

ANALYZING GENDER AND PANCASILA STUDENTS PROFILE IN “ENGLISH FOR NUSANTARA” AND “WONDERFUL INSIGHT ENGLISH”

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Abstract

This study examines gender representation and the integration of the Pancasila Student Profile in two Grade 7 English textbooks: English for Nusantara and Wonderful Insight English. Employing a descriptive qualitative approach through content analysis, the research analyzed images, comic strips, and texts. Findings reveal gender imbalances, with English for Nusantara presenting 54.5% male and 45.5% female figures, while Wonderful Insight English features 41.5% male and 58.5% female. Both textbooks incorporate Pancasila values, prominently highlighting Mutual Cooperation and Faith and Noble Character. However, Creativity is the least emphasized profile in both texts. The study concludes that, despite aligning with national education goals related to cooperation and global awareness, the observed gender disparities and limited emphasis on creativity may influence students' perceptions and development in these areas.

Keywords: Gender; Pancasila Students Profile; Content Analysis; English Textbook.

Abstrak

Penelitian ini mengevaluasi representasi gender dan integrasi Profil Pelajar Pancasila dalam dua buku teks Bahasa Inggris untuk siswa kelas 7, yaitu *English for Nusantara* dan *Wonderful Insight English*. Dengan menggunakan pendekatan kualitatif deskriptif melalui analisis isi, penelitian ini menganalisis gambar, strip komik, dan teks dalam kedua buku. Hasil penelitian menunjukkan ketidakseimbangan gender, di mana *English for Nusantara* menampilkan 54,5% tokoh laki-laki dan 45,5% perempuan, sedangkan *Wonderful Insight English* menampilkan 41,5% laki-laki dan 58,5% perempuan. Kedua buku memuat nilai-nilai Profil Pelajar Pancasila, dengan penekanan terbesar pada nilai Gotong Royong serta Iman dan Akhlak Mulia. Namun, aspek Kreativitas merupakan nilai yang paling sedikit ditampilkan. Penelitian ini menyimpulkan bahwa meskipun kedua buku mendukung tujuan pendidikan nasional terkait kerja sama dan kesadaran global, ketidakseimbangan gender dan rendahnya penekanan pada kreativitas berpotensi memengaruhi persepsi serta perkembangan siswa dalam aspek-aspek tersebut.

Kata kunci: Gender; Profil Pelajar Pancasila; Analisa Konten; Buku Teks Bahasa Inggris

INTRODUCTION

Textbooks play a pivotal role in shaping the educational landscape for English as a Lingua Franca (ELF), serving as essential tools that provide structured content, methodologies, and resources for learners and educators alike. As one of the main resources, English textbooks help teachers to facilitate effective learning and achieving educational goals in English language instruction. The integration of character education and Gender sensitivity in English textbooks used in Indonesian schools has become increasingly significant in recent years. This is not merely a matter of pedagogical interest but reflects broader national priorities. In Indonesia, the value of Pancasila Ideology is embodied through The Pancasila Students Profile. Textbooks published in Indonesia must directly or indirectly include The Pancasila Students Profile to help insert the Ideology of Pancasila and produce students with the profile of competence.

Gender representation in educational materials such as textbooks remains a significant concern. It profoundly influences students' perceptions of Gender roles no matter how old the students are. Gender representation, in particular, remains an important lens for textbook analysis. English language teaching (ELT) materials have often marginalized or stereotyped female characters. This becomes especially critical when teaching a global language like English in a multicultural setting such as Indonesia, where Gender norms are undergoing significant transformations. If educational materials do not adapt, they risk perpetuating outdated norms and failing to prepare students for global citizenship.

Examining the content of English textbooks related to Gender, and Pancasila Students profile in Indonesia is crucial for the reason of safety. However, the extent to which these aims are realized through the lens of Gender representation and the Pancasila Student Profile requires critical scrutiny. Much research has been conducted by other researchers to evaluate textbooks, but most of them only have one book as the subject and they do not compare to other books. Previous research is limited to the text and pictures only, while this research is expanded to the comic strips.

To facilitate teachers in Indonesia to decide which books should be chosen for their class, the researcher conducted this research with statements of the problem as follows: (1) How Gender in The English Textbooks is entitled, "English for Nusantara" by Ika Lestari Damayanti, et al and "Wonderful Insight English" by Amalia, et al?,(2) How are Pancasila Students Profile included in the English Textbook entitled, "English For Nusantara" by Ika Lestari Damayanti et al., and "Wonderful Insight English" by Amaliah et al., (3) How are the comparisons of Gender and Pancasila Students Profile in the English Textbooks entitled, "English for Nusantara" by Ika Lestari Damayanti, et al" and "Wonderful Insight English" by Amaliah, et al.

