

Gender stereotypes in the physical education textbook Estereotipos de género en el libro de texto de educación física

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Abstract. Gender stereotypes in media, including books, can play an important role in the process of gender identity construction. The purpose of this study is to analyze gender representation in Elementary School Physical Education, Sports and Health textbooks. The analysis was conducted by tabulating images and looking at the appearance of gender characters in the text in the elementary physical education books from grade one to grade six. Visibility and Firstness refer to the number of times a male or female character appears first in an exercise. Gender stereotypes (such as female characters doing rope games, male characters playing big ball games) were counted. Based on this data, it can be seen that in classes 1,2,4,5 and 6 there are more male images than female, only in class 3 there are more female images than male. Furthermore, the results of Gender Stereotyping data show that males are more dominant in Floor Gymnastics, Water Sports, Physical Fitness Activities, Invasion Games, Net Games, Maintenance of Reproductive Hygiene, Pencak Silat Martial Arts, and Athletics. In contrast gymnastics materials and Rhythmic Gymnastics Activities are dominated by women. Such stereotypes are considered as one of the ways in which gender identity is influenced and constructed. They can limit individuals' choices in relation to their roles, interests and aspirations, as individuals tend to conform to what is perceived as the gender norm in society.

Keywords: Gender Stereotypes, Physical Education, Textbook

Resumen. Los estereotipos de género en los medios de comunicación, incluidos los libros, pueden desempeñar un papel importante en el proceso de construcción de la identidad de género. El propósito de este estudio es analizar la representación de género en los libros de texto de Educación Física, Deportes y Salud de la Escuela Primaria. El análisis se realizó tabulando imágenes y observando la aparición de personajes de género en el texto en los libros de educación física de primaria desde el primer grado hasta el sexto grado. La visibilidad y la primacía se refieren al número de veces que un personaje masculino o femenino aparece primero en un ejercicio. Se contaron los estereotipos de género (como personajes femeninos haciendo juegos de cuerdas, personajes masculinos jugando juegos de pelota grande). Con base en estos datos, se puede ver que en las clases 1, 2, 4, 5 y 6 hay más imágenes masculinas que femeninas, solo en la clase 3 hay más imágenes femeninas que masculinas. Además, los resultados de los datos de estereotipos de género muestran que los hombres son más dominantes en gimnasia de suelo, deportes acuáticos, actividades de aptitud física, juegos de invasión, juegos de red, mantenimiento de la higiene reproductiva, artes marciales Pencak Silat y atletismo. En cambio, los materiales de gimnasia y las actividades de gimnasia rítmica están dominados por mujeres. Estos estereotipos se consideran una de las formas en que se influye y construye la identidad de género. Pueden limitar las opciones de las personas en relación con sus roles, intereses y aspiraciones, ya que las personas tienden a ajustarse a lo que se percibe como la norma de género en la sociedad.

Palabras clave: Estereotipos de género, Educación física, Libro de texto

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Introduction

Physical education learning in Indonesia is a compulsory subject for all students that is included in the school's intra-curricular curriculum. This is to ensure the physical and spiritual health of students is maintained. In principle, there is no difference in the sports material taught by educators to female and male students. Gender construction is dynamic, and socially, historically and culturally mediated (Wrench and Garrett, 2015). Teachers regulate and inform practices, social positions and reciprocal relationships between individuals of both genders, but more often gender constructions and arrangements privilege particular masculinities and simultaneously marginalize femininity, non-hegemonic masculinities and alternative sexualities (Preece & Bullingham, 2020; Laxdal & Giske, 2019). For example, scientific studies (Felipe Mujica-Johnson et al., 2024) show that initial training of Physical Education teachers in Chile is highly masculine and gender issues are not visible in the official curricular

documents of Physical Education, which regulate teacher training and schools.

