



Gender Faces In The Textbook Of Al-Arabiyyah Li Al-Nasyi'in (Critical Discourse Analysis Study)

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Abstract: *The polemic of gender equality and justice in its status and role in society is one of the studies that is often echoed to this day. Polemics over gender equality can be found in various fields, one of which is in the field of education, especially in the learning media, namely textbooks. The purpose of this study is to describe how the discourse or text in the book al-Arabiyyah li al-Nasyi'in Volume 2 by Mahmud Ismail Shini reflects the construction and division of gender roles performed by women and men, as well as the impact on readers' understanding of gender roles based on the subject-object position and the position of the author-reader of Sara Mills' theory in the textbook. The data of this research are texts that contain gender perspectives from the textbook al-Arabiyyah li al-Nasyi'in Volume 2. The method used in this research is library research. The results of this study are the form of gender bias in the subject-object position is subordination and stereotyping of women, and the form of gender bias in the position of the author-reader is indirect addressing done by means of cultural codes, and direct by using third-person singular pronouns.*

Keywords: *Gender, Textbook Of Al-Arabiyyah Li Al-Nasyi'in Critical Discourse Analysis*

Abstrak: Polemik kesetaraan dan keadilan gender dalam status dan perannya dalam masyarakat menjadi salah satu kajian yang kerap digaungkan hingga saat ini. Polemik kesetaraan gender dapat ditemukan di berbagai bidang, salah satunya di bidang pendidikan, khususnya di media pembelajaran, yaitu buku teks. Tujuan penelitian ini adalah untuk mendeskripsikan bagaimana wacana atau teks dalam buku al-Arabiyyah li al-Nasyi'in Jilid 2 karya Mahmud Ismail Shini mencerminkan konstruksi dan pembagian peran gender yang dilakukan oleh perempuan dan laki-laki, serta dampaknya terhadap pemahaman pembaca tentang peran gender berdasarkan posisi subjek-objek dan posisi penulis-pembaca teori Sara Mills dalam buku teks. Data penelitian ini adalah teks-teks yang memuat perspektif gender dari buku teks al-Arabiyyah li al-Nasyi'in Volume 2. Metode yang digunakan dalam penelitian ini adalah penelitian kepustakaan. Hasil penelitian ini adalah bentuk bias gender pada posisi subjek-objek adalah subordinasi dan stereotip perempuan, dan bentuk bias gender dalam posisi penulis-pembaca adalah pengalamatan tidak langsung yang dilakukan dengan menggunakan kode budaya, dan langsung dengan menggunakan kata ganti orang ketiga tunggal.

Kata kunci: Gender, Buku Teks Al-Arabiyyah Li Al-Nasyi'in, Analisis Wacana Kritis



Introduction

The polemic of gender equality and justice in its status and role in society is one of the studies that is often echoed to this day. Polemics over gender equality can be found in various fields, one of which is in the field of education, especially in the learning media, namely textbooks. Textbooks are a form of written discourse. In addition, textbooks are also a medium as well as a very significant source of learning in the educational process itself, both inside and outside the classroom (Ahmad Royani, 2020). Books are not only a source of information, but also a medium of interaction between learners and learners (Wahab, 2010). If the content of a textbook has a deviant message, then learners and learners will have a deviant ideology as well. Arabic textbooks have experienced rapid development from time to time, along with the development of linguistic, psycholinguistic, and sociolinguistic theories. One form of discourse analysis that is appropriate in this study is critical discourse analysis developed by Sara Mills. Critical discourse analysis allows us to further explore the role of language in psychosociolinguistic aspects.

