

# Analysis of Gender Equality in the Civic Education Textbook in Indramayu High School

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## ABSTRACT

The content of the Civic Education textbook based on gender equality is important and relevant to study, considering that Civic Education is oriented to realizing democratic values and human rights, including the right to equal treatment without discrimination on the basis of gender. The purpose of this study is to analyze the Civic Education textbook for class XI based on a gender perspective. The method used is content analysis with a qualitative approach. The object of the research is Civic education textbook for XI Class used in four high schools in Indramayu Regency. Data collection techniques using observation, coding, and analysis sheets. The data analysis procedures carried out are data reduction, data analysis, and conclusions. The results of the study show that the content of books published by the government and private publishers is less representation of women in work compared to men, as well as mentioning names with male characters more than mentioning names with female characters. The illustrations in textbooks published by the government are dominated by male characters, images with female characters are not representative. Likewise with textbook by the private publisher, images of male characters appear the most; while the female characters are very few. However, the characters that show the togetherness and cooperation of men and women are depicted in a representative manner. It can be concluded that the Civic Education textbooks used in schools that are studied from a gender perspective still do not pay attention to gender equality.

**Keywords:** Civic Education, Equality, Textbook, Gender.

## 1. INTRODUCTION

Textbooks still contain gender bias and even gender discrimination. As shown from Hall's research on English education textbooks in junior high schools in Iran, it is known that the gender representation contained in textbooks is dominated by men, while women are in a subordinate position [1]. Similar results were shown by a study conducted on preschool English textbooks, textbooks presented more pictures of boys than girls. In addition, more jobs are occupied by men than women, this shows the affirmation of gender roles where men have the freedom to play a role in the public sphere, while women's roles are limited to the domestic sphere. Likewise, the characteristics in the textbooks show gender stereotypes, namely women are described as passive, attractive, pay attention to appearance or lifestyle, while men are described with masculine characteristics such as brave, dominant, active, and not too prioritize lifestyle [2]. Traditional gender roles still appear in the content and pictures in textbooks, as shown by the results of the content analysis of textbooks used in Hungary, it is known that textbooks are still dominated by traditional gender

roles both related to family and school. In addition, differences in gender attributes are clearly shown, namely that men are identical with masculine appearances both in terms of clothing, haircuts, and others, and vice versa women are described as feminine [3]. From the various studies above, it is clear that gender equality in textbooks has not been considered. The same is found in the Civic Education textbook. As a democratic education, Civic Education should be supported by textbooks that strengthen democratic values, including those regarding human rights to be treated equally without any differences on any basis, including gender differences. However, not all Civic Education textbooks pay attention to gender equality, research conducted by Camicia in America shows that textbooks for social studies tend to promote soft democracy where textbook content only presents dominant culture, ideology and narrative, by not providing space for differences on public issues including the issue of gender equality so as to encourage openness to differences and the ability to reach consensus, to a fairer life for all [4]. Similar results are shown by Basak who conducted research in Turkey, Civic education textbooks still contain gender stereotypes, which contrast the roles of men and

women based on traditional gender roles where women are in the domestic sphere, and men in the public sphere [5]. However, there are efforts to realize the recognition of equal rights, including gender equality, although it still focuses on the cognitive aspect, as shown by the results of research by Mori & Davies in Japan showing that strengthening human rights and openness to differences and acceptance of diversity, including on the basis of gender, can be seen in the book. the text of Civic Education, which places more emphasis on strengthening human rights, as well as efforts to maintain identity amidst efforts to be open to cultural diversity. The priority of textbooks is more on the formation of knowledge to become an active participatory citizen [6]. In general, civic education textbooks still ignore gender equality in both text and illustrations.

Based on various descriptions of the content of textbooks that do not pay attention to gender equality, the researchers decided to conduct research in the form of content analysis on the Civics Education textbook based on gender equality in class XI senior high school in Indramayu district.

## 2. THEORETICAL REVIEW

### 2.1. Civic Education

Civic education is education that encourages democratic participation so that it can increase citizen involvement in the political process because participation is a basic right of everyone without being distinguished on any basis including gender differences, besides that participation in the political process is an experience that builds one's personality [7]. Dillabough argues that civic education is one of the important subjects in realizing gender equality, including other social subjects that also have a role in realizing gender equality. [8]. As a subject that is directed at the formation of a democratic culture, it is important to use textbooks that are able to build an understanding of the equal role of every citizen, both men and women in all aspects of life.

