

## Gender Equality in Civic Education Textbook

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### Abstract

Textbooks have an important role to promoting gender equality. Apart from being a source of learning that transmits knowledge, textbooks also form students' values, worldviews and gender roles. This research aims to find out whether the Civic Education textbooks used in the high school in this study have a gender equality perspective. This research uses a qualitative approach with descriptive methods. Collecting data in this research using interview techniques, documentation studies, and literature studies. The data analysis using triangulation. Respondents in this study were Civics Education teachers and class XI students at SMA Negeri 1 Kandanghaur and SMA Negeri 1 Sindang. The results of the study showed that the Civic Education textbooks paid little attention to gender equality which appeared on the cover which did not show equal gender representation; textbook materials and illustrations that have not paid attention to gender equality. Based on the results of this research, it is recommended to integrate gender equality into Civic Education textbooks both in terms of content and illustrations, so that the role of Civic Education as democratic education upholds human rights, including the right to be treated equally without discrimination on any basis, including on the basis of gender can be realized.

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

## **A. Introduction**

As a democratic country, every Indonesian citizen, both male and female, constitutionally has an equal position, with the same rights and obligations. This shows that Indonesia is committed to protecting and fulfilling the rights of every citizen, both male and female. In addition, gender equality is part of efforts to be realized globally. This can be seen in the goals of the Sustainable Development Goals (SDGs) which explicitly make gender equality one of the goals to be realized by 2030. And in the fourth SDGs goal, it also intersects with efforts to achieve gender equality, namely education that is inclusive with attention to equality. gender.

Efforts to realize gender equality are clearly related to education. As emphasized by UNESCO, educational institutions play a role in fulfilling the rights of men and women in obtaining education and ensuring that men and women are treated equally during the educational process (UNESCO, 2019). In addition, through education, the process of forming knowledge, attitudes and behavior of students takes place. Therefore, school as a learning environment must have democratic culture as reference for student to behave, after becoming full citizens, they can participate politically, economically, socially (Arnot, 2006; UNESCO, 2003). According to Durani, education has strategic role in constructing students' understanding of gender and nationality (Durrani, 2008). To build a democratic culture that respects gender equality in the educational environment through curriculum that has gender equality perspective; educational policies that encourage the transformation of traditional gender roles, as well as teachers who have gender perspective, so that educational institutions encourage the realization of a gender-just democratic life (Arnot, 2006).

Schools as formal educational institutions are one of the most important social agents in socializing gender equality,

but schools often become social agents that emphasize gender inequality, in addition to other social agents that legitimize gender inequality in society (Tabatadze & Gorgadze, 2014). Furthermore, regarding the role of schools as agents of gender role socialization, Bhog & Ghose stated that schools are one of the most important and decisive agents of socialization in the formation of knowledge, values and gender perspectives. One of the media in the formation of gender knowledge is through textbooks used in the learning process. through textbooks, gender values and norms are learned by students. Therefore, textbooks need to present equal gender relations (Bhog & Ghose, 2014). However, schools including textbooks, are not free from the various influences of political, economic and cultural power (Apple, 2012; Bhog & Ghose, 2014).

Material in textbooks is considered as a knowledge that is believed to be true, including relating to the roles of men and women in community life. Textbooks that present traditional gender roles, namely the public sphere as a gender role that is attached to men, while the domestic role is attached to women, will be used as a reference in behaving in accordance with the gender roles that have been studied. Education, in this case through textbooks, tends to confirm traditional gender roles. Or conversely, a Civic Education textbook that presents gender role equality will enable the creation of gender relations that are more just and equal (Gonzales et al., 2004).

Textbooks have an important role for students' learning experience, because the textbook material contains messages that influence students' attitudes and perceptions until they are adults (USAID, 2015). As emphasized by UNESCO, that textbooks as part of learning resources have an important role in realizing gender equality (UNESCO, 2019; Yuden et al., 2021). Even though textbooks have an important role as agents of change to promote gender equality, gender equality in textbooks is not given enough attention. Various research show

that textbooks do not yet present gender equality. As shown Gorgadze & Tabatadze's research, the textbooks studied have not integrated gender equality into textbook material (Tabatadze & Gorgadze, 2014). The results of this research confirm the findings of previous research conducted by UNESCO, based on the findings of UNESCO, it is known that the textbooks studied present traditional gender roles, namely: there are more pictures of men and boys than pictures of women and girls ; in textbooks, boys and girls are stereotyped based on their gender roles; men and women are often portrayed stereotypically based on the gender attributes, such as men who are brave and strong, while women are passive, willing to sacrifice for the benefit of others, and have a caring spirit; textbooks do not yet show much contribution made by women in various fields of life, if any, it is still in a small or marginal portion(UNESCO, 2019).

