

DEVELOPING DIGITAL GENDER-INCLUSIVE
TEACHING MODULE FOR TENTH GRADERS
IN THE INDONESIAN ELT CONTEXT

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Abstract

Gender stereotypes and gender issues exist in English materials. Research investigating gender stereotypes in English learning materials in the Indonesian ELT context revealed gender issues focusing on male dominance. A need analysis was conducted at SMK Negeri 1 Gedangan to examine the current needs and conditions in the school environment. The result showed that gender bias and stereotypes exist in English materials. This research aims to develop gender-inclusive teaching module of Kurikulum Merdeka (Independent Curriculum) using AADIE for tenth grade students. An ADDIE research design serves as a guidance in developing the digital teaching module in this research. The expert validation resulted in a final score of 55 out of 100 which means the product is good to use with some minor revisions. After the revision process, the product was implemented to class X AK 1. The results of the product implementation showed good results in students' understanding of gender inclusiveness in reading and speaking skills. TPACK as a framework is used in this research since it helps teachers to combine content, pedagogy, and technology to create effective learning. Multimodal and scaffolding frameworks allow product development to fulfil students' and teachers' needs.

Keywords: *Gender-Inclusive Teaching Module, Technological Pedagogical Content Knowledge (TPACK), Research and Development*

1. INTRODUCTION

Various gendered norms, practices, relations, representations, and identities are constructed and reproduced in educational settings. Gender studies focusing on textbooks for English Language Teaching (ELT) materials discovered that females in those materials were underrepresented. On the other hand, male characters were overrepresented and positively represented in texts and illustrations (Litosseliti, 2014). Prior studies about gender stereotypes in English learning materials have been conducted globally (Banegas et al., 2020; Khalid et al., 2019; Lee, 2019; Namatende-Sakwa, 2019; Orfan, 2023; Sah, 2022). Similar studies in the Indonesian ELT context investigate gender stereotypes in English learning materials. Based on the studies (Yanto & Fitriyana, 2021; Fahriany et al., 2019; Setyono, 2018; Suwarno et al., 2021; Triyaswati & Emaliana, 2021; Tyarakanita et al., 2021), gender stereotyping and gender bias exist in Indonesian EFL materials showing male dominance. The inappropriate language used in teaching materials or any other authentic materials could lead students to the wrong way of thinking and cause faulty reasoning, causing prejudice, stereotyping, or discrimination, typically against women based on sex (sexism). The unequal representation of women in EFL materials potentially affects students' negative perceptions and misconceptions

about gender identity (re)construction (Setyono, 2018). One of the challenges in education is to provide students with an experience of learning that is both important and relevant to their differently-lived social futures (Hunter, 2015). Many researchers have noted that the properties of a particular technology support teaching specific content and that technological tools can transform representations in ways that afford some conceptual understandings better than others to students (Angeli et al., 2009; Bull et al., 2008; Valanides & Angeli, 2008). Gender-inclusive materials are crucial to represent equality in decision-making and participation for men and women. However, the gap in the study is the minimum amount of gender-inclusive materials available.

The Technological Pedagogical Content Knowledge (TPACK) by Mishra and Mishra & Koehler (2006), as cited in Hunter (2015), focuses on relevant issues and is used as a teaching strategy in this research. It highlights the production of effective teaching through teachers' discernment of content, pedagogy, and technology (Jonassen et al., 2008). Research on using TPACK suggests that it is beneficial for language learning (Tseng et al., 2022). Teaching materials provide visual information through pictures, representations, and content. Therefore, it is crucial to ensure that the content carried to students via teaching materials is inclusive and does not contain stereotypes or bias toward a particular gender. Gender-inclusive materials have also been developed in countries like France, India, and Japan. Efforts to eliminate such sentiment give students an understanding of their social identity towards each other and the institution (Freeman & McElhinny, 1996).

