GENDER EQUALITY IN NARRATIVES AND ILLUSTRATIONS CONTAINED IN INTEGRATED THEMATIC BOOKS FOR CLASS I STUDENTS IN THE 2013 CURRICULUM IN PRIMARY SCHOOLS

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This research aims to describe gender equality in the narratives and illustrations contained in the integrated thematic books for class I students in the 2013 curriculum in elementary schools. This study used descriptive qualitative method. The data collection methods used were literature study, observation, documentation and note taking. In data processing, we use a qualitative approach using Nature theory and semantics. Based on the results of the research and discussions that have been carried out, it can be concluded that the substance of the book's content contains gender inequality. Gender inequality is reflected through illustrative images and story text which fall into three categories, namely (1) Gender inequality in trait values, (2) Gender inequality in work roles, and (3) Gender inequality in hobbies. Each category depicts a woman who is feminine, weak, irrational, emotional and plays a lot of roles in domestic matters. Women are not in an equal position with men who have a masculine attitude and are able to play a role in public matters. Gender bias can influence student teaching and learning activities, such as: using appropriate methods that involve all students, classroom management such as assigning seats to the class teacher, dividing them randomly without looking at the gender and achievement of the students and changing them once a month so that students don’t feel bored. and student interactions, especially those that occur outside the classroom, involve interactions between students. Male students usually play with members of the same gender, while female students also play with female friends to make it easier for students to choose the games they play.

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1. INTRODUCTION

Student books are package books published by the Indonesian Ministry of Education and Culture and are given free of charge to all students in Indonesia according to their respective class levels. This book was developed based on the Core Competencies (KI) and Basic Competencies (KD) contained in the 2013 Curriculum, and theoretically pays attention to the principles of the scientific approach. Elementary school level material is developed on an integrated thematic basis. Student books are conditioned as mandatory books that students must use/do in every learning activity. Student books are used as mandatory books for students to use in learning, so these books should be presented as well and as perfectly as possible, meaning that the quality of the presentation of the material in these books should be maximized so as to make it easier for teachers to achieve national education goals and the goals of the 2013 Curriculum in elementary schools (Sudirman, 2019: 937).
Student books are prepared to facilitate students in having meaningful learning experiences. The content of the book is directed at making students more active in participating in the learning process through observing, asking questions, reasoning, trying and discussing and improving their communication skills between friends and with their teacher. Through this activity, it is hoped that it can foster students' motivation, curiosity, initiative and creativity. Even though it has been arranged in such a way, teachers can still develop or enrich other materials and activities that are in accordance with the learning objectives that have been implemented. This most powerful instrument turns out to be a contribution to gender inequality in education. Research conducted by UNICEF shows that elementary school books emphasize boys in various creative roles more than girls (Suda, 2019: 23).

Gender issues can be explained as a point of view in interpreting social phenomena related to grouping roles based on certain genders. Conceptually, gender discourse is an issue that is formed through environmental influences, in contrast to gender determination which is fundamental and determined at birth. It is important to understand the difference between gender and sex. When we identify whether someone is male or female based on biological factors, it is an attempt to determine gender.

However, when it comes to gender, the separation between what men are thought to be able to do and what women are thought to be able to do is an ideology (at the level of thought). This ideology is related to gender stereotypes. Stereotypes, according to KBBI, are views about the characteristics of a group based on prejudices that are subjective and not always true. Gender stereotypes refer to how individuals or groups provide judgments about traits that are considered typical of men and women in a social context.

This gender instruction is contrary to Presidential Instruction no. 9 of 2000 regarding gender mainstreaming which contains gender integration. Become one dimension with national development policies and programs with the aim of implementing planning, preparation, implementation, monitoring and evaluation of national development policies and programs with a gender perspective in order to realize gender equality in various fields. According to Titien (2013: 22) through instructions since 2009, a climate of gender equality should have been in place, but it turns out that gender inequality is still found in education. When the government has issued regulations to achieve gender equality and eliminate discrimination against women, in reality, gender inequality is still found.

