

**GENDER REPRESENTATION
IN *KURIKULUM MERDEKA*
ENGLISH TEXTBOOK
FOR SECONDARY LEVEL**

THESIS

Submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S. Pd.) in English teaching



**UIN SUNAN AMPEL
S U R A B A Y A**

By:
Ahmada Rahmadhani
NIM 06020521028

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL**

**SURABAYA
2025**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Ahmada Rahmadhani
NIM : 06020521028
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan bahwa skripsi saya yang berjudul "GENDER REPRESENTATION IN *KURIKULUM MERDEKA* ENGLISH TEXTBOOK FOR SECONDARY LEVEL" adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya.

Demikian pernyataan ini dibuat dengan sebenar-benarnya. Apabila pernyataan tersebut tidak sesuai dengan fakta yang ada, dimana terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 18 Mei 2025

Yang membuat pernyataan,



Ahmada Rahmadhani

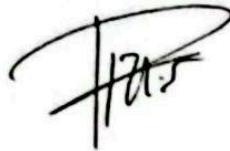
06020521028

ADVISOR APPROVAL SHEET

This thesis by Ahmada Rahmadhani entitled "*Gender Representation in Kurikulum Merdeka English Textbook for Secondary Level*" has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya, 27 May 2025

Advisor I,



Dr. Rizka Safriyani, M.Pd.
NIP. 198409142009122005

Advisors II,



Sigit Pramono Jati, Ph. D.
NIP. 198605182011011005

EXAMINER APPROVAL SHEET

This thesis by Ahmada Rahmadhani entitled "*Gender Representation in Kurikulum Merdeka English Textbook for Secondary Level*" has been examined on 18 June 2025 and approved by the Board of Examiners.



Dean,

Prof. Dr. Muhammad Thohir, S.Ag., M.Pd.
NIP. 197407251998031001

Examiner I,

Dr. Rizka Safriyani, M.Pd.
NIP. 198409142009122005

Examiner II,

Sigit Pramono Jati, Ph. D.
NIP. 198605182011011005

Examiner III,

Dr. Irma Soraya, M.Pd.
NIP. 196709301993032004

Examiner IV,

Dr. Siti Asmiyati, M. TESOL
NIP. 197704142006042003

PUBLICATION SHEET



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Ahmada Rahmadhani
NIM : 06020521028
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : 06020521028@student.uinsby.ac.id

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

GENDER REPRESENTATION IN *KURIKULUM MERDEKA* ENGLISH TEXTBOOK FOR SECONDARY
LEVEL

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 18 Mei 2025

Penulis

Ahmada Rahmadhani

ABSTRACT

Rahmadhani, Ahmada (2025). *Gender Representation in Kurikulum Merdeka English Textbook for Secondary Level*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Dr. Rizka Safriyani, M.Pd and Sigit Pramono Jati, Ph.D

Key Words: *English Textbook, Gender Representation, Kurikulum Merdeka*

Studies on gender representation in textbooks have been conducted over the years. However, despite the numerous studies on gender representation in English textbooks in Indonesia, only a few studies have analyzed gender representation in *Kurikulum Merdeka* English textbooks. This study aims to analyze how gender is represented in the *Kurikulum Merdeka* English textbook “English for Change” for Grade XI, which is published by the Indonesian Ministry of Education. This research is a qualitative study using critical discourse analysis from Fairclough in 1989 which consists of description, interpretation, and explanation. The aspects studied in this study are gender visibility and occupation in text and pictures. These aspects are based on the adaptation of Porreca's 1984 framework and Wu and Liu's 2015 framework. The findings show that the “English for Change” textbook for Grade XI mostly tends to represent females more than males, regardless of whether there are aspects that show significant differences or not. These findings are different from most previous studies in the previous curriculum, which tended to represent males more than females. This indicates a shift in focus in textbook representation, reflecting a more progressive effort to provide space for females to promote better equality. Females are also portrayed as individuals with diverse occupations and social roles, although their presence is less distributed throughout the unit, and they no longer tend to be only attached to domestic roles. This finding is associated with trends when the textbook was published, in which several social issues showed an effort to recognize females. In addition, *Kurikulum Merdeka* emphasizes the spirit of inclusive learning, which includes accepting and appreciating student differences, including gender. The findings also highlight the challenges of representing gender in textbooks in a completely consistent and evenly distributed manner. This study suggests that textbook publishers should be concerned about the gender distribution of both males and females in each unit. Textbook readers are also advised to be critical of how gender is represented in the textbook. In addition, other frameworks and other *Kurikulum Merdeka* textbooks can be further analyzed for future research.