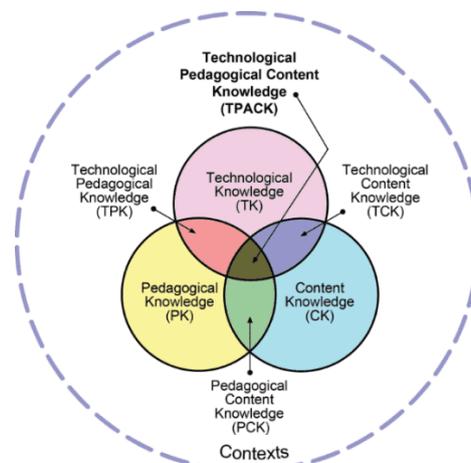


Figure 1. Technological Pedagogical Content Knowledge (TPACK)

In response to the issues, a need analysis was conducted at SMK Negeri 1 Gedangan in July 2022 to investigate current practices. Four English language teachers were interviewed on curriculum, teaching and learning media, and inclusivity. The curriculum used in SMK Negeri 1 Gedangan is Kurikulum 2013 combined with Kurikulum Merdeka (*Independent Curriculum*). Teachers use materials such as textbooks from the Ministry of Education of Indonesia, additional resources from the internet (e.g., videos, comics, and pictures), and local publishers' books. In the current situation, labelling and stereotyping actions exist in the context of students' social attitudes and expectations

around issues of gender. For instance, a label of a specific major is intended for a specific gender. The teachers give an example of how students react if they find their male friend is in a fashion design major that is stereotypically intended for female students. Teachers agree that gender-inclusive materials will motivate students to achieve their goals and not segregate them because of gender. The result of the need analysis indicated that teachers believe the existence of gender-inclusive materials will be beneficial to erase stereotypes that exist in the educational environment. To achieve gender equality and create a multicultural learning environment, gender-inclusive materials in the Indonesian ELT area should be developed. A digital gender-inclusive teaching module, one form of ELT materials, was developed by applying the TPACK framework as a preliminary investigation that can be further improved.

Table 1. TPACK Constructs (Adapted from Koh & Chai (2011))

TPACK Constructs	Definition	Example
TK (Technological Knowledge)	Understanding how to use technology's features	Knowledge regarding how to use the digital teaching module and online components (e.g., links, QR codes)
PK (Pedagogical Knowledge)	Familiarity with institutional methods and processes, learning theories, and assessments of a subject	Knowledge concerning student activity, and detailed lesson preparation and assessment
CK (Content Knowledge)	Acquaintance of a subject matter	Knowledge about English subjects including the rules of grammar and punctuation, as well as spelling and vocabulary
TPK (Technological Pedagogical Knowledge)	Knowledge about the availability of technology to help teaching approaches	Understanding how to utilize a digital module as an online tool to enhance cooperative learning
TCK (Technological Content Knowledge)	Familiarity with how to apply technology to teach subjects in various ways	Knowledge of using animations, videos, and graphics to show how to debate and how to show opinion
PCK (Pedagogical Content Knowledge)	An acquaintance with employing pedagogical strategies to make the teaching and learning process meaningful	Knowledge regarding how to avail other skills of teaching English.
TPACK (Technological Pedagogical Knowledge)	Knowledge of scrutinizing different technologies to prepare and represent the designed subject	Knowledge about how to use the digital module as a communication tool to enhance collaborative learning in English

Due to the lack of gender-inclusive materials, the objective of the research is to develop gender-inclusive teaching module of Kurikulum Merdeka using AADIE for tenth grade students in Indonesian ELT context. The product of this research is a digital gender-inclusive teaching module of Kurikulum Merdeka developed using guidelines from The Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials (USAID, 2015). The product includes digital gender-inclusive modules focusing on gender issues in Indonesia. The products also integrate gender topics into the curriculum through persuasive/personal narrative writing prompts, responding to literature, history lessons involving the development of social constructs, and reading biographies about significant accomplishments of all genders. How teachers integrate gender in the classroom has been shown to benefit students' critical thinking skills and social role awareness, as well as promote an inclusive and supportive learning environment (Tarrayo et al., 2021). The product was designed for two meetings as preliminary investigation.