RESEARCH METHOD

This research is conducted by following descriptive qualitative research steps by Creswell. The results of the research are commonly presented in a variety of papers, such as doctoral dissertations, master's theses, journal articles, funding

proposals, and local organizational studies. (Creswell et al., 2020, p. 106-120). McCombes emphasizes that descriptive research is able to answer questions of "what," "where," "when," and "how" questions, but not "why. The main goal of the research is to accurately and systematically describe a population, situation or phenomenon (McCombes, 2023). To get objective and systematic results, the researcher applies content analysis. It is a research method used for systematically analyzing and interpreting the content of written, spoken, or visual communication (Neuendorf, 2017, p. 11). The data of this research will be collected from two different textbooks.

This research began with choosing the English textbook. It is conducted in Jakarta-Indonesia for months (February to June). A set of criteria has been provided for the purpose of finding the right books to be analyzed. After finding the textbooks, the researcher started to analyze by looking at Gender proportions in each textbook and what is the Pancasila Students Profile integrated in the textbooks. Data extraction starts by classified pictures and text intro criteria provided. The data will be placed in a table then analyzed carefully using the theories chosen. The finding will be displayed and described carefully for the purpose of clear and meaningful explanation for answering each of the research questions. Each research question will be answered and the evidence will be provided.

Gender of the books will be analyzed using Porreca's theory of Gender (1983). The omission or ration of the male and female appearance of the books material will be analyzed to give clear understanding how the Gender is in both of the textbooks. To identify the Pancasila Ideology in each chapter, the researcher will provide a table and count the presentation of each aspect.

RESULTS AND DISCUSSION

Based on the data extracted, the findings from the English for Nusantara textbook reveal a noticeable gender disparity in representation. Specifically, male representation dominates with 54.5%, while female representation trails behind at 41.5%. This indicates a 9% gap between male and female portrayals, raising important questions about the gender balance in this educational resource. The gap in gender representation suggests that male characters are either more visible or more active within the learning content. The dominance of male representation in English for Nusantara suggests that the textbook may still be rooted in a more traditional or classical approach to gender portrayal. In this approach, male characters often occupy central roles, are depicted in more active or leadership positions, and appear more frequently across texts and illustrations. This aligns with longstanding patterns in educational materials, particularly those published in earlier decades, where male dominance in language textbooks was the norm.

On the other hand, Wonderful Insight English presents a significantly different pattern: female characters comprise 58.5% of the appearances, while male characters make up only 41.5%, reflecting a gender gap of 17% in favor of

females. By presenting female characters more frequently and possibly in more prominent or diverse roles, the textbook seems to embody a deliberate shift toward promoting gender inclusivity and empowerment. This shift is consistent with global educational movements that advocate for equality, representation, and the dismantling of traditional gender stereotypes in learning environments. To give clearer presentation of the Gender here is the table and the diagram: Here is the result of Gender Omission in the textbooks:

Table 1 Gender Omission In The Textbooks

No	Kind of Gender	English	for Wonderful	Insight
1	Male	54,5%	41,5 %	
2	Female	45,5%	58,5%	

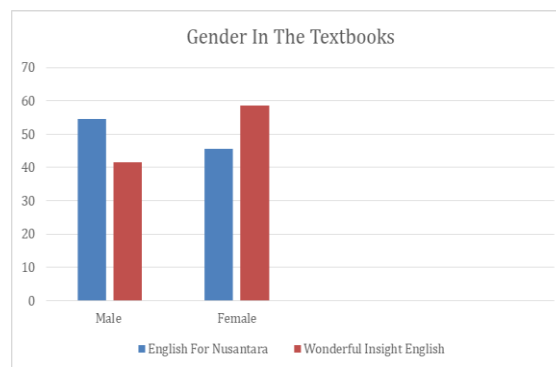


Figure 1 The Comparison of Gender in the English for Nusantara and Wonderful Insight English

The research findings on the English for Nusantara textbook reveal a comprehensive integration of the six core components of the Pancasila Student Profile, a framework developed to instill the foundational values of Indonesia's national philosophy into the educational system. The most dominant profile in this mutual cooperation with the percentage of 28%. It is followed by s faith and noble character 24%, independence 16%, critical thinking and global diversity are 12% each, and creativity 8%. This distribution not only showcases the textbook's value-based educational approach but also provides insight into the priorities and pedagogical focus of the textbook authors in reinforcing specific learner characteristics.