ABSTRAK

Rahmadhani, Ahmada (2025). *Gender Representation in Kurikulum Merdeka English Textbook for Secondary Level*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Dr. Rizka Safriyani, M.Pd and Sigit Pramono Jati, Ph.D

Key Words: *Buku Teks Bahasa Inggris, Representasi Gender, Kurikulum Merdeka*

Penelitian tentang representasi gender dalam buku teks telah dilakukan selama bertahun-tahun. Namun, meskipun ada banyak penelitian tentang representasi gender dalam buku teks bahasa Inggris di Indonesia, hanya beberapa penelitian yang menganalisis representasi gender dalam buku teks bahasa Inggris Kurikulum Merdeka. Penelitian ini bertujuan untuk menganalisis bagaimana gender direpresentasikan dalam buku pelajaran Bahasa Inggris Kurikulum Merdeka “English for Change” untuk Kelas XI, yang diterbitkan oleh Kementerian Pendidikan Indonesia. Penelitian ini merupakan penelitian kualitatif dengan menggunakan analisis wacana kritis dari Fairclough tahun 1989 yang terdiri dari deskripsi, interpretasi, dan eksplanasi. Aspek yang dikaji dalam penelitian ini adalah visibilitas gender dan pekerjaan dalam teks dan gambar. Aspek-aspek ini didasarkan pada adaptasi dari kerangka kerja Porreca tahun 1984 dan kerangka kerja Wu dan Liu tahun 2015. Temuan menunjukkan bahwa buku teks “English for Change” untuk kelas XI sebagian besar cenderung merepresentasikan perempuan lebih banyak daripada laki-laki, terlepas dari apakah ada aspek yang menunjukkan perbedaan yang signifikan atau tidak. Temuan ini berbeda dengan sebagian besar studi sebelumnya dalam kurikulum sebelumnya, yang cenderung lebih banyak mewakili laki-laki daripada perempuan. Hal ini menunjukkan pergeseran fokus dalam representasi buku teks, yang mencerminkan upaya yang lebih progresif untuk memberikan ruang bagi perempuan guna mempromosikan kesetaraan yang lebih baik. Perempuan juga digambarkan sebagai individu dengan pekerjaan dan peran sosial yang beragam, meskipun kehadiran mereka kurang terdistribusi di seluruh unit, dan mereka tidak lagi cenderung hanya melekat pada peran domestik. Temuan ini terkait dengan tren saat buku teks tersebut diterbitkan, di mana beberapa isu sosial menunjukkan adanya upaya untuk mengakui perempuan. Selain itu, Kurikulum Merdeka menekankan semangat pembelajaran inklusif, yang mencakup penerimaan dan penghargaan terhadap perbedaan siswa, termasuk gender. Temuan ini juga menyoroti tantangan dalam merepresentasikan gender dalam buku pelajaran secara konsisten dan merata. Studi ini menyarankan agar penerbit buku teks memperhatikan distribusi gender laki-laki dan perempuan di tiap unit. Pembaca buku teks juga disarankan untuk bersikap kritis terhadap bagaimana gender direpresentasikan dalam buku teks. Selain itu, kerangka kerja lain dan buku teks Kurikulum Merdeka lainnya dapat dianalisis lebih lanjut untuk penelitian selanjutnya.