Based on data from the Directorate of Primary Schools of the Ministry of Education and Culture in 2022, it was revealed that the number of male and female students in Indonesia is almost equal (Putri, 2023: 202). At the elementary school (SD) level, there are 52.14% male students, while 47.86% female students. At the Junior High School (SMP) level, male students constitute 51.10%, while female students account for 48.90%. At the Senior High School (SMA) level, male students constitute around 44.50%, and female students reach 55.50%. This data reflects significant potential, both from a qualitative and quantitative perspective, for the education system in Indonesia to develop and realize education that prioritizes gender equality. Education remains an essential need, for both boys and girls in Indonesia, so that they are ready and able to face the dynamics of life in society.

The implementation of the 2013 Curriculum mandates all levels, including high and low classes, to use thematic books. This integrated thematic book contains 6-8 different themes in its title and discussion material. Unfortunately, many of the textbooks used today still contain images or sentences that reflect gender inequality. The issue of gender equality is still a concern in many books, such as the image of a pilot who is always depicted as male because pilot work is considered to require skills and strength that only men have. Meanwhile, the image of a teacher teaching always depicts a woman, because the teaching profession is often associated with educational or nurturing work (Putra, 2018: 11).

This research focuses on books integrated thematic in elementary schools because student textbooks are still available in equality gender. This research was conducted to examine the extent to which gender bias exists in school textbooks. Considering that textbooks...
are a learning resource that is considered a truth that students must know and serve as a guide for teachers, texts must be gender fair so as not to create gender-biased learners and teachers. The gender bias that researchers mean in this thesis is a condition that favors one particular gender which results in gender inequality.

Gender construction makes differences between men and women. Because the process of socialization and reconstruction takes a long time, it is ultimately difficult to distinguish what constitutes gender characteristics. According to Febrini (2017: 32) construction is the process of creating gender differences that exist within the scope of society. Gender construction is the process of defining masculine and feminine. According to Sali (2021: 18) when society grows and changes, the definition of gender changes. So gender construction is the process of creating and changing society’s view of what it means to be a man or a woman.

According to Umriana, et al (2016: 3) social factors based on the patriarchal system have positioned women in an unfavorable situation not only in the world of work but also in the household. The struggle for the position, rights and obligations of women has no end in sight. This is proven by the fact that there are still many acts of violence against women that occur not only in private spaces but also in public spaces. Violence against women that occurs in private spaces includes domestic violence committed by the husband against the interior, in this case the wife and children, (Sali, 2021: 21).

According toSusiloningsih (2013: 15), gender acts as a characteristic that has strong environmental determinants and is related to the dimensions of masculinity versus feminism. Wathani (2012: 12), states that there are two models of gender role orientation regarding masculinity and femininity in relation to men and women, namely the traditional model and the non-traditional model. According to Lykes (2020: 20), the traditional model views femininity and masculinity as a dichotomy. The traditional model states that masculinity and femininity are opposite points on a bipolar continuum. Naully (2003: 14) states that measurements aimed at looking at masculinity and femininity result in a high degree of masculinity indicating a low degree of femininity; and vice versa, a high degree of femininity indicates a low degree of masculinity (Maarif, 2018: 31).

Based on this explanation, the focus of this research is to describe gender equality in the narratives and illustrations contained in the integrated thematic books for class I students in the 2013 curriculum in elementary schools.

2. **METHOD**

Collecting and exploring data originating from data and data sources. The techniques used in collecting data are: Observation techniques. The observation in this research is observing the research object by reading one by one the pages that indicate gender bias. Literature study (literature review), namely collecting data based on literature books that are appropriate to related research. Documentation technique, collecting data by documenting images and narration on book pages. Note-taking technique, recording all the images on the book pages which are used as data in this research.

Analyze the data using the steps: identify, first group data obtained from various sources, such as books resulting from library studies and references to audio-visual works and writings which have been described in the previous subchapter in accordance with the research conducted will be discussed. After that, the researcher identified each page of the book that contained gender. Next, sort the texts, classify and describe gender based on narratives and illustrations. At this stage the researcher selects texts that contain gender based on integrated thematic textbooks for class I elementary school level using Nature theory and semantics. Next, analyze the text using language and gender theory using Nature theory and semantics by describing gender equality in the narrative and images of integrated thematic textbooks for class I Elementary School Level.