### 2.2. Textbook

Textbooks play an important role in the learning process, according to Sadker & Zittleman in Blumberg, students spend most of their time reading textbooks. Likewise, teachers, textbooks become the main reference in conveying material [9]. Textbooks are not only a medium of learning and learning resources, but also play an important role in transmitting and transforming the values presented in texts and illustrations arranged in accordance with the provisions. Through the content and illustrations presented, textbooks have the role of social change, this is related to the role of textbooks as a medium for

socializing norms, values and expected social behavior; In addition, efforts to increase the recognition of various human rights can be carried out through integrating the material presented in textbooks with the concept of human rights, and avoiding discriminatory presentations [10]. In this case, textbooks have an important role in presenting norms and values, forming identities for readers and influencing their understanding of life, so textbooks have a strategic influence so that various community groups seek to determine the content of textbooks [11]. Various groups based on social class ties, race, religion, ethics, gender, and various other interest groups try to be involved in the production process of textbooks to negotiate the contents of the textbooks [12]. Textbooks not only play an important role in ensuring social order, they also have a strategic role in promoting social change that is more equitable for all parties.

### 2.3. Gender Equality in Textbook

Gender equality is a condition where men and women have equal opportunities to obtain fulfillment of human rights, participation and contribute in various fields of life [13]. Gender inequality begin from discrimination that views women as not making the same contribution as men, so that investments including investment in education, awards, and resources are prioritized for men, compared to women. To realize gender equality, it must be realized that there is discrimination against women, so it is necessary to create equal relations without gender discrimination, and education has an important role in building this awareness [14]. According to Acker, there are three foundations of feminist theory in education, namely liberal feminists, socialist feminists, and radical feminists. Each theoretical framework has a different view of gender in education. Liberal feminists examine the use of terms in education such as equality of opportunity, socialization, gender roles, and gender discrimination; Socialist feminists examine the role of schools as institutions that perpetuate the division of gender roles under the capitalist system. Meanwhile, radical feminists associate gender in education with the monopoly of knowledge and culture by men [15]. Efforts to realize gender equality through the role of schools in disseminating gender equality are closer to liberal feminist views, including socialization carried out through textbooks. Civic education textbooks have a role in disseminating democratic behavior to students as well as promoting gender equality. However, based on the results of the study, the contents of the textbooks show a low representation of women [16]. The role of textbooks in disseminating gender equality is mandated in CEDAW which was ratified through Law No. 7 of 1984 Article 10

paragraph (c) that “The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods” [17]. Education is required to eliminate various forms of gender stereotypes, including those found in textbooks. According to Bruggilles & Comer that to find out a textbook with a gender perspective, it can be done with the following steps, namely: determine the characters to be recorded, then compile a detailed list of characteristics such as gender and age categories; designation/marker including work; activity; activity; interaction; location in learning; Characters are inventoried using a predefined grid; the results of the inventory are presented in a summary table; The results are then analyzed regarding gender representation, these results are expected to encourage the creation of equal gender representation[10]. Civic education textbooks need to pay attention to gender equality in the materials and illustrations that are displayed, considering that Civic Education is a democratic education that teaches about human rights, including the right to equal dignity and status for men and women.

**3. METHODS**

The method used is content analysis with a qualitative approach. The object of this research is the Civic education textbook for class XI used in the four high schools studied. Of the four schools, two use textbooks published by the government, and two schools use the private published textbooks. Data collection techniques using observation, coding, and analysis sheets. The data analysis procedures carried out are data reduction, data analysis, and conclusions.

**4. RESULTS AND DISCUSSION**

The results of the study are in line with previous research, namely the Civic Education textbooks are still not gender representative. By using the framework from Bruggile & Comer that to measure a textbook that is representative of gender, it can be seen from several things including the name that appears in the book content, and the work stated in the textbook is associated with a certain gender; in addition, illustrations in textbooks. Based on the results of the coding carried out by the researchers, the following results were obtained: in the text, male names that appear both in Civic Education textbooks from government publishers and private publishers are more dominant than female names; in addition, men are mentioned the most in terms of work than women. In addition, women's jobs tend to be marginally

described as traders, or farmers. In contrast, jobs occupied by men show high prestige such as occupying positions in the military government, president, prime minister, and others. The results are presented in the table below:

**Table 1.** Gender representation in the government publisher's Civic Education textbook

Indicator	Man	Women	Total
<b>Name in text</b>	68 80%	17 20%	85 100%
<b>Occupational status</b>	22 85%	4 15%	26 100%