TABLE OF CONTENTS

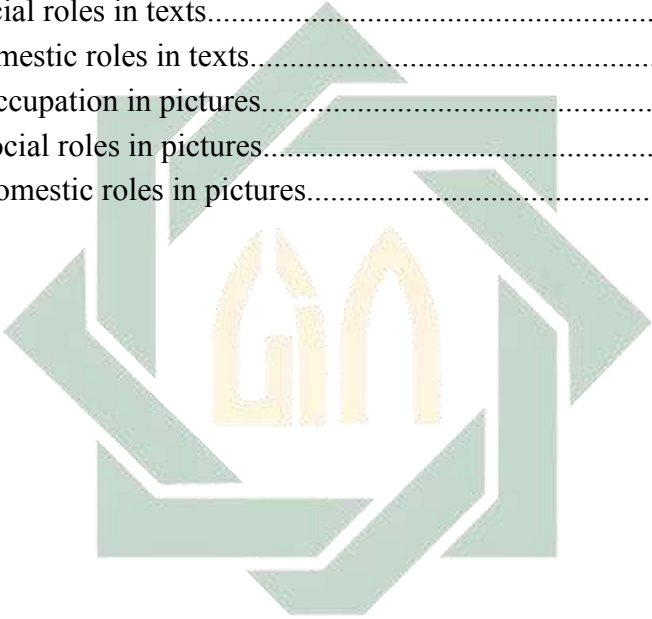
PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET.....	iii
EXAMINER APPROVAL SHEET.....	iv
PUBLICATION SHEET.....	v
MOTTO.....	vi
DEDICATION SHEET.....	vii
ACKNOWLEDGEMENT.....	viii
ABSTRACT.....	ix
ABSTRAK.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES.....	xv
LIST OF ABBREVIATIONS.....	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
A. Research Background.....	1
B. Research Question.....	8
C. Object of the Study.....	9
D. Significance of the Study.....	9
E. Scope and Limitation of the Study.....	10
F. Definition of Key Terms.....	11
CHAPTER II.....	13
REVIEW OF RELATED LITERATURE.....	13
A. Theoretical Review.....	13
1. Gender in Textbook.....	13
2. Fairclough's Critical Discourse Analysis.....	17
3. Framework in Analyzing Gender Representation.....	21
B. Review of Previous Studies.....	23
CHAPTER III.....	33
RESEARCH METHOD.....	33
A. Approach and Research Design.....	33
B. Data and Source of Data.....	34
C. Data Collection Technique.....	35
D. Research Instrument.....	37

E. Data Analysis Techniques.....	38
F. Trustworthiness.....	42
CHAPTER IV.....	45
FINDING AND DISCUSSION.....	45
A. Research Findings.....	45
1. Gender Visibility in the Textbook “English for Change” for Grade XI.....	45
2. Occupation in the Textbook “English for Change” for Grade XI.....	67
B. Research Discussion.....	91
1. Gender Visibility in the Textbook “English for Change” for Grade XI.....	91
2. Occupation in the Textbook “English for Change” for Grade XI.....	95
CHAPTER V.....	104
CONCLUSIONS AND SUGGESTIONS.....	104
A. Conclusion.....	104
B. Suggestion.....	106
REFERENCES.....	107
APPENDICES.....	112

UIN SUNAN AMPEL
S U R A B A Y A

LIST OF TABLES

Table 4.1 Name of Character.....	51
Table 4.2 Personal Pronoun.....	53
Table 4.3 Additional Personal Pronoun.....	56
Table 4.4 Obvious Gender Word.....	59
Table 4.5 Title.....	62
Table 4.6 Gender visibility in pictures.....	66
Table 4.7 Occupation in texts.....	68
Table 4.8 Social roles in texts.....	70
Table 4.9 Domestic roles in texts.....	76
Table 4.10 Occupation in pictures.....	82
Table 4.11 Social roles in pictures.....	86
Table 4.12 Domestic roles in pictures.....	89



