented in textbooks, it communicates to the student the idea that both genders are equally significant and valued (Wang et al., 2023). This portrayal contributes to the deconstruction of traditional gender preconceptions and biases.

Many research has been conducted to examine how gender inequality is portrayed in textbooks. However there hasn't been much research on the forms of efforts to represent gender equality in them. Hence, this present study tries to investigate the role of gender and visibility in the textbook 'Kontakte Deutsch 1'. This research can contribute and be an example in developing textbooks as teaching materials in depicting gender equality based on gender role and their appearance that is fairly represented.

6. CONCLUSION

The representation of gender roles and gender stereotypes identified in the 'Kontakte Deutsch 1' textbook consists of Traditional Roles, Gendered Career Expectations, Traditional Gendered Activities, Career Aspirations and Expectations, Shared Household Responsibilities, and Non-Traditional Interests and Hobbies. Gender stereotypes are displayed with linguistic features that reject and support gender stereotypes. Gender roles are predominantly displayed in the Shared Household Responsibilities category as a representation of equal roles that are free from gender stereotypes. From these findings, it can be concluded that the textbook 'Kontakte Deutsch 1' represents and promotes equality in gender roles both domestic and public through dialogue and paragraphs that are free from gender stereotypes.

The emergence or visibility of gender is identified in the categories of people's names, typical gender identities, and the use of visualizations that represent gender. (50%) male names and (50%) female names. People's names as gender markers for men and women are equal. (54%) male typical identities and (46%) female. (33%) visualizations of male only, (22%) visualizations of female only, (0%) figures that are more male, (11%) figures that are more female, and (33%) equal. Male figure has slightly higher gender identification than the female gender, but only by an amount of two. In visual representations, there are more male figures and equal figures between women and men. From the findings it can be concluded that the appearance of gender in the textbook 'Kontakte Deutsch 1' represents relatively equal frequency for both genders.

7. REFERENCES

ACDP Indonesia. (2013). Kesetaraan Gender dalam Pendidikan di Indonesia. ACDP Indonesia: Education Sector Analytical And Capacity Development Partnership. https://www.adb.org/publications/series/acdp-indonesia-papers-and-policy-briefs.

Binasdevi, M. (2021). Ketidaksetaraan Gender Dalam Buku Tematik 2013 Perspektif Semiotika Pierce. Equalita: Jurnal Studi Gender dan Anak, 3(1), 132-142.

Durrell, M., Kohl, K., Loftus, G., & Kaiser, C. (2015). Essential German grammar. Routledge.

Fairclough, N. (2013). Critical discourse analysis: The critical study of language. USA: Routledge. https://doi.org/10.4324/9781315834368.

Fairclough, N. (1989). Language and Power. Longman.

Fawkner, H. J. (2012). Encyclopedia of Body Image and Human Appearance. UK: Academic Press.

Gebregeorgis, M. Y. (2016). Gender construction through textbooks: The case of an ethiopian primary school english textbook. Africa Education Review, 13(3–4), 119–140. https://doi.org/10.1080/18146627.2016.1224579.

Febrianti, N., Abdulkarim, A., Malihah, E., & Fitriasari, S. (2020). Analisis Muatan Kajian Gender pada Buku Teks Pendidikan Kewarganegaraan di Perguruan Tinggi. Jurnal Inspirasi Pendidikan, 10(1), 70–77. https://doi.org/10.21067/jip.v10i1.4328.

Hamad, I. (2007). Lebih Dekat dengan Analisis Wacana. Mediator: Jurnal Komunikasi, 8(2), 325–344. https://doi.org/10.29313/mediator.v8i2.1252.

Ilyas, M., & Afzal, N. (2021). Analyzing Jhumpa Lahiri's narrative The Namesake: A breakthrough beyond text. Journal of Language and Linguistic Studies, 17(1), 431–444. https://doi.org/10.52462/jlls.27.

Kittelberger, L. M. (2002). Gender Bias: Changes in Portrayal of Women in Children's Literature from 1955-1960 to 1995-2000 (Doctoral dissertation, Pennsylvania State University).

Kerkhoven, A. H., Russo, P., Land-Zandstra, A. M., Saxena, A., & Rodenburg, F. J. (2016). Gender stereotypes in science education resources: A visual content analysis. PLOS ONE, 11(11), e0165037. https://doi.org/10.1371/journal.pone.0165037.

Kostas, M. (2019). Discursive Construction of Hegemonic Masculinity and Emphasised Femininity in The Textbooks of Primary Education: Children's Discursive Agency and Polysemy of The Narratives. Gender and Education, 33(1), 50–67. https://doi.org/10.1080/09540253.2019.1632807.

Latupono, R. M. (2019). Representasi Gender dalam Buku Ajar BIPA "Sahabatku Indonesia" Tingkat Mahir. BASINDO : Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya, 3(1), 23–30. https://doi.org/10.17977/um007v3i12019p023.

Latzman, N. E., D'Inverno, A. S., Niolon, P. H. N., & Reidy, D. E. (2018). Gender Inequality and Gender-Based Violence: Extensions to Adolescent Dating Violence (pp. 283–314; D. A. Wolfe & J. R. Temple, Eds.). San Diego: Academic Press is an imprint of Elsevier.