The same finding in Civic Education textbooks was shown by Purnamasari & Nurlaely's research that the Civic Education textbooks used in elementary schools did not pay attention to gender equality as seen in the textbook discourse which only made 11 discourses that present gender representation of the 98 discourses contained in the textbooks (Sari, 2013). Not only at the basic education level, Civic Education textbooks at the higher education level also pay less attention to gender equality. The Febrianti et al., research, who examined the content of Civic Education textbooks in tertiary institutions, found that the preparation of textbooks paid little attention to gender representation, apart from that material and pictures or illustrations in textbooks have not paid attention to gender equality (Febrianti et al., 2020).

Based on these findings, it appears that textbooks are a component of education that has an important role in transmitting the culture of society, including regulating gender roles inherent in men and women. Textbooks that present material with traditional gender roles will be reference for male

and female students regarding how they should act according to their gender roles. Therefore, in preparing textbooks, it is very important to consider various aspects including gender equality as part of efforts to create a better world life (Pandey, 2012). Civic Education as democracy education cannot be separated from studies and discussions on gender equality. Therefore, textbooks used in schools need to integrate gender equality in the material and illustrations.

Gender equality, in the context of local, national and global life, it is a foundation for the realization of a peaceful and prosperous life for all people. And to realize gender equality, Civic Education with a global perspective has an important role in supporting an equal life on the basis of gender, namely through the formation of knowledge, values, attitudes and actions that have a gender equality perspective (Sangsaeng, 2018). Gender equality in education is part of the fulfillment of human rights (HAM). Through gender equality in education, it will have an influence on various other fields, both socio-economic, political and others (UNESCO, 2003). Gender equality is equality of opportunity given to men and women to develop all their potential and to obtain their human rights so that they can contribute and provide benefits in various fields of life whether political, economic, social or cultural (USAID, 2008).

Textbooks as an important component in education have a role to eliminating discrimination and gender stereotypes by presenting gender-representative material (UNESCO, 2016). With the strategic role of textbooks in forming gender roles for students, it is necessary to have textbooks that have a gender equality perspective, through the presentation of material and illustrations that address equal gender relations so that each student has an understanding that both women and men have a role equally important in contributing to various areas of life.

In order to produce gender-representative textbooks, the following points need to be considered: Textbooks that describe

women based on gender stereotypes need to be changed, by presenting balanced representation of the roles of men and women, including women as heroes as well as men; It is important for teachers to have a gender perspective, teachers can take part in training or courses to shape gender understanding, so that when teachers teach in class, teachers deliver material by linking equal gender roles; textbooks have an important role in shaping students' understanding of gender equality; textbook development needs to involve various parties who have concerns and roles in the creation of textbooks that pay attention to gender equality such as academics, feminists, historians, and others; Teachers must pay attention to textbooks used in learning activities. Teachers need to choose and use textbooks that provide gender equality; the preparation of textbooks for primary and secondary schools needs to involve various parties fighting for gender equality in education to obtain input in compiling textbooks that pay attention to gender equality; Textbook authors need to present equal gender roles; The preparation of textbooks must comply with regulations and the drafting process involves the public; There is a need for an institution that oversees textbooks used in schools (Pandey, 2012). Textbooks that present gender equality in textbooks are expected to socialize equal gender roles which are expected to be the basis for encouraging a more equal social life.

This research uses a qualitative approach, with a descriptive method. Respondents in this research were teachers and students of SMA Negeri 1 Sindang and SMA Negeri 1 Kandanghaur. The instruments used in this research were interview sheets and observation guidelines. The data analysis was carried out using triangulation and content analysis. The instruments used in this study consisted of interview sheets used to collect data from teachers, students and students. In addition to the interview sheets, the research instrument is also an observation sheet to

obtain a complete description of the content and images in the Civic Education textbooks used as research objects.

Research on gender equality in Civic Education textbooks for senior high schools is urgently needed considering that research on this topic is still limited. Based on this background, the researcher intends to conduct research on Civic Education textbooks used in senior high schools from a gender perspective.