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF FIGURES

Figure 4.1 Adaptation of the Porreca's 1984 framework and Wu and Liu's 2015 framework.....	35
Figure 4.2 Text about Megan Carolin.....	56
Figure 4.3 Text about Jein Setiyanto Hendri.....	56
Figure 4.4 The instruction in the textbook.....	58
Figure 4.5 The instruction for the text about Greysia Polii.....	63
Figure 4.6 The text about Aan Mansyur.....	64
Figure 4.7 Picture of students at school.....	65
Figure 4.8 Picture on page 126.....	66
Figure 4.9 Text about domestic roles.....	75
Figure 4.10 The instruction for the text about Paola.....	77
Figure 4.11 The captions of the pictures of Kalis and Joshua.....	78
Figure 4.12 The picture of a teacher and the students.....	78
Figure 4.13 The picture of doctor and patient.....	79
Figure 4.14 Picture on page 104.....	79
Figure 4.15 Picture on page 126.....	80
Figure 4.16 Picture on page 74.....	81
Figure 4.17 Picture on page 77.....	81
Figure 4.18 Text about Aeshnina as a river warrior.....	85
Figure 4.19 Text and caption of Greta Thunberg's Picture.....	86
Figure 4.20 Picture on page 3.....	90
Figure 4.21 Picture on page 112.....	90
Figure 4.22 Picture on page 139.....	91

UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

A. Appendix 1: Research Instrument (Table Analysis).....	112
B. Appendix 2: Textbook with Code.....	128
C. Appendix 3: Surat Validasi Research Instrument.....	129
D. Appendix 4: Surat Validasi Data.....	130
E. Appendix 5: Surat Tugas Dosen Pembimbing.....	131
F. Appendix 6: Approval Sheet of Thesis Proposal.....	132
G. Appendix 7: Approval Sheet of Thesis.....	133



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF ABBREVIATIONS

CLS : Critical Language Study
CDA : Critical Discourse Analysis
MR : Members' Response



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- “17 Goals to Transform Our World.” UN. Accessed February 3, 2025.
<https://www.un.org/sustainabledevelopment/>.
- Adi, Sugeng Susilo, and Meilinda Dessy Maharani. “Gender Analysis in Bright English Textbook for Indonesian Junior High Schools,” 2018.
- Andini, Tresna Nur, Didin Nuruddin Hidayat, Nida Husna, and Alek. “A Critical Discourse Analysis of Gender Representations in EFL Textbook of Senior High School.” *Getsempena English Education Journal (GEEJ)* 10, no. 1 (2023): 55–72. <https://doi.org/10.46244/geej.v10i1.2041>.
- Apsari, Andi Aspian Nur, Didin Nuruddin Hidayat, Nida Husna, and Alek Alek. “Critical Discourse Analysis on ‘Bright: An English’ Textbook: Gender Equity in a Popular EFL School Textbook in Indonesia.” *Elsya : Journal of English Language Studies* 4, no. 2 (June 27, 2022): 188–96. <https://doi.org/10.31849/elsya.v4i2.9549>.
- A.R, Yelsa Astuti, and Delvi Wahyuni. “Gender Roles in English Textbooks for Indonesian Senior High School Students: An Analysis of Bahasa Inggris And Pathway to English.” *Journal of English Language Teaching* 12, no. 1 (March 19, 2023): 59.
- Ardiansyah, M Syahrul. “Gender Neutrality in Textbook ‘Bahasa Inggris ’ for Eleventh Grade Standardized Textbook of 2017 Curriculum from the Ministry of Education and Culture.” *Prosiding Konferensi Ilmiah Pendidikan* 3 (2022): 147–56.
- Arfiandhani, Puput. “Gender Representation in English as A Foreign Language (EFL) Textbooks for Senior High School in Indonesia.” *Prominent* 2, no. 1 (January 11, 2019). <https://doi.org/10.24176/pro.v2i1.2989>.
- Aulia, Sindi, Yulmiati, and Suharni. “Gender Representation in Indonesian Government Endorsed ELT Textbook.” *EduCurio Journal* 1, no. 2 (2023): 557–61.
- Badan Pusat Statistik. “Indeks Ketimpangan Gender (IKG) 2022.” Badan Pusat Statistik. Accessed May 8, 2025.

<https://www.bps.go.id/id/pressrelease/2023/08/01/2042/indeks-ketimpangan-gender--ikg--2022.html>.