Lee, J. F. K., & Mahmoudi-Gahrouei, V. (2020). Gender representation in instructional materials: A study of Iranian English language textbooks and teachers' voices. *Sexuality & Culture*, *24*(4), 1107–1127. https://doi.org/10.1007/s12119-020-09747-z.

Leete, R., Division, UNFPA. P. and D. S. Branch. T. S., & Fund, U. N. P. (2003). *Achieving the millennium development goals: Population and reproductive health as critical determinants*. UNFPA.

Levesque, R. J. R. (2011). Sex Roles and Gender Roles. In *Encyclopedia of Adolescence* (hal. 2622–2623). New York, NY: Springer New York. https://doi.org/10.1007/978-1-4419-1695-2_602.

Moser, F., & Hannover, B. (2013). How Gender Fair are German Schoolbooks in the Twenty-first Century? An Analysis of language and illustration in schoolbooks for mathematics abd German. European Journal of Psychology of Education, 29(3), 387-4-7. https://doi.orgg/10.1007/s10212-013-0204-3.

Newman, B. M., & Newman, P. R. (2020). *Theories of Adolescent Development*. Academic Press. (Original work published 2020).

Putra, P. P., & Angelia, S. Y. (2021). Gender representation in an english textbook entitled Bahasa inggris: When english comes in handy for tenth grade students. Linguists : Journal Of Linguistics and Language Teaching, 7(2), 75. https://doi.org/10.29300/ling.v7i2.5486.

Ramli, U., & Basri, L. (2021). Peran Gender Pada Masyarakat Bugis. *Noken: Ilmu-ilmu sosial*, *7*(1), 78–89.

Rong, J., Xue, G., Zhang, M., & Zhou, M. (2021). Gender bias in the curriculum: A reflection from the English textbook. Proceedings of the 2021 5th International Seminar on Education, Management and Social Sciences (ISEMSS 2021). Paris, France: Atlantis Press. Retrieved from http://dx.doi.org/10.2991/assehr.k.210806.082.

Sameen, S., Farid, A., & Hussain, M. S. (2021). A critical discourse analysis of impact of code-switching on modern adult language learners' motivation in Pakistan. Dil ve Dilbilimi Çalışmaları Dergisi, 17(1), 109–121. https://doi.org/10.17263/jlls.903353.

Santrock, J. (2017). *Remaja (Widyasinta)*. Jakarta: Erlangga.

Shalihin, N., & Firdaus, F. (2019). Transformasi Gender: Strategi Pembebasan Perempuan dari Jerat Pembangunan dan Kapitalisme. Sawwa: Jurnal Studi Gender, 14(1), 109. https://doi.org/10.21580/sa.v14i1.3366.

Sufiarti, S. (2004). *Laporan Penelitian Persepsi Perempuan Berkarir Di Lingkungan UPI Tentang Konsep Kesetaraan Gender*. Jakarta.

Surjadi, E. (2011). *Gender Skateboard: Kekuatan spirit Gender dalam Rumah Tangga*. Jakarta: Pustaka Harapan.

Susanto, G. (2021). Representasi Gender dalam Buku Teks Bipa. Diksi, 29(2), 126–136. https://doi.org/10.21831/diksi.v29i2.42500.

Ulfah, D., Idawati, G., & Sultan, S. (2019). Bias Gender Dalam Buku Teks Pelajaran Bahasa Indonesia Sekolah Menengah Atas. *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *12*(2), 188-196.

Ulumudin, I., Mahdiansyah, & Joko, B. S. (2017). *Kajian Buku Teks Dan Pengayaan: Kelengkapan dan Kelayakan Buku Teks Kurikulum 2013 Serta Kebijakan Penumbuhan Minat Baca Siswa*. Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan.

Universal declaration of human rights. (1948). https://doi.org/10.5195/rt.2019.591.

Valentova, M. (2015). How do traditional gender roles relate to social cohesion? Focus on differences between women and men. Social Indicators Research, 127(1), 153–178. https://doi.org/10.1007/s11205-015-0961-2.

Wang, Y., Tlili, A., Hosny Saleh Metwally, A., Zhao, J., Li, Z., Shehata, B., & Huang, R. (2023). If images could speak: A social semiotics analysis of gender representation in science textbook images. Journal of Curriculum Studies, 55(4), 471–488. https://doi.org/10.1080/00220272.2023.2228376.

Widodo, H. P., & Elyas, T. (2020). Introduction to gender in language education. *Sexuality & Culture*, *24*(4), 1019–1027. https://doi.org/10.1007/s12119-020-09753-1.

Yonata, F., & Yoniswan, Y. (2021). Stereotip Karakter Perempuan dalam Buku Ajar untuk Sekolah Dasar: Kajian Multimodalitas. *Jurnal Bahasa Dan Sastra*, *9*(2), 111. https://doi.org/10.24036/jbs.v9i2.111935.

Yulaelawati, E. (2016). Gender Responsive Teaching Materials. Ministry of Education, Culture, Research, and Technology of Republic of Indonesia.

Zulmi, B. N. (2017). Bias Gender dalam Buku Tematik Siswa Kurikulum 2013 (Studi Semiotika Ketidaksetaraan Gender dalam Pendidikan). Paradigma: Jurnal Online Mahasiswa S1 Sosiologi UNESA, 5(3).