## **B. Discussion**

### **1. Gender Equality on the Cover of Civic Education Textbooks**

Based on the results of interviews with respondents in this study, all respondents stated that the cover of the textbook did not describe the perspective of gender equality. Textbook covers only show pictures of women. The results of the interviews were confirmed by the results of observations carried out by researchers, from the results of observations on the textbook covers, it was obtained an illustration that inside the textbook covers there were female characters without any male characters. Apart from the female characters, inside the cover of the textbook there are hands shaking without knowing their gender identity. Even though the cover displays female characters, the characters displayed show women who are in a socioeconomically marginal position. These findings show that although their existence is acknowledged, women still occupy a subordinate or marginal position. This is in line with the textbook analysis conducted by Bernabé-Villodre & Martínez-Bello, namely that female characters are not represented in a representative manner. In addition, female characters are portrayed stereotypes (Bernabé-Villodre & Martínez-Bello, 2018). According to representation theory, social injustice is closely related to unequal gender representation. Therefore, to realize equal life, gender representation is needed (Disch, 2016). Therefore, it is important to display equal gender

representation on textbook cover, because textbook covers reflect an image that is considered as truth.

## **2. Gender Equality in Civic Education Textbook Material**

To find out gender equality in the Civic Education textbook material used in schools that were used as research locations, the researchers conducted interviews with teachers and students who were respondents in this study. Based on the results of the interviews, all informants stated that the material in the textbooks had not paid attention to gender equality.

Ewn (teacher), stated that

“The textbook material (textbook) is still global, does not refer to the equality of men and women, the textbook (pend) describes the issue of SARA, about gender equality is lacking, it is still general in nature,”

This statement was emphasized by YY (Teacher) that

“Textbooks have not been linked with material with efforts to realize gender equality. Textbook material is still general in nature and does not specifically relate to the equality of men and women. Women are still “alienated” or not yet covered in textbook material, including material on human rights, do not explain in detail or give examples of the various human rights that men and women have. Examples of human rights violations in Indonesia do not mention Marsinah’s case as a representative of women who fight for human rights, namely the right of workers to obtain a prosperous life through increasing workers’ wages”.

“The textbook should display Marsinah’s profile with the struggle she did, as a woman trying to fight for labor rights, so that students know that not only men have

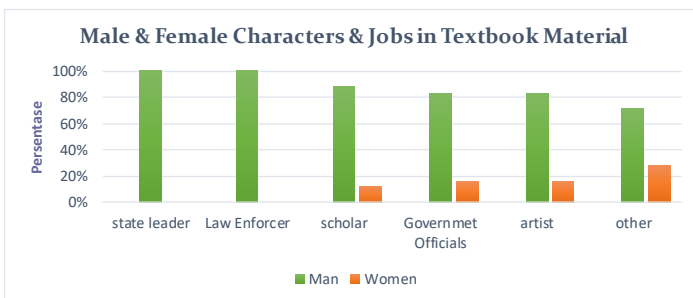


the ability to play an active role in voicing opinions and fighting for human rights. themselves and other citizens, women also have the same ability to fight vigorously for the human rights of fellow workers in their company, with full confidence, self-confidence, and without fear”.

The student have some opinion that the text book doesn't give some attention to the equal rights of men and women. But the book material is more dominant/mostly male, like female heroes and female activist are less featured.

“in my personal opinion, the material contained in the book already explained the material clearly. However, there were no female characters in the material, almost all of them were male characters, all about men, and we only found out about women after the teacher told us again that there were female characters who also fought for rights, or were the first women to fight for laws. certain ...”.

Observations of Civic Education textbooks conducted by researchers confirmed the results of interviews with teacher and student respondents. The following are the results of observations related to the representation of male and female characters based on work on textbook material presented in the chart below:



Based on the results of these interviews, it is known that the content of textbooks has not paid attention to gender representation. Whereas women, on the other hand, for the position of state leader, not a single name of a female state leader appears in textbooks, even though in the history of Indonesia, there have been female presidents, as well as at the world level, there have been several countries with female leaders. so is the case with law enforcers, the names of law enforcers that appear in textbooks are all male. As for other positions, both as academics, government officials, seminarians, and others, it shows that women are a minority party. These findings indicate that textbook material has not placed women's and men's relations equally.