- Blumberg, Rae Lesser. "Gender Bias in Textbooks: A Hidden Obstacle on the Road to Gender Equality in Education." UNESCO, 2007. <https://unesdoc.unesco.org/ark:/48223/pf0000155509>.
- Celis, Karen. "Gendering Representation." In *Politics, Gender, and Concepts*, edited by Gary Goertz and Amy G. Mazur, 1st ed., 71–93. Cambridge University Press, 2008. <https://doi.org/10.1017/CBO9780511755910.004>.
- Eckert, Penelope, and Sally McConnell Ginnet. *Language and Gender*. Cambridge University Press, 2003.
- Ekasiwi, Alvia Nurrahma, and Ouda Teda Ena. "Gender Representation in the English Textbook Entitled 'Pathway to English for SMA/MA Grade X.'" *Eltin Journal* 10, no. 2 (2022): 157–65.
- Fairclough, Norman. *Language and Power*. London: Longman, 1989.
- Fauzi, Khozin, Yuni Utami Asih, and Bibit Suhatmady. "Gender Representation in ELT Textbook: English for Tenth Graders (Content Analysis)." *Jurnal Cahaya Mandalika* 4, no. 2 (April 24, 2023): 576. <https://doi.org/10.36312/jcm.v4i2.1522>.
- "From Access to Empowerment: UNESCO Strategy for Gender Equality in and through Education 2019-2025." UNESCO, 2019. Accessed January 29, 2025. <https://unesdoc.unesco.org/ark:/48223/pf0000369000.locale=en>.
- "Gender and Health." WHO. Accessed February 5, 2025. https://www.who.int/health-topics/gender#tab=tab_1.
- Gooden, Angela M., and Mark A. Gooden. "Gender Representation in Notable Children's Picture Books: 1995–1999." *Sex Roles* 45, no. 1/2 (2001): 89–101. <https://doi.org/10.1023/A:1013064418674>.
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. "Kemen PPPA Dorong Keterlibatan Perempuan Dan Anak Perempuan Di Bidang STEM Pada Dialog Kebijakan Tingkat Tinggi APEC." Kementerian Pemberdayaan Perempuan dan Perlindungan Anak. Accessed May 8, 2025. <https://www.kemenpppa.go.id/page/view/NTE5MA%3D%3D>.

- Kementerian Pemuda dan Olahraga. "TTDI Indonesia Melonjak 10 Peringkat, Peran Perempuan Dalam Pembangunan Sektor Pariwisata Dinilai Penting." Kementerian Pemuda dan Olahraga. Accessed May 8, 2025. <https://www.kemendpora.go.id/detail/5236/ttdi-indonesia-melonjak-10-peringkat-peran-perempuan-dalam-pembangunan-sektor-pariwisata-dinilai-penting>.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. "Buku Saku Tanya Jawab Kurikulum Merdeka." Accessed May 8, 2025. <https://repositori.kemdikbud.go.id/24917/>.
- Lincoln, Yvonna S., and Egon G. Guba. *Naturalistic Inquiry*. Thousand Oaks: SAGE, 1985.
- Luthfiah, Desty Rahmasari, Elih Sutisna Yanto, and Acep Bahrum Kamil. "The Representation Of Female Roles In The Recommended Indonesian English Language Teaching (ELT) Textbook For 10th Grade Students: A Critical Discourse Analysis," January 15, 2024. <https://doi.org/10.5281/ZENODO.10515794>.
- Nagatomo, Diane Hawley. "A Critical Analysis of Gender Representation in an EFL Textbook," no. 1 (2010).
- Nur, Shakila, and Afifa Farzana. "Exploring Gender Representation in Government Mandated English Language Textbook of Class 8 in Bangladesh." *SN Social Sciences* 4, no. 67 (2024): 1–18. <https://doi.org/10.1007/s43545-024-00860-6>.
- Patton, Michael Quinn. "Enhancing the Quality and Credibility of Qualitative Analysis." *Health Services Research* 34 (1999): 1189–1208.
- Pilcher, Jane, and Imelda Whelehan. *50 Key Concepts in Gender Studies*. London: SAGE Publications, 2004.
- Popa, Dorin, and Delia Gavrilu. "Gender Representations and Digital Media." *Procedia - Social and Behavioral Sciences* 180 (2015): 1199–1206. <https://doi.org/10.1016/j.sbspro.2015.02.244>.
- Porreca, Karen L. "Sexism in Current ESL Textbooks." *TESOL Quarterly* 18, no. 4 (December 1984): 705. <https://doi.org/10.2307/3586584>.