From a social and cultural perspective, discursive constructions of the body are differentiated in terms of gender and embodied ways of knowing, moving and desiring (Joy et al., 2021). Besides race and age, gender is the lens through which all social interactions are viewed. Gender categories are automatically associated with culturally widespread masculine and feminine traits, which color beliefs about behavior (Evans et al., 2023). Usually, gender bias also occurs when the learning process of learning PE lessons takes place such as for example a teacher chooses male students to be used as examples compared to female students, then in the division of groups where male students are always separated from female students or even if there are more male students in a group then the group is the strongest group (Hortigiuela-alcalá et al., 2021). This situation should not happen in all aspects of life, especially physical education, because education has an important role in the growth of character for students so as not

to differentiate based on gender (Knez & Mattsson, 2018; Mooney & Gerdin., 2018). Many female students today blame themselves for their lack of intelligence or confidence in the classroom environment (Lee & McCabe, 2021). The classroom environment and the various media involved in the classroom affect the students in it.

In addition to field practice, there is also gender bias in the PE textbook. Books are one of the teaching materials that are the most powerful instruments in shaping children's beliefs (Zulmi, 2013a). Books are the most powerful instrument that results in the contribution of gender inequality in the world of physical education (Ontario Ministry of Education, 2019). (Dewi et al., 2013) also revealed examples of gender bias in the formal education system, for example, in textbooks there are many images and sentence formulations that do not reflect gender equality. The image of a pilot is always male because the job as a pilot requires skills and strength that are "only" owned by men. Meanwhile, pictures of teachers teaching in class are always females because teachers are always identified with the task of nurturing or educating (Yaqinah, 2016).

This has also been proven by previous research conducted at UNICEF which showed that primary school books emphasize boys through various creative roles rather than girls (Zulmi, 2013b). Another study also showed that English language and literature books in Malaysia emphasized males over females through illustrations, vocabulary, work roles, trait values, involvement in activities and decision-making (Jin, 2013). Another study revealed that French comics tend to contain gender stereotypes and biases through differences in public and domestic roles, social roles, mastery of technology and the presence of sexual harassment. Children's books writers, in the 21st century, are still not free from patriarchal ideology in traditional gender roles because the stories shown lead to stereotypes that favor males over females (Juliana et al., 2019). This confirms that education is a platform that contributes to the socialization of gender inequality.

However, in Indonesia there is no research on gender bias in Physical Education, Sports and Health textbooks. Previous research on thematic textbooks has revealed that the results of research on the Student Thematic Book 2013 Curriculum themed My Activities for Grade 1 Elementary School still contain gender bias (Zulmi, 2013b). Seen in the books of (Nurhasanah & Lubna, 2017), there is still a gap in the depiction of men and women. The two authors who have a female background are apparently unable to create equality between men and women. However, the Physical Education, Sports, and Health books, especially for elementary schools, have not been studied. Therefore, this study aims to reveal gender bias in Elementary School Physical Education, Sports, and Health Textbooks, because gender bias in Elementary School Physical Education, Sports, and Health Textbooks can affect the formation of students' character.

Research methods

In this study, analysis was conducted on physical education, sports and health books used in elementary schools in Indonesia. The textbook analysis method was used previously to analyze textbooks on gender bias (Nagatomo, 2014). By adopting the framework of Porreca (1984), illustrations, dialogues, and readings were analyzed as follows: Visibility, Gender firstness, and Gender Stereotypes. Visibility refers to the actual presence of female and male characters in the illustrations. Firstness refers to the number of times a male or female character appears first in an exercise. Gender stereotypes (such as female characters doing rope games, male characters playing big ball games) were counted. Six physical education books from grade one to grade six were selected for analysis to determine if there was gender bias in relation to communicative advantage and social advantage. The learning materials consisted of: Big Ball Games, Small Ball Games, Swimming Lessons, Traditional Games, Pencak Silat Lessons, Floor Gymnastics Lessons, Rhythmic Gymnastics Lessons, and Physical Fitness Lessons. All of these materials contain pictures of males and women. Data analysis was carried out in the following way, counting the number of pictures of man and women, analyzing what games contain males and females and calculating the percentage of the number of games that show pictures of males and females. In addition, analysis was also carried out on the tendency of certain genders to play one type of sport or activity. Data analysis used is usually the process of analyzing, describing and summarizing events or phenomena from data obtained through the interview process or direct observation to the field. Data is then presented in the form of graphs or tables (Creswell & Creswell, 2018).