The findings of this study are in line with the results of research conducted by Emerson in Sri Lanka, where textbooks describe an unequal relationship between men and women, where men are in a superior position, while women are inferior. The findings of this study are also in line with the results of Atchison's analysis, in the Political Science textbooks studied, it is known that the textbook material overrides the existence of women, or the view of feminism by not integrating gender equality in the textbook material(Atchison, 2017).

As for Emerson & Kovintan Levi, from the results of their research, concluded that although there are efforts to encourage changes in gender relations that are more equal in textbooks, there is resistance on the basis of maintaining cultural values(Emerson & Levi, 2020). Gender equality is important to realize, considering that gender equality is related to the fulfillment of social justice and human rights (UNESCO, 2016). Through textbook material that presents gender representation that is equal quantitatively and qualitatively, it is hoped that it can become one of the catalysts that encourages the realization of gender relations that are more equal and fair, so that neither women nor men have their human rights violated.

### 3. Gender equality in Civic Education textbook illustration

In addition to textbook content, illustrations in textbooks also have an important role, not only making it easier for students to understand the material, the illustrations used in textbooks also describe the culture of society so that they influence students' perspectives, including with regard to gender roles. The results of interview excerpts regarding the illustrations used in textbooks, are dominantly male

"The pictures in the PPKn book are mostly male, even for the characters in the book, all are male, there are no female characters. "For textbooks (textbooks. pen), the pictures are still general in nature, the pictures do not represent male or female representatives, adapted to the theme".

The students have the same opinion when they talked:

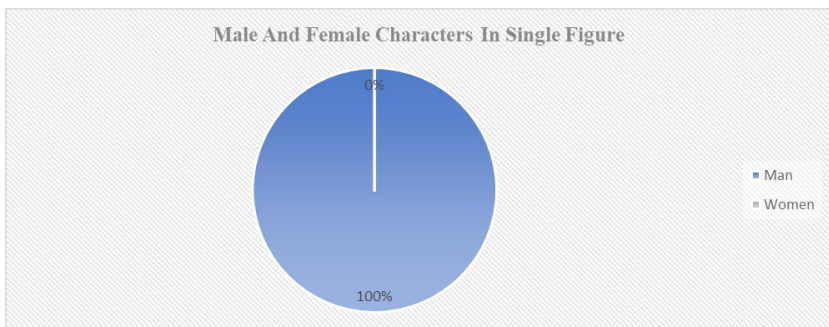
"Most of the pictures are boys (male), all the hero pictures are men, apart from that, the quality of the pictures (not clear. But there are women and men in the pictures, but men are highlighted (appears more)".

From these various opinions, can be concluded that illustrations in textbooks do not yet present equal gender representations. illustration domination by the presentation of male characters compared to female characters. The hero profile pictures in textbook which are all male, there are no photos or images of female heroes, even though Indonesia has many female heroes. The research findings from the interview results are in line with the results of the analysis of textbooks, it is known that the images presented in textbooks can be grouped into several categories, namely human images and non-human images (objects, nature, etc.). In this study, the identified images are only related to images with human characters which consist of images with a single character and images with more than one

character in the image. For images with more than one character, they are classified into three, namely images with dominant male characters; images with predominantly female characters; and images with balanced characters between men and women.

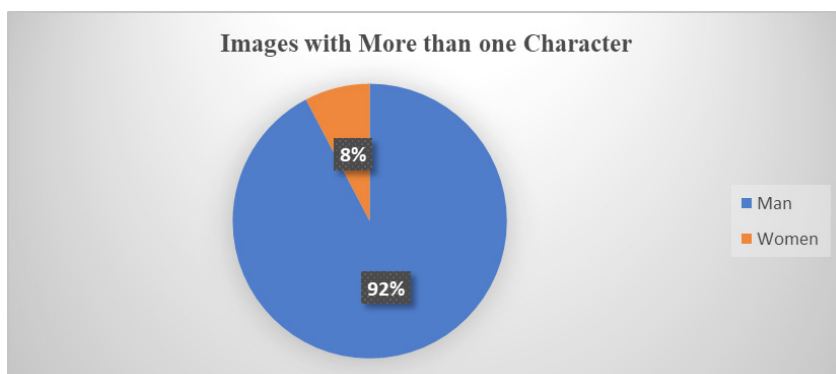
This result confirms that character images that appear in textbooks are dominated by male character images. In addition, the images in textbooks are closely related to traditional gender roles which place men as public leaders as shown by various pictures showing men with various public roles such as leaders of the state which appear quite a lot. Even though Indonesia has a female president, this does not appear in either the material or the illustrations. There are several images showing male and female characters, but the center of the image is mostly male, and there are images of state leaders showing women as the center of the image, but the image is not clear. Apart from heads of state, there are several male characters in the picture who act as law enforcers such as judges, police officers, prosecutors; as well as military. Meanwhile, very few women appear in the picture. Of all the images featuring female characters, many of the images featuring male and female characters in formal activities are unclear, with the woman not being the center of the image.