- Putra, Pebri Prandika, and Silfira Yuni Angelia. "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, no. 2 (December 23, 2021): 75. <https://doi.org/10.29300/ling.v7i2.5486>.
- Richards, Jack C. "The Role of Textbooks in a Language Program," n.d.
- Rizkiyah, Ifadhotur, Sugeng Ariyanto, and I Putu Sukmaantara. "Gender Representation in The English Textbook for Indonesian Junior High School Students: A Critical Discourse Analysis." *EFL Education Journal* 9, no. 1 (March 31, 2022): 70. <https://doi.org/10.19184/eej.v9i1.30712>.
- Rohmawati, Sella, and Kristian Adi Putra. "Occupational Gender Stereotypes in Indonesian Secondary School English Language Textbooks." *Voices of English Language Education Society* 6, no. 1 (2022): 160.
- Sani, Hasrul. "Gender Representation in English On Sky 1: A Seventh Grade English Textbook." *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 8 (August 9, 2022): 3157–66. <https://doi.org/10.54371/jiip.v5i8.815>.
- Santosa, Imam. "Designation of Gender on Electronic EFL Textbook for Senior High School." *Indonesian EFL Journal* 6, no. 2 (August 11, 2020): 127. <https://doi.org/10.25134/ieflj.v6i2.3381>.
- Shahab, Shabnam, Dr Samee Ullah, and Dr Nasreen Akhter. "The Role Of Education In Post-Conflict Peace Building: Learner Perspectives From Khyber Pakhtunkhwa, Pakistan" 19, no. 2 (2022).
- Tyarakanita, Agustina, Nur Arifah Drahati, Dewi Rochsantiningsih, and Joko Nurkamto. "The Representation of Gender Stereotypes in Indonesian English Language Textbooks." *Sexuality & Culture* 25, no. 3 (June 2021): 1140–57. <https://doi.org/10.1007/s12119-021-09813-0>.
- Ullah, Hazir, Johar Ali, and Arab Naz. "Gender Representation in Children's Books: A Critical Review of Empirical Studies." *World Applied Sciences Journal* 29, no. 1 (2014): 134–41. <https://doi.org/10.5829/idosi.wasj.2014.29.01.13831>.
- United Nations International Children's Emergency Fund (UNICEF). "Gender

Glossary: Terms and Concepts.” UNICEF Regional Office for South Asia, 2017.

<https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>.

“What You Need to Know about How UNESCO Advances Education and Gender Equality.” UNESCO, July 17, 2024. Accessed January 29, 2025. <https://www.unesco.org/en/gender-equality/education/need-know>.

Wu, H., and W. L. Liu. “Gender Representation in Primary English Textbooks in Mainland China 1978 to 2003.” *International Journal of Humanities and Social Science* 5, no. 6 (2015).

Yim, Dexter, and Rolian Lee. “A Comparative Study of Gender Representation in Junior High School EFL Textbooks of Hong Kong and Japan” 3, no. 10 (2023): 21–40.

Yonata, Fadhila, and Yan Mujiyanto. “The Representation of Gender in English Textbooks in Indonesia.” *Journal of Language and Literature*, 2017.

Yulistiana, Wina, Desy Rusmawaty, and Bibit Suhatmady. “The Representation of Gender in the Required EFL Textbook of an Indonesian Junior High.” *E3L: Journal of English Teaching, Linguistic, and Literature* 5, no. 1 (March 31, 2022): 1. <https://doi.org/10.30872/e3l.v5i1.982>.

UIN SUNAN AMPEL
S U R A B A Y A