Results and Discussions

The results of the research from the image analysis of Physical Education, Sports and Health Textbooks in the Elementary School shows that there is a gender bias that shows more male representation than female. The total number of images analyzed from 6 guidebooks from grade 1 to grade 6.

Figure 1 is the analysis results of the number of pictures in the grade 1 textbook. The data shows that in the basic motion materials, there are 89 male images and 26 female images, in the floor gymnastics materials, there are 53 male images and 5 female images, in the rhythmic motion materials, there are 51 male images and 16 female images, in water sports, there are 49 male images and 11 female images, in physical fitness, there are 29 male images and 8 female images, and in healthy living behaviors, there are 55 male images and 25 female images. This data shows that in the first-grade book, the displayed images are predominantly male compared to female.

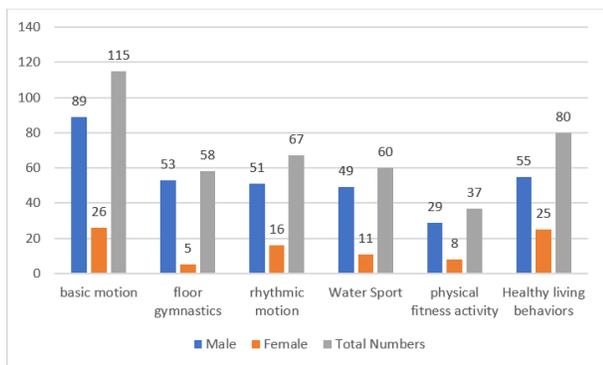


Figure 1. Number of visibility and gender firstness in PE Textbooks from Grade 1

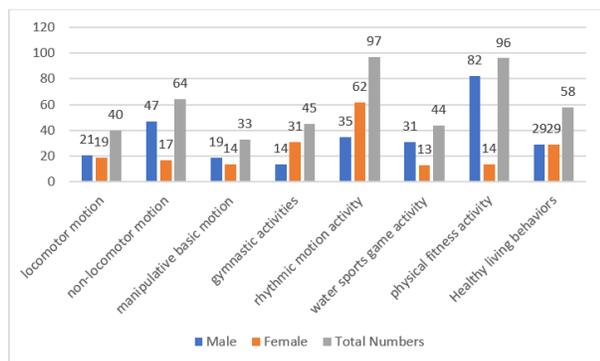


Figure 2. Number of visibility and gender firstness in PE Textbooks from Grade 2

Figure 2 shows the results of the analysis of the number of images in the grade 2 textbook. The images displayed in the second grade book in locomotor motion material, there are 21 male images and 19 female images; in non-locomotor motion material, there are 47 male and 17 female images; in manipulative basic motion material, there are 19 male images and 14 female images; in gymnastic activities, there are 14 male images and 31 female images; in rhythmic motion activity material are 35 male images and 62 female images; in water sports game activity material, there are 31 male images and 13 female images; in physical fitness activity material male images, there are 82 and 14 female; and in healthy living behaviors, there are 29 male images and 29 female images. In this second-grade book, in 2 materials, females are more illustrated, and in the last material the number of images of males and females is the same. However, the overall number of male images is higher compared to female images.

Figure 3. The first material is the variation and combination of basic locomotor movements with 30 pictures of males and 16 pictures of women. Then, the material of variations and combinations of non-locomotor basic movements has 29 pictures of males and 28 pictures of women; the material of the combination of manipulative basic movements has 25 pictures of males and 18 pictures of women; floor gymnastics activities have 47 pictures of males and 12 pictures of women;

the material of rhythmic motion activities has 4 pictures of males and 138 pictures of women; the material of water sports activities and games has 42 pictures of males and 11 pictures of women; the material of physical fitness has 28 pictures of males and 11 pictures of women; and the material of healthy living behavior has 41 pictures of males and 21 pictures of women. In this 3rd grade book, the number of female images is more than male images. This can happen because the number of pictures of females is greater in the rhythmic movement activity material. However, in the other materials, there are more male images compared to the number of female images.