The framework used in this study is a critical multimodal framework from Serafini (2011) and Royce (1998), the multimodal framework allows students to use materials to improve their speaking, listening, watching, and writing skills. In the multimodal framework, different modes such as written, audio, visual, and kinaesthetic helps student to express meaning in context. A combination of different modes work together to create meaning and explain the role of English in shaping meaning (Lotherington et al., 2019). Students acquire (1) linguistic enrichment in the use of vocabulary, sentence length, and generic eloquence through exercise, and (2) an engaging and reciprocal reading and writing process (Lee & Mahmoudi-Gahrouei, 2020) with the use of multimodal framework. The multimodal framework is also used to develop this material to meet students' needs and learning styles. The multimodal framework also allows different topics to be included in the module.

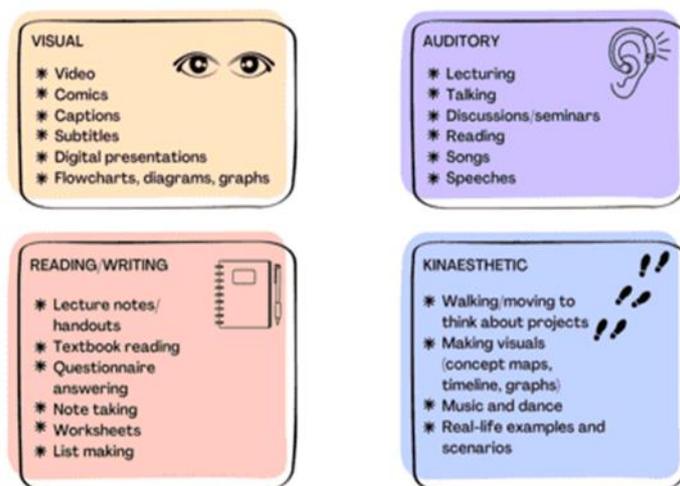


Figure 2. Examples of Different Modes in Multimodal Framework

Moreover, the scaffolding framework is also used in developing the module. It provides materials for students at different levels because the framework presents the content of materials on low- to high-order thinking skills. Hsieh (2017) identified three different models of scaffolding among students and online tools: (1) peer scaffolding, (2) multi-directional scaffolding, and (3) individual scaffolding. In multi-directional scaffolding, learners acquire scaffolding from online resources to support their interaction as they engage in the meaning-making process. This type of scaffolding pattern strengthens construction of mutual understanding. Thus, scaffolding is the intermittent support that teachers use to assist students in learning so that they can later complete the same task independently (Joyce-Gibbons, 2017). The use of multimodal and scaffolding frameworks facilitates the digital gender-inclusive teaching module for tenth-graders and is an effective tool in English language education.

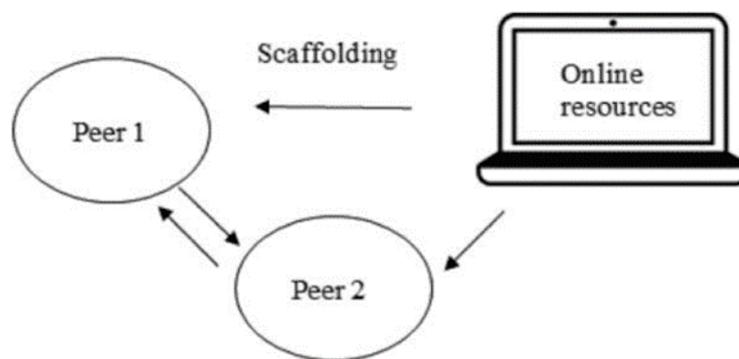


Figure 3. Multidirectional Scaffolding Pattern (Hsieh, 2016)

This research is supposed to produce theoretical and practical benefits in the Indonesian ELT context. The direct recipients of this digital gender-inclusive teaching module based on Kurikulum Merdeka output are tenth graders. The results of this study are useful for current and future scholars. This research can be the groundwork for novel learning materials. The study's outcome may also serve as a basis for possible innovations that strengthen and enrich teacher programs suited to the needs of the students. Teachers can use this product in their classrooms to create bias-free English learning materials. This study implemented the revised curriculum and enhance the learners' learning process.