3. **RESULTS AND DISCUSSION**

The integrated thematic book for class I students in the 2013 Curriculum in elementary schools presents significant changes in educational approaches related to gender. These efforts create a strong foundation for shaping children’s views about gender roles and gender equality from an early age.
Apart from the narrative, the illustrations in these books also play a big role in creating positive perceptions about gender diversity. These images present characters with various backgrounds, physical appearances and facial expressions that reflect the complexity of real society. It sends a strong message that every individual is unique, no matter their gender, and has diverse roles in society. The illustration promotes the idea that there is no job or role that can only be filled by men or women.

These integrated thematic books are not only learning tools but also vehicles for forming children’s characters. They stimulate critical thinking, an open attitude towards differences, and an appreciation for gender equality. By introducing the concept of gender equality from an early age, basic education has played a very important role in changing children’s mindsets and supporting the formation of a more inclusive and fair society in the future.

Textbooks in the 2013 curriculum refer to the concept of integrative thematic learning where each lesson uses a theme to connect several subjects and materials so as to provide a meaningful experience for students.

3.1. Gender in work roles

Gender in work roles refers to the roles or expectations set by society based on a person’s gender in the context of the world of work. This includes general views about what is considered a “suitable” or appropriate job for a particular gender.

In various cultures, gender has usually been associated with traditional roles in the world of work. For example, jobs such as nursing, teaching, or jobs in the service sector are often considered jobs that are more suitable for women, while jobs such as engineers, pilots, or jobs in the engineering sector are often considered jobs that are more suitable for men.

This creates gender stereotypes that can influence a person’s career choices. For example, someone may feel pressured to choose a particular job based on their gender, even if it is not their true interest or talent. These stereotypes can also impact pay and career opportunities, with jobs considered “male” often paying more than jobs considered “female.”

However, in the modern era, gender equality in work roles has become a major concern, and many efforts have been made to eliminate gender stereotypes and create an inclusive work environment. Many women have successfully entered fields previously dominated by men, and a large number of men have also chosen careers in fields previously considered “women’s work.” Gender equality in work roles also means eliminating pay discrimination based on gender and ensuring that all individuals have equal opportunities to achieve in their careers regardless of their gender.

Overall, gender in work roles reflects how gender views and stereotypes influence the way society views, values and treats individuals in the context of the world of work, and achieving gender equality in this regard is an important goal in creating a more just and inclusive society.

Gender in work roles in integrated thematic books for class I students in the 2013 Curriculum in elementary schools reflects how these books present the concept of gender equality and gender roles to children from an early age in the context of the world of work.

First of all, these books avoid traditional gender stereotypes that are often present in children’s literature. They present characters in various roles that are not limited by gender. For example, these books may depict men and women in the roles of farmers, teachers, doctors, or explorers. Thus, these books teach children that there is no job that can only be done by one gender, and everyone has the same opportunity to pursue a variety of careers according to their interests and talents.

Additionally, these books also emphasize that both men and women can contribute to various aspects of work life. They present characters who are active, competent and competitive, regardless of gender. This is a very positive message that every individual has the potential to succeed in their career without being limited by gender stereotypes.

These integrated thematic books also create an understanding of gender diversity. They present characters with various physical appearances, facial expressions, and characteristics that reflect the complexity of real society. The illustrations in these books
ensure that all genders have diverse roles in the stories, so children can see that everyone, no matter their gender, can play a role in different aspects of life and work.

Thus, integrated thematic books in the 2013 Curriculum in elementary schools are not only learning tools, but also important instruments in shaping children's views about gender equality and gender roles in the world of work. They help change children's perceptions of gender roles, inspiring them to be open, inclusive and not limited by society's traditional expectations regarding gender. With this approach, basic education plays an important role in creating a more inclusive, just and equal society in all aspects of life, including the world of work.

1. Grade 1 student book theme 4 page 25 also found the sentence: "Every day my father goes to the office. Children go to school. Mother prepares food for the family."


In the sentences above (1 and 2), this is a form of gender inequality in work roles because there are different roles between men and women in the family. The position of women is shown in domestic activities and men are shown in public activities. The emergence of differences in work roles, namely male dominance in public roles and female dominance in domestic roles. Men are still attached to their obligations as the head of the household who must earn the main income, while women are still attached to their obligations to take care of the family. Even though there are some women who also work outside the home to help support the family economy, women's role is still to take care of the household and supervise the children after returning from work.