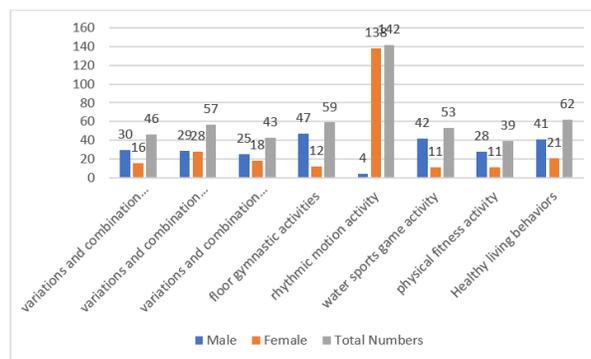


Figure 3. Number of visibility and gender firstness in PE Textbooks from Grade 3

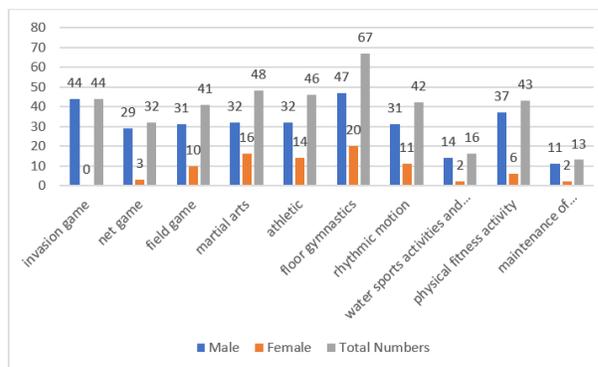


Figure 4. Number of visibility and gender firstness in PE Textbooks from Grade 4

Figure 4 shows the results of image analysis in grade 4 textbooks. The number of male images in the invasion game material is 44, with no female images, the net game has 29 male images and 3 female images; the field game material has 31 male images and 10 female images; martial arts material has 32 male images and 16 female images; the athletic material has 32 male images and 14 female images; the floor gymnastics material has 47 male images and 20 female images; the rhythmic motion material has 31 male images and 11 female images; the game and water sports activity material has 14 male images and 2 female images; the physical fitness activity

material has 37 male images and 6 female images, and the maintenance of hygiene material has 11 male images and 2 female images. These results show that the 4th grade book contains more images of males than females. Even in the invasion game, there are no females at all. In addition, in the net game there are only 3 pictures of females.

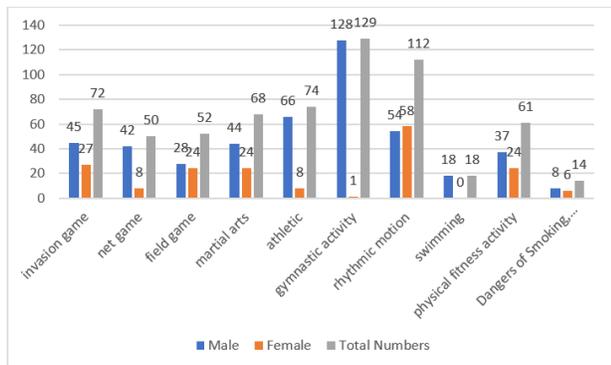


Figure 5. Number of visibility and gender firstness in PE Textbooks from Grade 5

Figure 5 shows the results of the analysis of the number of images in the 5th grade book. The invasion game material has a total of 47 male images and 27 female images; the net game material has a total of 42 male images and 8 female images; the field game material has 28 male images and 24 female images; the pencak silat martial arts material has a total of 44 male images and 24 female images; the athletic material has 66 male images and 8 female images; the gymnastic activity material has a total of 128 male images and 1 female image; the rhythmic motion material has 54 male images and 58 female images; the swimming material has 18 male images and zero female images; the physical fitness activity material has a total of 37 male images and 24 female images; and the last material has 8 male images and 6 female images. In some sections, male images are particularly dominant, such as in the net game, athletics, gymnastic activities, and freestyle swimming sections. In addition, in rhythmic motion material, there are more pictures of females than males.