2. LITERATURE REVIEW

2.1. English Language Teaching (ELT)

ELT refers to teaching English to tenth-grade students whose first language is Bahasa Indonesia.

2.2. Gender

Gender refers to the roles, attitudes, practices, and traits that society deems proper for males or females.

2.3. Gender-inclusive

Gender-inclusive refers to the language, topics, and activities used in the digital gender-inclusive teaching module avoids bias and stereotype towards a particular sex or social gender.

2.4. Teaching Module

Teaching Module is an English digital module based on Kurikulum Merdeka used for helping tenth-grade students in the Indonesian ELT context.

3. RESEARCH METHODS

In this quantitative research, a preliminary study by asking direct questions, collecting measurable data, analyzing the data using statistics, and drawing objective conclusions (Creswell, 2015) were carried out. In regard to the purpose of the study, several analyses were conducted on the data collection.

3.1. Research Design

This quantitative research used a research and development design. Developing a product and testing its effectiveness are the significant purposes of research and development design (Gall et al., 1996). An ADDIE (analyze, design, development, implementation, and evaluation) model adapted from Allen (2017) is employed. In the first step, action accomplished, such as (1) analyzing the competence must be mastered by the students, the determination of curriculum and learning objectives, (2) analyzing the students' knowledge, attitudes, and skills, and (3) analyzing relevant materials. The analysis result of this step is a lesson plan and continued evaluation for the improvement of analysis results. The second step includes determining the materials, selecting and collecting materials, designing the module, expert validation and first revision. The third step is the development of the product which covers activities such as specify learning events and activities, specifying instruction and reviewing existing materials. The next step is the implementation of the materials to the students. The product is tested to teach students in classrooms about gender issues. The result of the classroom learning and teaching process is the impact of students' attitudes and social expectations around the issues of gender. The last step is evaluation. In the evaluation process, the product is evaluated based on the result of classroom learning and teaching process using the module. The final product after the second revision desired to be used as a supplementary material for classroom use.

3.2. Product Development

The term gender-inclusive refers to the language, topic, and activities used in the digital teaching module that avoids bias towards a particular sex or gender. Procedures to ensure equal participation are crucial to avoid gender bias and create gender-inclusive classroom activities (Kinnear et al., 1991). The module that was developed is intended for tenth grade students. The latest curriculum used in the Indonesian ELT context is Kurikulum Merdeka. In the Kurikulum Merdeka, there are several forms of learning materials, one of which is the teaching module. Thus, Decree of the Head of Standards,

Curriculum and Education Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 008/H/KR/2022 on Learning Outcomes in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in the Kurikulum Merdeka served as a reference that contains the steps in developing a teaching module. A teaching module is a document that contains learning objectives, steps, and media, as well as assessments needed in a unit/topic based on the Flow of Learning Objectives (ATP). The Flow of Learning Objectives (ATP) guides teachers and students to achieve the Learning Outcomes at the end of a phase. Learning outcomes are learning competencies that must be achieved by learners at every level of education.

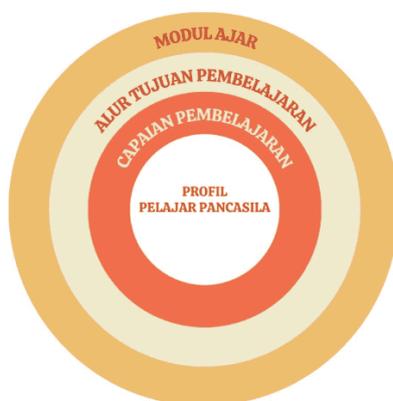


Figure 4. Teaching Module Concept

In Kurikulum Merdeka, learning outcomes are formulated into six phases with a period of time according to the level of competence of learners. Phase E is generally for grade X SMA/MA/SMK/MAK/Program Paket C. By the end of Phase E, learners use spoken, written and visual texts in English to communicate according to the situation, purpose and audience. Learners use English to express their wishes/feelings and discuss topics that are close to their daily lives or topical issues according to the learners' age in this phase. They read written texts to learn something/get information. Implicit inference skills, when understanding information, in English begin to develop. Learners produce more diverse written and visual texts with awareness of purpose and target audience. The teaching module components are divided into three parts, namely (1) general information; (2) core components; and (3) appendices. The topic used in the module support Profile of Pancasila Students from character building to critical thinking though activities given in the module.