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Thus, the integrated thematic books in the 2013 Curriculum in elementary schools are not only a learning resource, but also an important tool in shaping children's understanding of gender equality and gender roles in the world of work. They help change children's mindsets, inspiring them to become open, inclusive individuals and not limited by rigid gender expectations. This approach is important in creating a strong foundation for a more inclusive, just and equal society in all aspects of life, including the world of work.

There is inequality in work roles in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools, reflecting how these books can still depict differences in traditional gender roles in the world of work. This book still presents gender
stereotypes commonly found in children's literature. They may depict men in more technical or adventurous roles, such as being engineers or explorers, while women are often depicted in more domestic or caring roles, such as being mothers or teachers. This creates the image that certain jobs are better suited to one gender than another, and this can reinforce gender stereotypes among children.

The inequality of work roles in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools is an issue that needs to be examined in depth. When we dig deeper, some aspects that reflect these inequalities become clearer.

Gender Stereotypes: These books may still reinforce traditional gender stereotypes in the world of work. This means men and women are often portrayed in classic, predictable roles.

Unbalanced Representation: The books may not provide equal representation of men and women in various work roles.

Importance of Gender Equality Not Highlighted: The books may not emphasize enough the importance of gender equality in the world of work. Influence on Children's Mindset: These books can have a significant influence on the mindset of children who are still in the developmental stage.

Therefore, it is important to conduct an in-depth analysis of the contents of these books and revise them if necessary to eliminate work role inequalities and ensure that the messages conveyed support gender equality. Thus, integrated thematic books can be an effective tool in helping create a positive understanding of gender equality among elementary school students.

In the 2013 curriculum student books, gender inequality in work roles was found. In Figure 2 the girl is working washing dishes while the boy is just lazing around watching television while lying on a chair. In the picture there is gender inequality between men and women. You can see in the picture the man (father) is reading the newspaper while the woman (mother and child) is cooking in the kitchen.

Women are still attached to the obligation to do household work and are responsible for family matters such as cleaning the house, providing food (cooking) and all kitchen matters. The dominance of women in domestic activities cannot be separated from the construction of society which has long considered that women are unproductive figures and tend to be seen from their reproductive function. This results in women's work roles being focused on domestic roles in order to be able to take care of household affairs. As for activities related to household affairs, such as cooking, serving the family, drying clothes, going shopping for household needs, making cakes, ironing, watering flowers, cleaning the house, are carried out by women as someone who gets the nickname "housewife".

By considering these deeper implications, it becomes clear that improvements in integrated thematic books and the elimination of work role inequalities are important steps in supporting children's balanced development and a positive understanding of gender equality. It will also have a positive impact on society as a whole by helping to change mindsets and attitudes related to gender roles in the world of work.

3.2. Gender in Trait Values

Gender in the trait values reflected in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools is an issue that needs careful attention. In this context, there needs to be close monitoring of the content of these books and, if necessary, changes to ensure that they do not simply reflect gender stereotypes that already exist in society. Integrated thematic books can be a powerful tool for shaping children's understanding of gender equality and the values that underlie it, which will help them grow into individuals who value diversity and are fair in their views of gender roles and human nature.

In order to create positive changes in children's views about gender, integrated thematic books must be a tool that supports the values of inclusion and gender equality. Educators, parents, and policymakers need to work together to ensure that books provide a positive and realistic depiction of human nature and gender roles in society. This will contribute to the formation of a generation that is more open-minded, inclusive, and able to appreciate differences.

In the elementary school grade 1 student's book on theme 4 "My Family" on page 5 it is written, namely: "In the afternoon my father
reads the newspaper. Mother accompanied Udin to draw. Brother is studying."

Among society, differences in characteristics between men and women are known, namely masculine and feminine. Stereotypes of masculinity and femininity cover various aspects of a person’s characteristics, for example relating to personality, role behavior, physical appearance or sexual orientation. The character of being strong, hard and smelling of sweat is identical to the masculine character of men, while weak and soft is identical to the feminine character of women.

In the sentence "father is reading the newspaper, mother accompanies Udin to draw and brother is studying" represents gender inequality in social values. Women are depicted as being sensitive and caring when accompanying their children to study (drawing).