The prominence of mutual cooperation in the textbook reflected in its 28% representation, demonstrates a clear pedagogical commitment to social harmony and collaborative learning. This profile emphasizes teamwork, empathy, and respect for others. In the Indonesian context, these qualities are vital for fostering unity in a nation characterized by ethnic, cultural, and religious diversity. With

only 8% representation, creativity is the least emphasized profile. This suggests that while there is some opportunity for creative expression, it may not be a primary focus of the textbook.

In The Wonderful Insight English textbook the most prominent profile is Mutual Cooperation with the total percentage is 29,41%. The next profile is global diversity with the total percentage is about 23,53%, faith and noble character 17,65%, critical thinking and independence 11,76% each and creativity 5,88%. The highest percentage (29.41%) devoted to mutual cooperation suggests that the textbook places strong emphasis on encouraging collaboration, solidarity, and teamwork among students. With 23.53%, global diversity is the second most represented profile in the textbook. This indicates a strong focus on intercultural understanding and awareness of global issues. The inclusion of this profile suggests that the textbook encourages students to appreciate differences, respect other cultures, and develop the ability to navigate cross-cultural interactions. Lessons may include topics on global events, diverse customs and traditions, or international collaboration, helping students to develop the competencies needed in a globalized world.

The least emphasized profile in the textbook is creativity, which makes up just 5.88% of the total. While its inclusion confirms that the textbook acknowledges the importance of creative thinking, its relatively low percentage suggests limited opportunities for students to engage in imaginative or innovative activities. Creativity is crucial for 21st-century skills development, allowing students to express themselves, explore original ideas, and think outside the box. Therefore, increasing the proportion of creative exercises, such as storytelling, design tasks, or role-play activities could further enrich the learning experience.

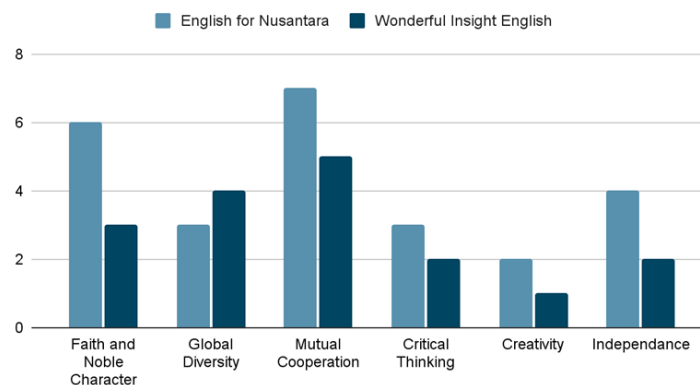
To give clear understanding about the finding, here is the table and the figure of diagram:

Table 2 The Comparison of Pancasila Students Profile's in Wonderful Insight English

No	Book 1: English for Nusantara		Book 2: wonderful Insight	
	Pancasila	Students Percentag	Pancasila	Percentage
1	Mutual Cooperation	28%	Mutual	29,41%
2	Independence	24%	Global Diversity	23,53%
3	Global Diversity	16%	Faith and Noble	17,65%
4	Faith and Noble	12%	Independance	11,76%
5	Critical Thinking	12%	Critical Thinking	11,76%
6	Creativity	8%	Creativity	5,88%



Figure 2: The Comparison of Pancasila Students Profile's in Wonderful Insight English



CONCLUSIONS

Using *English for Nusantara* in the classroom might affect the students' perspective to the perception that males are dominant in life. This could lead to the belief that males are inherently superior or more capable than females, which can hinder efforts toward gender equality in education and beyond to the perception that males are dominant in life. On the other hand, choosing *Wonderful Insight English*, which portrays females in more dominant roles, might serve as a turning point to promote gender emancipation. This representation can help challenge traditional gender norms and encourage students both male and female to view gender roles more equitably. English teachers should be more aware of the limitations in the textbooks and they should provide supplementing material and activities that promote gender equality, critical thinking, creativity, and independence. By fostering an inclusive classroom environment, teachers can ensure that students develop a broader understanding of the world and are encouraged to challenge traditional gender roles and think independently.

A deeper comprehension of Gender in both textbooks is needed to get deeper evaluation about gender imbalance of both textbooks. The next researcher is suggested to not only focus on the number of gender appearances but also their firstness and the role. The upgraded research instrument is needed to evaluate the gender. An upgraded and more comprehensive research instrument is necessary to evaluate gender representation effectively. This instrument should include indicators such as language use, activity level, emotional expression, occupation, and character attributes to capture the full scope of gender portrayal. Incorporating qualitative methods such as discourse analysis or visual semiotics can also enrich the findings.

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