Table 2. Teaching Module Components

General Information	
1. Identity	
a. Name of the author	: Yulia Fida Setyawati
b. Year of the teaching module	: 2023
c. Level	: SMA/MA/SMK/MAK/Program Paket C
d. Grade	: X
e. Time allocation	: 2 x 2 meeting x 40 minutes

2. Initial Competency	<ul style="list-style-type: none"> ▪ Students should be able to read through identify the words, phrases, and sentences related to “Gender issues in Indonesia” ▪ Students should be able to write using vocabulary, sentences, phrases, and grammar related to “Gender issues in Indonesia”
3. Profile of Pancasila Students	<ul style="list-style-type: none"> ▪ Have Faith, Piety and Noble Character ▪ Global Diversity ▪ Mutual Cooperation ▪ Independent ▪ Critical Thinking ▪ Creative
4. Facilities and Infrastructure	Handphone, Laptop, Speaker, Internet, LCD Projector, etc.
5. Target Learners	Regular/typical learners: general, no difficulty in understanding teaching materials
6. Learning Model	Face-to-face learning models, online distance learning, offline distance learning, and blended learning.
Core Component	
1. Learning Objectives	
2. Meaningful Understanding	
3. Eliciting	
4. Learning Activities	
5. Assessment	
Appendices	
1. Worksheet	
2. Reading Materials	
3. Glossary	
4. References	

3.2.1. Determining the Materials

In the digital teaching module, the topic “Gender Issues in Indonesia” serves as a theme for design representing gender inclusiveness.

Table 3. Gender-inclusive Content in the Module

Gender-inclusiveness	Content in the Module
Avoid gender-biased expressions or expressions that reinforce gender stereotypes	Topic about gender stereotypes and how to avoid gender bias. Equal or Not Equal Sorting Activity to enhance knowledge about gender bias and gender stereotypes.
Gender equitable and transformational roles	Women’s national heroes’ characters are portrayed in leading roles to uphold gender equality in Indonesia.
Gender neutral forms	Neutral forms of titles and functions used in the materials and illustration.
Gender roles	In forms of prompts and motions, students analyze gender roles and gender representation.

3.2.2. Selecting and Collecting Materials

To meet the objectives of the product, the digital teaching module was developed using the Guideline for Promoting Gender-Inclusive Modul (Miroiu, 2003) with modifications to adjust the product for tenth-graders. The lesson plan for this module includes three crucial points related to gender issues. First, women’s experiences are shared mainly with the household servants contents which revolve around the issues of domestic violence, the gender wage gap, and gender stereotypes. Second, subordination contents including women’s low access to power and resources. Third, the anonymity that is shared with all types of marginalization. Activities put in the module are mainly about how to build students’ consciousness about gender issues that exist in Indonesia through the topic of expressing opinions. Students also get experiences to exchange ideas in writing and speaking activities. The overall unit description of the module can be seen in the table below.

Table 4. Unit Description

SKILLS	ACTIVITIES
Unit Title: Break the chains!	
Unit Objectives:	
<ul style="list-style-type: none"> ▪ Students should be able to <i>read</i> through identify the words, phrases, and sentences related to “Gender issues in Indonesia” ▪ Students should be able to <i>write</i> using vocabulary, sentences, phrases, and grammar related to “Gender issues in Indonesia” ▪ Students should be able to <i>speak</i> by presenting the correct use of words, phrases, and sentences related to “Gender issues in Indonesia” 	
Listening	<ul style="list-style-type: none"> ▪ Students watch a video about gender issues in Indonesia. ▪ After listening to the audio, students answer questions related to the video. ▪ Encourage more discussion about this important topic using the “Equal or Not Sorting Statement Activity”, where