Based on these data, it appears that the contents of the textbook are dominated by male characters, the presence of women is described marginally both in the names contained in the text and related to work. This result is in line with the research conducted by Kalayci & Hayirsever on the Civics and Democracy Education textbook, it is known that the textbook material shows gender inequality, where men are described according to their gender roles who occupy the public sphere with characteristics such as courageous, assertive, active. , and others, while women are described according to their gender roles, namely playing a role in the domestic sphere with gender characteristics attached to them such as emotional, gentle, and others [18]. The results of the analysis show conformity with the research conducted by Basak in Turkey that civic education textbooks still contain gender stereotypes, which contrast the roles of men and women based on traditional gender roles where women are in the domestic sphere, and men in the public sphere [5]. The presentation of gender-biased and gender-discriminatory material shown from the results of the study shows that more systematic and specific efforts are needed by involving various parties such as textbook writers, book assessors, publishers, and the government through policies made.

**Table 2.** Gender representation in the Civic Education textbook of private publishers

Indicator	Man	Women	Total
<b>Names in text</b>	198 95%	9 5%	198 100%
<b>Occupational status</b>	61 91%	6 9%	61 100%

The results of the analysis of textbooks with private publishers show the same picture where in the contents of the textbooks, women are only mentioned nine times, as well as the jobs occupied by women

which are mostly described as jobs that are in accordance with women's "traditional" roles and are informal such as traders, farmers, on the other hand, most of the jobs occupied by men presented in textbooks are formal jobs with important positions in both the government and the military. This result confirms Pinto's findings, namely that in textbooks there are various forms of gender discrimination, such as: textbook material does not pay attention to the existence of women; illustrations are not representative of gender; there is a clear separation of roles between women and men based on the traditional gender roles attached to each party; textbooks do not describe the contemporary reality where gender roles can be exchanged, [19]. The results of the analysis also show conformity with the opinion expressed by Subrahmanian that differences in employment opportunities based on gender are based on the view that men and women have different contributions in life, so that it becomes the basis for the birth of discrimination on the basis of gender which affects how investments are allocated to both sexes, as well as the unfair distribution of resources between women and men [14]. The view that women have limitations in contributing to life because of their domestic roles, and men as neutral in various public roles is still reflected in the content and illustrations in the textbooks studied. Civic education textbooks are expected to be able to keep up with the changes, demands and developments of the times so as to encourage a better life. As stated by Carlson & Kanci that textbooks change according to the dynamics of change in both national and global contexts including regarding women's rights, equality, and other democratic values presented in textbooks [20]. Openness and support are needed to create more equitable changes in the fulfillment of the rights of everyone, including those in minority positions such as women.

The results of the analysis of the illustrations contained in the Civic Education textbook under study can be seen in the table below:

**Table 3.** Representation of gender in the illustration of Civic Education textbooks published by the government and private publishers

Book	Man	Women	Man And Women	Ungenderd	Total
Civic Education Textbook from government publisher	21	1	17	9	48

Civic Education Textbook from private publisher	14	2	25	11	52
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The results of the image analysis in the textbooks show that both the Civic Education textbooks published by the government and private published show the same pattern, namely based on traditional gender roles where men occupy the public sphere which is depicted in various roles such as in politics, the military, government. etc., on the other hand, women are portrayed with domestic roles. This is an illustration that textbooks have not been equipped with an equal representation of images for women and men.

Based on these results, it is known that Civic Education textbooks, both published by the government and the private publisher, still contain gender discrimination and stereotypes, both in text and images, this condition is not in line with the objectives of implementing Civic education, as stated by Dillabough that Civic Education play an important role in promoting gender equality. [8]. Based on the data obtained, gender equality has not been shown in the illustrations used in textbooks. Gender equality will be difficult to achieve if citizens are not given an understanding of the importance of gender equality. Through civic education textbooks that present images that represent women as part of citizens who have the same rights as men, it is hoped that a critical awareness will form about the existence of women who have been marginalized as part of a cultural construction, and are socialized. through various means and media. [21]. Civic education textbooks must pay attention to gender equality, this is closely related to the human rights possessed by both men and women that must be realized.

## 5. CONCLUSION

Gender representation in textbooks is still very unequal, men are very dominant in appearing both in text and in pictures. The representation of men related to work in textbooks is very dominant and occupies an important role in the life of the community, while the minority with a role that is mostly marginal.

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