Some studies related to this research are articles written by Roviin about analyzing textbooks by Mahmud Ismail Shini. Roviin used documentation techniques for data collection and the analysis technique was content analysis. The result of his research is that the book is designed for Arabic language learning which views Arabic as a whole in presenting maharah lughawiyah and language element exercises. In addition, the material in this book presents several competencies (Roviin, 2018). The article written by Dewi Ulfah, et al, examines the form of gender bias in Indonesian language textbooks at the high school level found subordination and stereotyping of women in the subject-object position, then indirect addressing done by mediation and cultural codes in the position of the author-reader (Dewi Ulfah, 2019). Then, the article written by Lintang Citra, explains that there is gender bias in Indonesian language and Civics textbooks, women are described as carrying out roles in the domestic sector, while men are in the public sector. Discriminatory and subordination actions in children's media, especially textbooks, can be destructive for the future of women (Christiani, 2015). The article written by Chisolm reviews the theoretical and methodological approaches taken in literature focusing on representations of race, class, and gender in textbooks. The sample examined spans different countries and subjects. Whereas critical political economy has shaped the approach to class, concepts from critical race studies have been applied to race in textbooks and liberal and radical feminist theory to gender. Many studies use a combination of quantitative and qualitative methods, with gender analysts mostly conducting quantitative studies and critical race theorists deploying critical discourse analysis. Whereas fewer studies are conducted on class, those on race feature less quantitative work and those on gender less research on identity. New research focusing on the sometimes unpredictably contradictory relationship between context and textbook representations is important for future work (Chisholm, 2018, p.225-237) . Then, the article written by Izuddin, et. al discuss about the portrayal of gender in a textbook is able to influence students' understanding of the concept of gender equality (GE). The unfair portrayal of women in textbooks will have a negative effect on students' conceptions of gender. Although some previous studies have found that textbooks portray a fair and constructive picture of women by positioning them on a par with men, other studies have shown that gender inequality still exists in the contents of Arabic textbooks, presenting stereotypical and gender bias. To fill this void, this article uses critical discourse analysis to analyze the content of Arabic textbooks for non-Arabic speakers. It aims at portraying women in Arabic textbooks to non-Arabic speakers. The study findings revealed the tendencies to male firstness by positioning the characters of women being more likely portrayed as subordinates in the Arabic textbooks. In addition, there are imbalances in women portrayal in the visibility, order of mention, and male-to-female ratios in the Arabic

textbooks. The results also showed that women in some parts of the Arabic textbooks are also portrayed in a constructive portrayal of having equal rights as men in terms of profession and access to education. This study highlights the importance of the concept of GE in Arabic textbooks to increase social awareness (Izzuddin Dalimunthe, 2021). Last, the article written by Muassomah reviews about the composition of the Al-'Arabiyyatu baina Yadaika (ABY) Arabic language textbook perpetuates gender inequality. This textbook not only constitutes language elements but also incorporates texts and illustrations that depict gender dynamics. This research examines the representation of gender imbalance in the composition of the textbook, including its contents and illustrations, and analyzes the portrayal of gender roles as depicted in the textbook's examples. The study is founded on data gathered from reviewing, recording, and analyzing the textbook, with consideration given to gender relationships. The focal point of this research analysis is the ABY textbook, tailored for non-native Arabic speakers. The findings of the study reveal that the construction of the Arabic language textbook perpetuates a gender-unbalanced representation in both the text and visual depictions of males and females. This study advocates for the development of language textbooks that promote gender equality and fairness in their social and cultural elements (Muassomah, 2023).

The purpose of this study is to explain how the texts in the textbook reflect the construction and division of dominant gender roles performed by women and men, and their impact on the understanding of gender roles. Equality between men and women has been regulated by the State. Especially for textbooks, it is regulated in the Minister of Education and Culture Regulation No. 8 of 2016 which contains that books used by educational units must not contain gender bias. However, in reality there are still many textbooks from various subjects that contain gender bias, especially in Arabic lessons. In this study, the author uses Sara Mills' critical discourse analysis theory on texts from the book *al-Arabiyyah li al-Nasyi'in* Volume 2 by Mahmud Ismail Shini. Critical discourse analysis will highlight key elements such as the way actor positions (actors/persons who are the subject and object of the storytelling) are displayed and the author-reader position that will determine the structure of the text and the meaning treated in the text as a whole. The author will also focus on the sociological factors of the role of women and men in Arab society. Thus this research is a collaboration between the disciplines of critical discourse analysis and sociolinguistics. In addition, this critical discourse analysis is expected to provide a deeper understanding of how language reflects and shapes gender roles in society.

Method

This research is qualitative research called library research. Library research is a type of research by collecting data sourced from books, journals, books, articles, and certain writings. The primary data sources in this study are the texts in the Arabic textbook *al-Arabiyyah Li al-Nasyi'in* Volume 2 by Mahmud Ismail Shini, and the secondary data used are books, articles, writings related to the theme. The author chose this textbook because this book is still used by Arabic language teachers at the high school/'aliyah level, especially in Islamic boarding schools. In addition, this book has several themes regarding gender roles that lead to gender bias which should be straightened out so that later students are not biased towards gender roles.