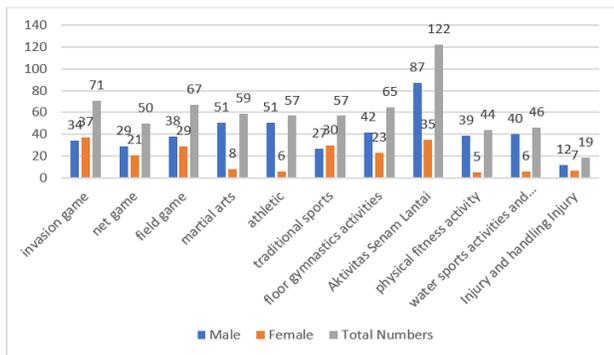


Figure 6. Number of visibility and gender firstness in PE Textbooks from Grade 6

Figure 6 shows the results of image analysis in the 6th grade book. The invasion game material has a total of 34 male images and 37 female images; the net game material has a total of 29 male images and 21 female images; the field game material has 38 male images and 29 female images; the martial arts material has 51 male images and 8 female images, the athletic material has 51 male images and 6 female images; the traditional sports material has 27 male images and 30 female images; the rhythmic motion material has 42 male images and 23 female images; the floor gymnastics activity material has 87 male images and 35 female images; the physical fitness activity material has 39 male images and 5 female images; the water sports activity material has a total of 40 male images and 6 female images; and the injury and handling injury material has a total of 12 male images and 7 female images. It can be seen that in some materials such as invasion games and traditional sports, there are more female images. Other materials in the grade 6 textbook are dominated by male images.

Based on Figure 1 to 6, the data shows the number of images that have been analyzed in the PE textbook at school. In the book there are no words that lead to one gender only. However, males dominate the images in this book. Most images dominated by males are images on competitive and extreme game material. In line with this, research by (Parri et al., 2020) revealed that male children tend to like physical activity in competitive games or extreme games compared to female children. As for females, many studies show lower engagement in physical education and physical activity in general (Sánchez-Hernández et al., 2018). Although these stereotypes are evident from analyzing the images in PE textbooks, it shows that gender is constructed at every level of students' lives in the teaching and learning process (Wrench & Garrett., 2015). A more specific description of the role held by women as passive, sedentary, restricted by clothing (Medal, 1996) was confirmed in this study.

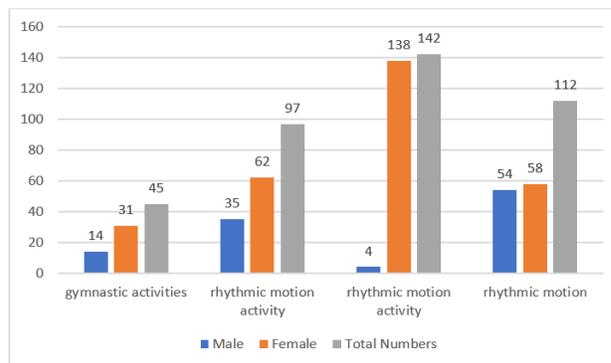


Figure 7. Female Gender Stereotypes in PE Textbooks

Based on the data in Figure 7, it can be seen that female children are dominant in rhythmic movement activities. This data shows that some female children are focused on dance-

like activities that are stereotyped to the female gender. Another thing that can strengthen the existence of gender bias can be seen in the pictures in the Elementary School Physical Education guidebook such as pictures that show sports or invasive games such as basketball, and soccer, as well as pencak silat lessons, and swimming lessons that are dominated by the male gender compared to the female gender. This is because these sports are typically associated with masculinity, characterized by strength and energy. Meanwhile, rhythmic gymnastics learning is more dominated by the female gender because it is characterized by being gentle and graceful or called feminine sports (Lodewyk, 2018).