Among society, differences in characteristics between men and women are known, namely masculine and feminine. Stereotypes of masculinity and femininity cover various aspects of a person’s characteristics, for example relating to personality, role behavior, physical appearance or sexual orientation. The character of being strong, hard and smelling of sweat is identical to the masculine character of men, while weak and soft is identical to the feminine character of women.

After analyzing the 2013 curriculum thematic books, it was found that differences between male and female gender were seen in terms of masculine and feminine traits. The masculine side of men in this book is depicted through their attitude of wanting to be served when taking food/drink. Women are depicted as being sensitive and caring when their friends come home to study by preparing drinks. Role behavior shows that there is gender inequality in men who want to be served in matters of food and drink.

Gender status also shows the position of men and women in terms of education. There appears to be a positional bias in educational concerns. Men are depicted as playing a more important role in children's education than women.

In this context, there needs to be close monitoring of the content of these books and, if necessary, changes to ensure that they do not simply reflect gender stereotypes that already exist in society. Integrated thematic books can be a powerful tool for shaping children’s understanding of gender equality and the values that underlie it, which will help them grow into individuals who value diversity and are fair in their views of gender roles and human nature.

Gender inequality in trait scores in integrated thematic books for class I students in the 2013 Curriculum in elementary schools reflects problems that influence children’s perceptions of themselves and gender roles in society. Let’s expand further on the impacts and implications of this inequality:

Impact on Children’s Identity: Books that depict certain characteristics as typical of one gender can influence how children identify themselves. For example, if a boy constantly sees male characters in books as brave and strong heroes, he may feel inadequate if he has different traits.

Gender inequality in trait values in school books must be taken seriously because it can shape the views and behavior of children in society. It is important for the education system and educators to commit to creating books that stimulate critical thinking, respect diversity, and teach the values of gender equality to the younger generation.

Gender inequality in the trait values contained in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools is a problem that needs serious attention. This is because its impact can be very significant on children’s development in terms of identity, career choices, and their perception of gender roles in society. Books that consistently associate certain characteristics with a particular gender can influence how children identify themselves. For example, if a boy constantly sees male characters in books as brave and strong heroes, he may feel inadequate if he has different traits.

Additionally, gender inequality in textbooks can also limit children’s career choices. If books depict only one gender as suitable for a particular job, children may feel limited in their career choices. This can affect their ambitions and prevent them from pursuing a career according to their interests and talents.
Furthermore, books that reinforce gender stereotypes can be a major source in maintaining an unbalanced view of gender roles in society. This contributes to a difficult cycle of changing ingrained attitudes and views. However, these books can also be used as tools to teach children about the importance of gender equality and values such as respect for differences and respect for individuals.

Educators and parents have a key role in addressing gender inequality in school books. They can help children interpret the content of these books more critically and facilitate in-depth discussions about gender issues. In addition, efforts need to be made to revise integrated thematic books to better reflect gender equality values and avoid reinforcing harmful gender stereotypes. Thus, textbooks can be an effective tool in forming a positive and inclusive view of gender roles in society for the younger generation.

The gender inequality in trait values found in the integrated thematic books for grade 1 students in the 2013 Curriculum in elementary schools is a problem that has a much deeper impact than it might seem at first glance. One of the most striking impacts is on children's identity. Books that consistently depict certain characteristics as belonging to one particular gender can influence how children identify themselves. For example, if a boy constantly sees male characters in books as brave and strong heroes, he may feel inadequate if he has different traits.

Additionally, books that reinforce gender stereotypes can limit children's career choices. If books depict only one gender as suitable for a particular job, children may feel limited in their career choices. This can affect their ambitions and prevent them from pursuing a career according to their interests and talents.

Gender inequality in textbooks also has a wider impact on society. This can reinforce unequal views of gender roles in society and affect the way children understand and interact with the world around them. Therefore, the role of educators and parents is very important in overcoming this inequality. They can help children interpret the content of these books more critically, teach the values of gender equality, and encourage in-depth discussions about gender issues.

Revision of textbooks is also needed to avoid reinforcing harmful gender stereotypes. Closer scrutiny of the content of these books and the role of gender experts in the process of creating curricula and textbooks could help ensure that they do not reinforce unequal views about gender roles in society.