This chart shows a male or female character in a single image



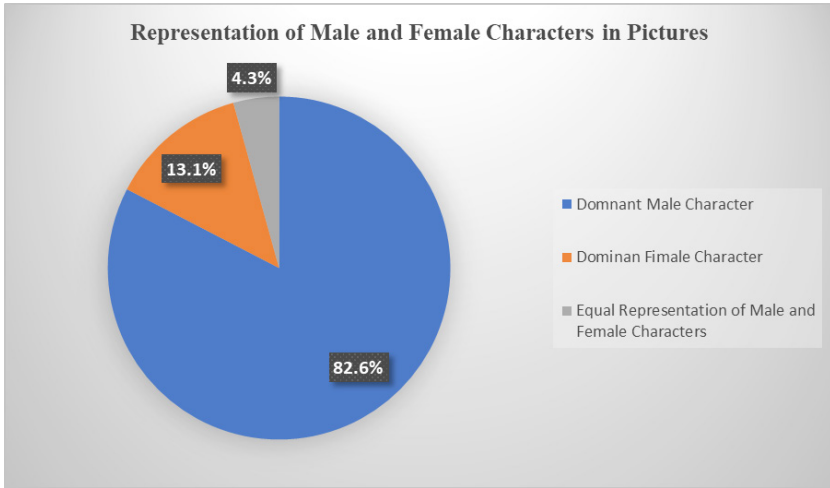
Apart from single images, images with more than one male character in one frame, most of the images are male characters with various roles in the public sphere, especially the one that appears the most, namely the role of state leader.

This pie chart shows an image with more than one female character



Based on the diagram above, images with more than one character that reveal all female characters are found on the cover of textbooks which show that socioeconomically women are in a subordinate position which can be seen in their appearance as well as in the background or setting of the image, namely the veranda of a simple house with cubicle walls; besides that there is one picture with all the female characters wearing various traditional clothes in Chapter 6 on Strengthening the Unity and Unity of the Nation in the Unitary State of the Republic of Indonesia (NKRI). As for the pictures with male and female characters that appear balanced, there is only one image, namely a pair of male and female characters wearing traditional clothing from various regions in the archipelago, the image is in chapter 6.

The following presents an overview of the representation of male and female characters in textbooks through the chart below:



From the diagram above, it is clear that the majority of pictures in textbooks present male characters, while the number of female characters appearing in the pictures is very low. The images with the same (balanced) number of male and female characters are the lowest among the other images.

Based on the research findings above, it is known that, first, men occupy a superior position compared to women, this cannot be separated from patriarchal culture which subconsciously or unconsciously influences during the process of compiling textbooks; second, women in textbooks are described as being in a marginal position both in quantity and quality; third, equal gender relations have not been widely featured in textbooks.

The findings of this study are in line with the results of Abdelhay & Benhaddouche's research which showed that in the textbooks studied, the illustrations show an unequal representation of gender, where men dominate the pictures. In addition, the illustration shows traditional gender roles where women are depicted as carrying out activities in the domestic environment, while men are depicted as carrying out various activities outside the home, both work and sports activities, and so on (Abdelhay & Benhaddouche, 2015). The same result is

shown by the result of Foulds' research that textbooks present illustrations or pictures that are in accordance with traditional gender roles where, pictures show female characters with domestic roles such as washing, cooking, and other domestic roles while male characters are depicted playing roles outside the home. (Foulds, 2013). In addition, the findings of this study are also in line with the results of research by Naser & Naser, who conducted an analysis of Civic Education textbooks, it is known that textbooks are dominated by the use of masculine language, this cannot be separated from the influence of textbook authors who are mostly male. Besides language, the illustrations or pictures in textbooks are dominated by male characters which depict gender roles attached to men such as being active, productive in the public sphere, and female characters are depicted the other way around, i.e. passive, not independent, and so on (Nasser & Nasser, 2019). The various findings above confirm that the world of education in general, and in particular, textbooks have not made gender equality a part of the priorities that need to be pursued to be realized. Various cultural and structural barriers are challenges that must be overcome in realizing gender equality as part of fulfilling human rights and implementing democratic values.