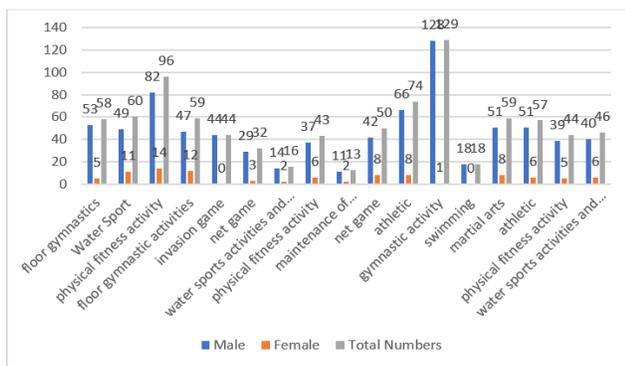


Figure 8. Male Gender Stereotypes in PE Textbooks

Figure 8 shows that, in some materials, males are very dominant, with more than 80% of the stereotypes being male. This data shows that men are identified with sports that involve physical touch, using strength and agility, such as invasion sports, pencak silat, swimming, physical fitness activities, athletics, and net games.

Discussion

Persistent gender stereotypes presented in books or media can influence the gender construction process. Books and media have a strong role in shaping children's and individuals' perceptions and understanding of what is considered "suitable" or "normal" for a particular gender. The results of the above research show more appearances for males and less for females.

When teachers choose gender-inclusive picture books for their students, they can create a learning environment that recognizes and values the diversity of gender identities and expressions, promote empathy and respect, and support children in developing a positive sense of self. By including a variety of gender identities and expressions in their reading materials, teachers can also help create a more welcoming and inclusive classroom culture for students who may not follow traditional gender norms (Elorza, 2023). Gender-inclusive picture books often feature male characters represented in

non-normative ways, as children's picture books often serve as a mirror to themselves represented on the page in front of them and also to readers who are able to construct gender (Cutler & Buell, 2018). Evidently, research (Sovi & Hus, 2015) revealed that a higher percentage of male characters significantly increased their self-concept measures, whereas fewer female characters resulted in women perceiving their lives as less important and this can leave a negative impression.

In gender constructivism theory, such stereotypes are considered as one of the ways in which gender identity is influenced and constructed. They can limit individuals' choices with regard to their roles, interests and aspirations, as individuals tend to conform to what is perceived as the gender norm in society. Gender identity is assumed to be consistent with one's biological sex. Males should have masculine traits, while females should have feminine traits (Nagoshi et al., 2014). The term masculine is a characteristic attached to males, namely strong, hard and sweaty. Nowadays, sports are not only dominated by the male gender. Females have also participated in various types of sports, even sports that were once commonly practiced by males now females can also do them (Ch et al., 2019; Kempe-bergman et al., 2020; Sikes & Bale, 2014). Whereas previously females competing in the Olympics only participated in tennis, sailing, cricket, horseback riding, and golf, females can now play a variety of modern sports such as soccer, hockey, martial arts, triathlon and even pentathlon (Noepembri, 2017). In the pictures in the elementary school physical education book grade 1 to grade 6, sports that are dominated by the female gender include rhythmic gymnastics, traditional games such as engkle, rubber jumping. Physical abilities such as endurance, muscle strength, agility, muscle explosiveness that females have are usually below that of males (Lodewyk, 2018). Males are often identified with masculine discourse and behavior while females are given sensitivity, gentleness and emotionality. Therefore, gender identity is not only formed from our own appearance but also given by others (Champ et al., 2021). However, physical education experiences are not always the same for female and male children. Gender differences are also evident in bullying, where females experience participation in individual sports and organized dance, whereas males experience team sports, which has an impact on social skills with peers (Lawler et al. 2022). The content of the physical education curriculum is perceived as more masculine, with males preferring to participate in soccer, while females prefer volleyball and dance, suggesting they favor gender-specific content (Castejón and Giménez 2015).