The analysis method used is content analysis and Sara Mills critical discourse analysis. The data is in the form of vocabulary, clauses, sentences, paragraphs that contain gender perspectives in the reading text. As for the data analysis stage, namely (a) identifying data findings based on gender perspectives and classifying data based on two problem formulations using work tables, (b) starting data coding to facilitate analysis. An example of data coding for the first problem formulation of subject-object position for the stereotype

category uses the code PSO-St01/h24, which means subject-object position data, stereotype subcategory, first data, page 24.

Result and Discussion

The difference between this research and previous research is that this research will reveal some biases in gender roles, especially in Arabic textbooks by using Sara Mills' critical discourse analysis technique. In this textbook, there are types of gender bias such as subordination and stereotyping of female characters found in several discourse texts (Mills, 1995). Therefore, discourse analysis is carried out through two points of view, point of view subject-object position, and writer-reader position. Thus, The author will also focus on the sociological factors of the role of women and men in Arab society (Nurul Fajar, 2020).

Books are learning resources that are still used as learning media for readers, especially students. The definition of a textbook is a textbook compiled by experts in their fields as an instructional goal that is expected to be understood by students and as a support for a learning program. One of the functions and roles of textbooks is presenting a rich, easy-to-read and varied source of subject matter that suits the interests and needs of learners in which expressive skills are acquired under conditions that resemble real life (Wahab, 2010).

Gender is a trait attached to a person that is socially and culturally constructed. Gender can be defined by differences in traits, roles, positions, and responsibilities that are the result of social construction, man-made, and can change depending on time and local cultural appropriateness. For example, women are known to be gentle, emotional and protected, while men are considered strong, rational and manly. The traits themselves are interchangeable. This means that there are men who are feminine, emotional, gentle, motherly, while there are also women who are masculine, strong, rational, and mighty (Afandi, 2019). Meanwhile, role is a dynamic aspect of position (status). If a person carries out his rights and obligations in accordance with his position, then he carries out a role. Furthermore, gender roles refer to roles constructed by society and learned behaviors and expectations attributed to women and men. Such as women being placed in the domestic area has resulted in the growth of traditions and beliefs socialized in society that women must be responsible for domestic work. Men, on the other hand, do not have to be responsible, and in many traditions are even customarily prohibited from engaging in domestic work. The roles of women and men can be divided into three roles, productive role, reproductive role, and social role (Maulida, 2022).

Discourse can be defined as the largest unit of word-based language used to communicate in a social context. Discourse can be categorized according to certain conditions. Discourse can be grouped based on the media used, namely oral discourse (interactive discourse) and written discourse (non-interactive discourse). According to Beaugrande and Dressel, discourse must meet seven standards of textuality or literacy, namely cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality (Baryadi, 2015). Critical discourse analysis argues that discourse can be a place where power resides, namely an unbalanced or unequal relationship between two or more parties (Yahya Na'usy, 2012). Sara Mills writes about discourse theory, especially discourse around feminism, which is why it is called the feminist perspective. The focus of the feminist discourse perspective is to show how the text is biased in presenting women. Sara Mills, who focuses her studies on the alignment of women's rights, fights for her studies on texts, seeing how women are represented, displayed in the media and the reasons contained therein are explored in depth and critically (Teti Sobari, 2016). Mills looks more at how the roles of the actors are displayed in the text and the roles of the readers and writers are displayed in the text. In the end, the style of exposure and the roles placed and

displayed in the text will form legitimate and illegitimate parties, namely the ruling party and the controlled minority party. There are two things that are considered in Sara Mill's critical discourse analysis. First, how the actors in the news are positioned in the news. Who is positioned as the interpreter in the text to interpret the event, and what are the consequences. Second, how the reader is positioned in the text. The news text is interpreted here as the result of negotiations between the author and the reader (Mills, 1995).

Part Discussion

In accordance with the formulation of the problem, the findings in this study are forms of gender bias based on the position of the subject-object, including (1) subordination and stereotypes in the form of women being more responsible in the domestic sphere, (2) forms of gender bias based on the position of the writer-reader including indirect addressing by using third-person singular pronouns. The presentation of the research results is described as follows:

Subordination

The subordination of women in the domestic sphere is also found in the tadribat text with the theme 'fi al-bait' which can be seen in the first data, as follows (Mahmud Ismail Shini, p. 24):

وهذه والدته في المطبخ تعد طعام الغداء، وهذه أخته في غرفة الطعام وهي تنظف المائدة وهذه جدته في الحمام وهي تغسل الملابس

