

Gender Reconstruction in Visual Form of Teaching Material

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ABSTRACT

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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.

Keywords : gender reconstruction; teaching materials; German language

Kata Kunci: *gender reconstruction; teaching materials; German language*