Gender is part of a complex structure of relationships, so any discussion in standardized educational practice is complicated through various feminist schools of thought that contain a mosaic of diverse feminist visions (Santos Pastor et al., 2021). There is thus a need to provide practical steps forward,

despite the complexity of these issues (Martin & Beese, 2016). One approach is activity and transformative education to overcome gender-biased constructs (K. L. Oliver & Kirk, 2016). Transformative pedagogy draws on several discourses, including critical pedagogy, feminist pedagogy, post structuralism, and queer theory (Hyttén & Bettez, 2011). With these approaches in mind, practitioners and academics should collaborate to find a transformative pedagogical approach towards a less biased PE curriculum from a feminist perspective. Another assumption reveals there is one transformative approach, but several practical approaches may directly challenge narrow gender norms in PE (Aartun et al., 2022).

Specifically, in physical education, this bias manifests as a preference for one sex, leading to gender inequality (Chivabartoll et al., 2021). Various types of gender bias gaps that occur in various fields of community life are also represented in the world of education (Gustiana, 2014). This factor is caused by social systems and structures that place men and women in disadvantageous positions (Afandi, 2019). The feminist view emphasizes that the emergence of this concept is because the concept of gender and the concept are interpreted the same by the system and structure itself. The various forms of gender injustice are: marginalization, subordination, stereotypes, violence and longer and more workload (double burden) (Madeira et al., 2019).

Education policies lack gender sensitivity, which will have a broad impact on various dimensions of gender bias in education. (2) Men are more dominant in influencing curriculum content so that the learning process tends to be male-biased. This phenomenon can be observed from textbooks whose authors are mostly men. Male book writers are very dominant (Siti Farikhah, 2015). (3) The content of textbooks that discuss the status of women in society will have a lot of influence on the gender gap in the education process (Anggraini & Ardiansya, 2021). The content of some textbooks (especially social studies, civic education, physical education, Indonesian language and literature, arts, mathematics and the like) that were successfully observed tended to lack gender insight, especially with regard to the concept of family or the role of women in the family, which has long been influenced by traditional ways of thinking, that men are holders of production functions while women hold reproductive functions (Zubaidah Amir MZ, 2013).

As members of society, and as coaches, officials, parents, teachers, spectators and club administrators, we have a moral responsibility, when it comes to discriminatory behavior in sport. The key is to be vigilant and persistent, to continue to encourage education about acceptable and unacceptable behavior, and to continue to call for the rejection of racism and discrimination of any kind in sport so that a positive culture is embedded and reinforced in sport. Education must occur at all levels - from players, to coaches, to referees and teachers

(P. Oliver & Lusted, 2015). Books are a very important medium as a reflection and illustration in proclaiming the emancipation of women, especially in Indonesia. Female children need to be accommodated in every physical education learning process. This is useful for increasing women's participation in sports and physical activity. Physical Education teachers must be able to give confidence to female students in involvement in the classroom both as leaders and strategic roles in the classroom (Voelker, 2016). Therefore, it is important to pay attention to balanced and diverse gender representations in books and other media. By introducing broader representations and breaking free from rigid gender stereotypes, we can help broaden children's and individuals' perceptions of gender identities and roles to be more inclusive and dynamic.

Conclusion

When books or other media present rigid gender stereotypes, they can affect the way individuals identify themselves and others. There are several impacts of gender stereotypes in books. Books that contain gender stereotypes can affect the way children and young people understand gender roles and expectations. They may begin to identify themselves and others based on gender norms obtained from the reading material. This research shows that in the textbooks of Physical Education, Sport and Health in Primary Schools, many males appear as actors in sports. In addition, there are stereotypes that illustrate that women are only dominant in rhythmic gymnastics which is associated with being soft and gentle. Whereas males are dominant in masculine and competitive sports. Therefore, it is important to critically assess gender representations in books and other media. Educators can play a role in ensuring that materials reflect the diversity and complexity of gender identities, so that individuals can form a more inclusive understanding free from the restrictions of narrow gender stereotypes.

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