(PSO-Sb01/h.24)

Subordination or the assumption that a role performed by one sex is inferior to another. Social and cultural values constructed by society have compartmentalized the roles of men and women. Women are considered responsible and have a role in domestic affairs, while men do not. Based on data (1) women are often shown with domestic tasks. Domestic tasks are related to housewife duties such as cooking, cleaning the house, washing clothes, and so on. When traced, this obligation in the domestic sphere seems to have become something biological for women. It is indirectly constructed in society that women are obliged to do domestic work. So there is an assumption that leading work, earning a living, and activities outside the home are the responsibility of men who have the capacity to do this. It is clear that there is gender bias in the text, namely the subordination of women. In the discourse "في البيت", the reader will be brought to the meaning of the text that there are differences in the gender roles of male family members (father, grandfather, and Ahmad) and female family members (mother, grandmother, and Ahmad's sister) at home. Female family members play more social production and reproduction roles in the domestic sphere. An example of the domestic role shown in the (female) members of Ahmad's family in the sentence :

Table of the domestic role shown in the (female) members of Ahmad's family

No.	Meaning	Text
1.	"and this is his sister (Ahmad's brother or sister) in the dining room, she is cleaning the dining table."	وهذه أخته في غرفة الطعام وهي تنظف المائدة
2.	"and this is Ahmad in the library, he is reading."	وهذا أحمد في غرفة المكتبة وهو يقرأ

3.	"and this is his grandmother (Ahmad) in the bathroom, she is washing clothes."	وهذه جنته في الحمام وهي تغسل الملابس
4.	"and this is his grandfather (Ahmad) in the living room, he is sitting behind the table listening to the radio."	وهذا جده في غرفة الجلوس وهو يجلس خلف الطاولة يستمع إلى الراديو
5.	"and this is his mother (Ahmad) in the kitchen, she is preparing lunch."	وهذه والدته في المطبخ تعد طعام الغداء
6.	"and this is his father (Ahmad) in the garden, he is washing the car." (PSO-Sb01/h.24)	هذا والد أحمد في الحديقة يغسل السيارة

In the first example sentence, Ahmad's sister's role is to clean the dining table. The word (المائدة) has the plural (ومائدات موائد) which means a table that has food on it (al-Ma'louf, 2008). It is inversely proportional to Ahmad's activities at home, namely reading books in the library. Then in the second sentence which shows the role of Ahmad's grandmother and grandfather. Again, the inequality of women's roles in this text is found, namely Ahmad's grandmother's role in the domestic sphere is shown by her role washing clothes in the bathroom, while Ahmad's grandfather sits in the living room while listening to the radio. The word (الطاولة) means a table made of Italian wood (Ma'luf, 2012). Likewise, the third sentence shows the roles of Ahmad's mother and father. Ahmad's mother's role is to prepare lunch in the kitchen, while Ahmad's father washes the car in the garden. Readers are led to normalize the role of women who play more roles in the domestic sphere than men. In fact, equality between men and women is regulated by the state. Especially for textbooks, it is regulated in the Minister of Education and Culture Regulation No.8 of 2016 article 2 paragraph 2 which contains that books used by educational units must not contain gender bias. When viewed from the linguistic aspect, the sentences that are often found in this text are nominal sentences or jumlah ismiyyah that show connotations, namely dawamu istomror or fixed and forever. The noun in the number of ismiyyah is also definite, so that it will not change at any time.

Stereotypes

Stereotype is negative labeling or stereotyping of women based on a false assumption (Maulida, 2022). Data that shows stereotypes in terms of reproductive-domestic roles can be seen in the following data (1) excerpt of al-hiwar (dialog) text with the theme 'fi al-bait' (Mahmud Ismail Shini, p. 24):

Fi al-Bait		
No.	Meaning	Text
1.	Umar: "Good Evening." Ahmad: "Good evening."	عمر: مساء الخير. أحمد: مساء النور.
2.	Umar: "Whose picture is this?" Ahmad: "This picture is mine."	عمر: لمن هذه الصورة؟ أحمد: هذه الصورة لعائلتي.
3.	Umar: "Who is he?" Ahmad: "He is my father."	عمر: من هذا؟ أحمد: هذا والدي.
4.	Umar: "What is he doing?" Ahmad: "He is washing the car."	عمر: ماذا يفعل؟ أحمد: هو يغسل السيارة.
5.	Umar: "And who is she?"	عمر: ومن هذه؟