	students can decide whether certain situations promote gender equality or not
Viewing	<ul style="list-style-type: none"> ▪ “Display Timeline” to show what it took for women to gain the right to pursue education. ▪ Students explore lots of inspirational and influential women throughout history. ▪ A worksheet dives into changes on women's rights issues after the struggle of the heroes to uphold gender equality. Students should write down what it was like to be women in the past and in the present.
Reading	Students read about an infographic containing information about gender issues in Indonesia.
Writing	<ul style="list-style-type: none"> ▪ Students discover how to write arguments, including expressions of agreeing and disagreeing, expressions of asking and giving opinion through a video and tables. ▪ Students learn to identify phrases to offer opinions, agreeing, and disagreeing. They learn how to recognize areas of agreement and disagreement, and how to create and clarify their analysis through discussions. ▪ Students grasp knowledge regarding how to use personal knowledge and literary texts as starting points to create arguments.
Speaking	<p>Students form groups of 3-4</p> <p>Mini-debate simulation about the topic “Gender Issues in Indonesia”</p> <p>Rubric for students’ assessment performance.</p>
Reflection	Students and teachers evaluate “Break the Chains” unit learning and teaching process.

3.2.3. Designing the Module

Break The Chains: A digital gender-inclusive English learning module is designed to help students learn English based on Kurikulum Merdeka. This module was developed using the multimodal framework as a supplementary flexible learning activity adjusted to students’ abilities. The development of this module also focused on the essential materials, competence development, and the students' characters in line with Profil Pelajar Pancasila. Thus, the materials and activities designed for this module not only mean to increase English language competence but also to develop students' character. Each topic in the materials and activities represents the variety of global diversity and Sustainable Development Goals (SDGs). All the materials and learning activities in each unit have been designed to meet students' needs, regardless of whether or not they have

acquired English. In this way, teachers could provide bias-free materials and activities based on classroom needs.

3.3. Research Instruments

The materials analysis was done by an expert validator. The expert validator is an Associate Professor of Department of English, Universitas Negeri Malang. Her main interests include TEFL, Materials Development, and Teachers Professional Development. She has involved in teaching Grammar, Reading, TEFL, EYL, and Teaching Practicum. The analysis uses a checklist as the method of analysis as the most beneficial and suitable method for evaluating the module. In the first step of material analysis, several categories are presented that can be rated "Yes", "Partly", and "No". The checklist consists of 34 items with 7 aspects that were being analyzed. If the module fulfils a criterion or aspect, "Yes" is ticked and gets 2 points. If the items of criteria are absent in the textbook, "No" is ticked and gets 0 points. If the module does not fully fulfil the criteria, it is rated as "Partly" and gets 1 point. In the second step, the expert validator added comments and recommendations to note what should be improved or evaluated for each category. The researcher groups data into three levels which are the highest third (66,7-100%), the middle third (33,4-66,6%), and the lowest third (0-33,3%).

4. RESULTS AND DISCUSSION

The expert validation in this paper is designed to analyze the module using the McGrath's, Cunningsworth (1995), and National Education Standards Agency (BNSP) guidelines. Learning material needs to be analyzed before being used in the classroom. Tomlinson (2011) says that different types of learners need different materials. The blueprint of material evaluation in this research consists of three major stages: pre-evaluation, evaluation, and post-evaluation. In the pre-evaluation stage, the experts receive material sources, including all components of the book (audio and/or video). The evaluation section presents an analysis with seven categories identified as essential for a textbook: component/support for the teacher, practical consideration, target teaching context, students' needs, teachers' needs, content, and skills. An analysis of the extent of the evaluation section is also presented in the post-evaluation section including feedback and discussion.