By addressing gender inequality in textbooks, we can help shape a more positive, inclusive and balanced view of gender roles in society for young people. This is an important step towards a more just and equal society for all individuals, regardless of gender.

3.3. Gender in Social Values

Traditional values and norms place men's position superior to women. The superiority of men causes men to have a wider range of movement than women and results in subordination to women in a number of activities. Men have the advantage of status/position in several activities carried out in the substance of this book. The visible advantage is the depiction of leadership and its role in children's education. In leadership status, a gap appears when women do not have the role to lead an activity.

Gender in social values contained in the integrated thematic book for class 1 students in the 2013 Curriculum in elementary schools is an aspect that influences how children understand gender roles in society and how they interact with individuals of different genders. This is an important issue because children's understanding of gender and the social values they learn can shape their views of themselves and others.

In these books, the social values reflected often follow gender stereotypes that already exist in society. For example, if the books depict women as always being loving and hardworking individuals at home, while men are always portrayed as strong leaders outside the home, this can reinforce children's views of rigid and inflexible gender roles.

The impact is that children may grow up with a limited understanding of gender roles in society, which can impact how they interact with others and their future career choices. Additionally, this may also influence how they treat individuals of different genders, as they may have unrealistic expectations about how
individuals should act according to their gender.

To overcome this problem, there needs to be special attention to the preparation of textbooks that reflect social values that are more inclusive and balanced between genders. Book authors should strive to avoid reinforcing harmful gender stereotypes and create more diverse narratives about gender roles in society. Apart from that, educators and parents also have an important role in helping children criticize the contents of these books and open discussions about social values and gender roles that are more balanced and inclusive.

In this way, we can help children develop a broader understanding of gender roles in society and the social values that support gender equality. This is important for creating a more just and inclusive society for all individuals, regardless of their gender.

Gender in social values as reflected in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools is an issue that requires serious attention. Textbooks used in primary education play a key role in shaping children’s understanding of gender roles in society. In many cases, these books reflect social values already existing in society, which are often based on gender stereotypes.

In the context of textbooks, the social values reflected often depict women as individuals who must be obedient, loving, and involved in household work, while men are depicted as individuals who have a more dominant role outside the home as leaders or workers. This can influence children’s understanding of gender roles and limit their view of the choices available to individuals of different genders.

3.4. Gender in passion

Found in a grade 1 elementary school student’s book, theme 3 “My activities” on page 33 says: "This morning Siti went with mother to the market. At the market, Siti saw vegetables and fruit. Siti practices counting. Come on, help Siti count these fruits and vegetables!"

Gender bias arises from differences in the interests of men and women. The hobbies in question include differences in sports/hobbies, games and ownership attributes of the items they own. In the sentence above, Siti uses vegetables and fruit as tools to practice counting.

Through sports, gender bias is shown through differences in hobbies, namely that men are more attached to sports/hobbies related to football such as throwing and catching, practicing ball throwing, soccer and rounders. In contrast to men, women’s passion is depicted through dancing. So far, men and their relationship with football cannot be separated. Since childhood, ball games have been socialized and associated with male ownership, while dancing has become an activity associated with women.

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Differences in preferences for games are shown through differences in playing contexts. Men are shown more through games that sharpen their brains and games related to ball. Brain sharpening games such as searching for words and arranging words. Games related to balls such as cat and mouse and collage crafts with pictures of playing with balls. Unlike men, women are shown through doll games and collage crafts with pictures of watering flowers. The games seen in women are more directed at women’s feminine souls and their involvement in domestic roles.

Stereotypes are generally known as marking or labeling certain groups. In discussions about gender, stereotypes tend to be detrimental and cause injustice for certain genders, namely women. The origin of the stereotype is the assumption that women’s passions are only related to their feminine attitude, so every time there is a choice of hobbies for women it is always related to this stereotype.
This stereotype also appears in the substance of the 2013 curriculum thematic book regarding preferences, there are differences between men and women. The hobby in question is the difference in sports/hobbies, games and the attributes they have. In this book, gender inequality is shown through differences in hobbies, where sports related to football are more associated with men, while women are described more by their passion for singing and dancing. This is also related to the societal stereotype that has attached football games to men only, while dancing and singing are done by women.