	Ahmad: "She is my mother."	أحمد: هذه والدتي.
6.	Umar: "What is she doing?" Ahmad: "She is cleaning the garden."	عمر: ماذا تفعل؟ أحمد: هي تنظف الحديقة. (PSO-St01/h.20)

Stereotypes on women in the excerpt of the text al-hiwar (dialog) with the theme 'fi al-bait' are found in the sentence "هي تنظف الحديقة". In the sentence "تنظف الحديقة" which means "cleaning the garden" is attached or labeled to the character Ahmad's mother (al-Ma'louf, 2008). Stereotypes that afflict women (Ahmad's mother) give the assumption that women are attached to feminine things, namely in the text is a garden that is believed to be more painstaking in caring for the plantation (cleaning the garden) than men. While the male stereotype in the hiwar quote is found in the sentence "هو يغسل السيارة" which is attached to the character Ahmad's father. In the sentence "يغسل السيارة" which means "washing cars" gives the assumption that men are considered manly and masculine, therefore men are always associated with automotive symbols (cars).

Subject-Object Position

In this study, the subject-object position means that the researcher identifies actors/figures who are the subject and object of storytelling in the text. From this analysis, two forms of gender bias were found, namely subordination and stereotyping of women. Subordination is an assessment that a role performed by one gender is inferior to the other, while stereotyping is a standard image or labeling of individuals or groups based on false assumptions. Both terms have in common that they can be detrimental to certain individuals and groups, which then creates an injustice. The subordination found by researchers relates to differences in gender roles, women are considered responsible for domestic roles compared to men. Likewise, in the aspect of stereotypes found by researchers towards women, women are always attached to feminine things, namely in the text is a garden, which is believed that women are more painstaking in caring for plantations (cleaning the garden) than men. While male stereotypes are considered manly and masculine, therefore men are always associated with automotive symbols (cars). The gender bias described is born from the perspective of the textbook writer. One of the factors that influence the gender-biased perspective of textbook writers is their social and cultural environment. Why is this so? Because the social and cultural environment is one of the crucial aspects that shape a person's perception or point of view of the surrounding environment and influence a person to feel or accept this. The text produced by the author cannot be separated from the social and cultural background of the textbook author. Mahmud Ismail Shini as the author of this textbook has reconstructed how the Arabs positioned women in everyday life in the texts he wrote. Most Arab societies believe that women's main duty is to be at home (domestic). According to the Arab social and cultural context, a married woman is said to be successful if she can take care of the household. So there is no doubt that the Arabs are still very thick with the patriarchal system that harms both women and men.

Table of gender roles between female and male in textbook al-Arabiyyah li al-Nasyi'in Vol. 2

No.	Female	Male
1.	The majority of female characters are described as carrying out duties in the domestic sphere.	The majority of male characters are not described as having duties in the domestic sphere.
2.	The mother character is preparing food in the kitchen.	The father character is washing the car in the yard.
3.	The sister character is cleaning the dining table	The character Ahmad is reading in the study room

4.	The grandmother character is washing clothes in the bathroom.	The grandfather character is sitting on a bench listening to the radio.
5.	Female characters are attached to feminine things, such as work in the garden.	Male characters are attached to masculine things, such as automobiles.

Conclusion

Based on the results of the study, it shows that the text 'fi al-Bait' in the textbook al-Arabiyyah li al-Nasyi'in volume 2 by Mahmud Ismail Shini still carries the socialization of traditional gender roles and is very thick with the patriarchal system in Arabic culture. However, there is hope for a change in this position, namely by showing the existence of role-sharing activities in the family and the emergence of depictions of professions in the public sector for women, although still limited by bearing the consequences of the double burden of remaining responsible for work in the domestic sector.

In addition, if you look at the sentence patterns in this text, there are many jumlah ismiyyah patterns compared to jumlah fi'liyyah patterns. This is an indicator that the jumlah ismiyyah or nominal sentences shows a connotation meaning, namely dawamu istimror or fixed and forever. The noun in the jumlah ismiyyah is also definite, so it will not change at any time. It is expected that in the preparation of textbooks, writers can use discourse that does not cause gender bias.

For teachers and schools as the use of textbooks, be more selective in choosing reading texts that are not gender biased, because textbooks are a source of learning that will produce educators and students who are not gender biased. It is hoped that this study can be further developed by researchers regarding other Arabic textbook related to women's issues that contain bias gender rules.

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