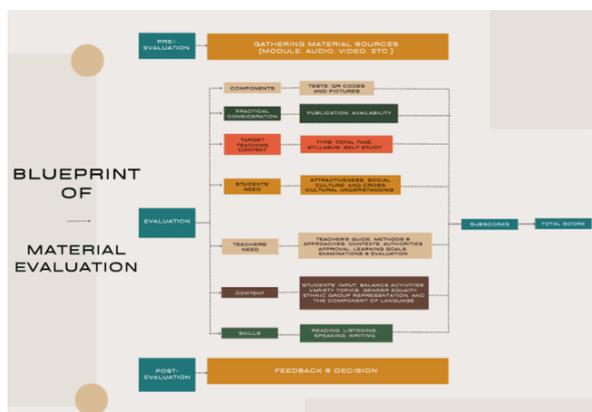


Figure 5. Blueprint of Material Evaluation

4.1. Result of Expert Validation

The data were analyzed to conclude the module objectives. The validation resulted in a middle third with a final score of 55 out of 100, indicating that the product needs to be revised to meet the criteria of good material. Seven categories in the product analysis were validated. The product attains a total score regarding components or support for teachers and practical considerations. In the target teaching context, self-study material should be added to allow students to advance and review material at home. The next category is students' needs. The product needs to present more social and cultural contexts in this category so that the teaching and learning process become meaningful. In the teachers' needs category, more units are needed to use the spiral approach so that items can be regularly revised and used in different contexts. Teachers can also adjust the methods and approaches in the module to be suitable for their classrooms. The material's content focuses on listening and speaking skills, so the reading and writing skills should be emphasized more in balance and enhance all English skills.

Break The Chains, an innovative English digital module was designed for SMA/SMK/MAK grade X focuses on gender equality and issues around gender. After the second revision the product has improved in terms of layout, grammar, and content. Learning guides are provided to allow students to understand the learning schemes inside the module. The content of the module consists of five parts integrated with four English skills: listening, speaking, reading, writing, and viewing. Assessments that focus on how to increase students' awareness related to gender issues are given according to students' needs. Links to additional materials about opinion and self-study are provided. A glossary and references are provided in the module. In addition to the module, separate parts of the product are presented, including lesson plans and templates for worksheets that can be customized to suit the needs of teachers and students. The digital module can be used in the following ways:

1. The digital product can be used directly via Canva or downloaded to enable offline usage. Using the module through Canva requires internet access and devices such as smartphones or laptops. Students have access to online materials via the link provided. On the other hand, the teacher can display the module's content through a projector.
2. Students learn using the digital module and do all the activities, such as listening, reading, writing, and speaking.
3. Teacher supports the student's learning process through classroom discussion
4. Teacher directs students to fill out worksheets after learning each learning activity. To do the worksheets, students need to access the barcode or link given in the templates for worksheets.
5. As a post-lesson activity, students develop their critical thinking and understanding through classroom discussion in mini-debate related to gender issues in Indonesia.
6. After learning all the materials in the module, students fill out a reflection to find out which part or skill they need to improve.
7. The digital module also has a glossary and references for students to study independently.

Table 5. Overview of Final Product

Descriptions	Parts of Module
The cover of the module contains a logo, title, subject, target students, writer's name, and a quote from a gender activist. The researcher chooses the title "Break the Chains" in relation to the objectives of the book to break the chains of stereotyping and gender issues in Indonesia.	
Learning guidelines assist students to get a clear idea of the activities provided in the module. It includes descriptions of the types of activities that are given and the aims of each activity.	
The table of contents gives direct numbers of pages in which students can see which page menu. With clicking on the selected menu, the page is directly linked to the intended menu.	
Learning objectives of the module is given in this page so that students aware of the boundaries and what they should achieved after finish learning with the module.	
In Listening activities, students are shown various kinds of oral texts both in the form of monologues and dialogues. This activity aims to give exposure to learners related to the use of English in the topic discussed. Listening to oral text will help the learners to get an example of the use of English.	
In Listening activities, students are shown various kinds of oral texts both in the form of monologues and dialogues. This activity aims to give exposure to learners related to the use of English in the topic discussed. Listening to oral text will help the learners to get an example of the use of English.	