Gender equality can create quality education, and to achieve this, democratic and participatory education is needed. Therefore, educational institutions must transform the unequal power structure by creating equal relations between those who have a marginal position in the social system inside and outside of school. In addition, schools need to stop various forms of violence that lead to "silent culture" (Aikman et al., 2011). Democratic education provides learning experiences for students regarding the equality of men and women by studying various matters relating to the representation of women in various learning resources and learning media used including images that present representations of male and female characters equally in

the textbooks used in the learning process. This is a driving force for the realization of gender equality, bearing in mind that the formation of gender identity is the result of a process of social and cultural construction (Woyshner, 2006).

#### **4. Civic Education Textbooks that Have Gender Equality Perspective are Needed**

Based on the results of interviews with informants, it is known that the Civic Education textbooks are important to developed that consider gender equality. EA and YY stated :

“There is a great need for textbooks with gender equality, because we can understand whether men have the same role or not in everyday life, of course, in the context of the basic values of Pancasila.. The PPKn textbook that pays attention to gender equality is important to produce. Through textbooks that pay attention to gender equality, students have an overview of the various roles played by women and men in various fields of life, so that they can become an inspiration for students to contribute according to their capacity, potential and abilities”.

HA and AU as the student have the sama opinion.

“Textbooks that provide gender equality are important, especially the Citizenship Education subject, dealing with citizens as well, material that pays attention to equality, seeing women as equal to men, being able to guide, do tasks like men, establish something, build soething, not only men. Women and men can be what they want, can be parents, people who are full of charisma, can be someone who is focused on his career, because women and men are actually human”.

The need for Civic Education textbooks that present to gender equality as stated by respondents is in line with the opinion



expressed by Andrews, that Civics Education is education that teaches about equal rights that everyone has, through Civic Education, students besides understanding their rights also be able to respect differences and recognize the rights of others (Andrews, 1994). Equality is the key to realizing the fulfillment of individual and community rights. Because by fulfilling individual and community rights, various forms of injustice and inequality in policy as well as the realities of real life in various fields of social, political, economic, cultural and other life can be avoided. Education can play a role in transforming society's life that is more just for all parties including minority groups, when education applies a critical paradigm both in teaching, namely by using critical pedagogy, as well as its teachers who criticize various dominant cultures that are discriminatory, as well as critical literacy which educates students to seeks to criticize various existing problems, as well as concrete actions taken to realize the desired or expected life (Apple, 2013). In this case, the role of textbooks cannot be separated from the transmission of knowledge which has an important role in constructing and transacting gender roles. Textbooks are needed that provide knowledge that emphasizes equal gender roles so as to create fair gender relations (Bhog & Ghose, 2014).

School is a social institution that is part of a wider social system in which there are various complex power relations. As an educational institution, schools have a role in the formation of student identity as part of society. Schools also play a role in transforming knowledge and cultural values that are believed to be true by the community. In addition, schools have a role in encouraging social change that is better and fairer for all parties, including minority groups, namely by making schools a means for carrying out various social research and by criticizing various social problems that occur and encouraging the process of personal transformation through critical literacy so that they become individuals who actively criticize the various forms of

hegemony that exist, not just accepting whatever happens to their lives and society, even though these conditions are a form of restriction or deprivation of their rights. To realize gender equality in education, it is not enough to involve only those in the educational environment, support and cooperation are needed from various aspects both economic, social, political and cultural so that changes can be realized (Apple, 2013). This statement was emphasized by UNESCO, that textbooks have a role in encouraging social change to create a gender-just life. Through textbooks with a gender perspective, students learn that men and women have equal relations, and have the same rights and obligations as citizens (UNESCO, 2017).

### **C. Conclusion**

The Civic Education textbooks studied have not paid attention to gender equality both in content and book illustrations. Textbooks still contain gender bias or gender stereotypes. Besides that, textbooks tend to emphasize traditional gender roles which lead to unequal gender relations. Civic Education textbooks are need to have gender perspective, that the role of Civic Education in forming citizens with character and democracy can be achieved.

Gendered Textbooks are needed that provide knowledge that emphasizes equal gender roles so as to create fair gender relations of student. To realize gender equality in education, it is not enough to involve only those in the educational environment, support and cooperation are needed from various aspects both economic, social, political and cultural

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