Gender in hobbies as reflected in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools is an issue that needs attention. Primary level textbooks have great potential in shaping children’s understanding of their preferences and interests.

Studies of these books have revealed that they sometimes create strong images of gender stereotypes related to interests and preferences. For example, boys are often described as preferring activities that are considered masculine such as playing football, fishing, or going on adventures, while girls are described as preferring activities that are considered feminine such as playing with dolls, cooking, or looking after pets.

The impact of these gender stereotypes is to limit children’s choices of interests and hobbies. Children may feel pressured to conform to what is expected of their gender, even if their interests are actually different. This can hinder their development as independent and creative individuals.

The importance of changing the approach in the preparation of textbooks becomes clear. Book authors should strive to avoid reinforcing gender stereotypes and create more inclusive and diverse narratives about interests and passions. Educators also have an important role in opening discussions with children about the possibility of different interests and that preferences are not limited by gender.

In doing so, we can help children grow up with a broader understanding of their choice of interests and hobbies, which will give them the freedom to pursue what they enjoy without feeling limited by narrow gender stereotypes.

This supports the development of children as diverse and independent individuals in living their lives.

Gender issues in the context of hobbies which are reflected in the integrated thematic books for class I students in the 2013 Curriculum in elementary schools are problems that need more attention in the education system. Elementary level textbooks are one of the tools that can shape children's thinking patterns about preferences, interests and hobbies that they can choose in their lives.

Research and analysis of these books reveals that they often create strong images of gender stereotypes related to interests and preferences. In these books, boys are often depicted as individuals who tend to like activities that are considered masculine such as playing sports, going on adventures, or playing with certain toys. On the other hand, girls are often described as preferring activities that are considered feminine such as playing with dolls, gardening, or doing household activities.

The impact of these gender stereotypes is to limit children's choices of interests and hobbies. Children may feel limited in pursuing the interests and hobbies they actually like because they feel pressured by existing social expectations and gender norms. This can influence their development as independent and creative individuals.

Therefore, it is important to change the approach in preparing textbooks to be more inclusive and diverse in describing interests and hobbies. Book authors should strive to avoid reinforcing gender stereotypes and create more open narratives about the wide range of interest choices that all children can make, regardless of their gender. Educators also have an important role in opening discussions with children about the possibility of different interests and that interests and hobbies do not have to be limited by gender stereotypes.

With these efforts, we can help children grow up with a broader understanding of their interest and hobby options, which will give them the freedom to pursue what they enjoy without feeling limited by narrow gender norms. This will support their development as diverse, independent and creative individuals in living their lives.
Textbooks at the elementary level have a big role in shaping children’s perceptions of the interests and hobbies they can choose in their lives. This book creates strong gender stereotypes regarding interests and hobbies. In these books, boys are often depicted as individuals who tend to like activities that are considered masculine such as playing sports, going on adventures, or playing with certain toys. On the other hand, girls are often described as preferring activities that are considered feminine such as playing with dolls, gardening, or doing household activities.

The impact of these gender stereotypes is to limit children’s choices of interests and hobbies. Children may feel limited in pursuing the interests and hobbies they actually like because they feel bound by existing social expectations and gender norms. This can influence their development as independent and creative individuals.

Therefore, it is important to change the approach in preparing textbooks to be more inclusive and diverse in describing interests and hobbies. Book authors should strive to avoid reinforcing gender stereotypes and create more open narratives about the wide range of interest choices that all children can make, regardless of their gender. Educators also have an important role in opening discussions with children about the possibility of different interests and that interests and hobbies do not have to be limited by gender stereotypes.

4. CONCLUSION

The substance of the book contains gender inequality. Gender inequality is reflected through illustrative images and story text which fall into three categories, namely (1) Gender inequality in trait values, (2) Gender inequality in work roles, and (3) Gender inequality in hobbies. Each category depicts a woman who is attached to her feminine attitude, weak, irrational, emotional and plays a lot of roles in domestic matters. Such educational material is actually an extension of the stereotype/labeling that has been developing in society that women are not in an equal position with men who have a masculine attitude and are able to play a role in public matters.

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