Learners perform reading activities with the help of key vocabulary to make it easier for them to understand the written text. Some activities such as identifying and categorizing are shown to demonstrate comprehension checks of the written text.



Material about opinion is given after students receive basic knowledge about gender issues. The material includes expression of agreeing and disagreeing, expression of asking and giving opinion, and meaning of agreeing and disagreeing. It aims to help students create opinion for mini debate project at the end of the module.



Learners get writing practice in this part. To compose a written text, learners will get prompts and examples designed to help learners write a text. The texts learners write are closely related to the written texts featured in the module.



Speaking activities facilitate learners to demonstrate their learning outcomes based on the guidelines in the unit covered. Speaking activities vary involving learners themselves in monologue, dialogue, and in-class mini debate.



Templates for worksheets allow teachers to customize how students answer the worksheet in the module. This templates-for-worksheets page contains a barcode and a link that students and teachers can publicly access.



The link https://linktr.ee/BreakTheChains_Module and the barcode contain links to six different templates for worksheets. The templates for worksheets can be edited according to the classroom's needs. Teachers can download the templates, customize them, and share them for classroom usage. Students can also directly download and fill out the worksheets.



As a form of evaluation, reflection is provided eventually to analyse whether students have already understood the materials or not. There are also references to look up more regarding the topic being discussed for students to get wider ideas about the topic.



Glossary is provided to give students broad ideas about issues that are introduced and discussed in the module. The glossary includes gender terms and gender issues addressed in specific descriptions to ease the students.

Students' reflection after the teaching and learning process shows a good result in students understanding about gender in both reading and speaking skills. There is a need to evaluate the writing process to gain better score. Despite factors that affect the learning outcome, further research related to product development around issues of gender needs to be conducted to achieve a gender-inclusive environment in the education sector.

Table 6. Result of Students' Reflection

One-Sample Test									
	Std. Deviation	Std. Error Mean	Test Value = 0					95% Confidence Interval of the Difference	
			t	df	Significance		Mean Difference		
					One-Sided p	Two-Sided p		Lower	Upper
E1	.508	.090	27.839	31	<,001	<,001	2.500	2.32	2.68
E2	.619	.109	18.851	31	<,001	<,001	2.063	1.84	2.29
E3	.608	.108	20.635	31	<,001	<,001	2.219	2.00	2.44

5. CONCLUSION

An innovative English digital teaching module was developed to meet the availability of gender-inclusive materials in the Indonesian ELT context. An ADDIE (analyze, design, development, implementation, and evaluation) model was used in this research to develop the digital teaching module. Scaffolding and multimodal frameworks were used to create the digital teaching module. Criteria for a gender-inclusive module were added using the Guidelines for Promoting Gender-Inclusive Modules by Miroiu. McGrath's, Cunningsworth's, and National Education Standards Agency (BNSP)

guidelines were constructed for validation. The result of the expert validation was in the middle third of the evaluation category. With some minor revisions, the product was implemented. The product was implemented in two meetings. Research from The University of North Carolina shows that learning a language is not a decent thing to happen in just a short period of time. There is a need to do spiral learning to learn about specific topics specially to comprehend new ideas. Students need more time to understand and interpret the lesson. Future development may consider the available learning and teaching time to make students aware with gender issues. Several cycles need to be conducted to make students aware of gender issues that was presented in the digital teaching module.

The utilization of learning media from the results of this study requires the internet, computers, laptops, mobile phones, or other devices as a means of support because the product is linked to online sources. The product can be printed, and the teacher can display online resources on a projector. Future research may develop more advanced and efficient strategies so teachers and students can use the product automatically. For instance, students can interact with the module through type and response directly on the digital teaching module. Pronunciation work sessions may also provide audio that can be played automatically instead of teacher dictation. Other gender-inclusive topics can be added to strengthen knowledge on gender issues, such as workplace stereotypes and the gender pay gap. Future research may also ask for teachers' responses about the final development of the digital teaching module. Future research regarding issues of gender in the Indonesian ELT context needs to proceed to attain a gender-inclusive environment in education.

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