

**ANALYSIS OF GENDER REPRESENTATION IN THE MAIN CHARACTERS OF THE FILM  
BARBIE 2023: A SOCIAL SCIENCE EDUCATIONAL PERSPECTIVE**

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**ABSTRACT**

The Barbie 2023 film is an audiovisual work that provides an overview of popular culture and can influence gender perceptions in society. This research aims to explore gender representation among the main characters in the film Barbie 2023. Qualitative research methods with Roland Barthes' semiotic analysis techniques are used to find out the meaning construction of symbols and signs both verbal and nonverbal to explain gender representations in barbie films. The analysis displays gender stereotypes that influence the career choices, aspirations, and perceived abilities of the main characters. However, the film also depicts empowerment in which characters such as Barbie, Ken, and Midge challenge gender stereotypes, expand life options, and develop a social awareness of equality. The dynamics of relationships between characters also show changing views about gender. The correlation of this film with social studies education provides an opportunity to explore gender issues. This film is a learning material that stimulates critical thinking, reflection, and the development of students' social skills, such as empathy and cooperation, to fight for inclusive and just social change. The analysis of the Barbie 2023 film highlights the representation of the character's role in influencing gender perceptions, aspirations and the dynamics of social relationships. The film showcases the potential for overcoming gender stereotypes, promoting empowerment, and promoting gender equality as an integral part of social studies education to create an inclusive and just society for all individuals. Further studies could explore effective educational strategies to overcome gender stereotypes reflected in films, as well as their influence on students' mindsets in the context of gender equality.

**Keywords:** Gender Stereotypes, Relationship Dynamics, Social Sciences Education.

**ABSTRAK**

*Film Barbie 2023 menjadi sebuah karya audiovisual yang memberikan gambaran budaya populer dan dapat mempengaruhi persepsi gender dalam masyarakat. Penelitian ini bertujuan untuk mengeksplorasi representasi gender pada karakter-karakter utama dalam film Barbie 2023. Metode penelitian kualitatif dengan teknik analisis semiotika Roland Barthes digunakan untuk mengetahui konstruksi makna simbol dan tanda baik secara verbal maupun nonverbal*

*untuk menjelaskan representasi gender dalam film barbie. Analisis memperlihatkan stereotip gender yang mempengaruhi pilihan karier, aspirasi, dan persepsi kemampuan karakter-karakter utama. Namun, film juga menggambarkan empowerment di mana karakter seperti Barbie, Ken, dan Midge menentang stereotip gender, memperluas pilihan hidup, dan mengembangkan kesadaran sosial tentang kesetaraan. Dinamika hubungan antar karakter juga menunjukkan perubahan pandangan tentang gender. Korelasi film ini dengan Pendidikan IPS memberikan kesempatan dalam mendalami isu-isu gender. Film ini menjadi bahan pembelajaran yang merangsang pemikiran kritis, refleksi, dan pengembangan keterampilan sosial siswa, seperti empati dan kerja sama, untuk memperjuangkan perubahan sosial yang inklusif dan adil. Analisis film Barbie 2023 menyoroti peran representasi karakter dalam mempengaruhi persepsi gender, aspirasi, dan dinamika hubungan sosial. Film ini memperlihatkan potensi untuk mengatasi stereotip gender, mendorong empowerment, dan kesetaraan gender sebagai bagian integral dari pendidikan ilmu pengetahuan sosial untuk menciptakan masyarakat yang inklusif dan adil bagi semua individu. Studi lebih lanjut dapat mengeksplorasi strategi pendidikan yang efektif untuk mengatasi stereotip gender yang tercermin dalam film, serta pengaruhnya terhadap pola pikir siswa dalam konteks kesetaraan gender.*

**Kata kunci :** Stereotip Gender, Dinamika Hubungan, Pendidikan IPS.

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## A. INTRODUCTION

The world of cinema is a powerful form of mass media in disseminating information and ideas to the public through visual and audio stories. Cinemas as places where films are shown play an important role in conveying messages to audiences in an interesting and effective way. Films have the power to influence perceptions, evoke emotions, and convey complex messages in a more holistic way. Through characters, plots, visuals, and hidden messages in stories, films can be a powerful vehicle for conveying ideas, raising awareness, or inspiring change. Cinema as a performance venue has its own attraction for many people. The experience of watching on the big screen with stunning audio can create an immersive atmosphere and influence the audience in a different way than other media (Noercahyo & Maulana, 2019; Satriavi et al., 2022). The presence of the 2023 Barbie film has great potential to influence society's perception of gender roles through popular culture. When foreign popular culture, as represented by the Barbie film, merges with local popular culture, it creates a powerful medium for learning and deeper understanding of gender roles in society. The characters and narratives in the Barbie film can also influence the way society views gender roles. If the film is able to present inclusive representation, show diverse gender roles and avoid narrow stereotypes, this can be a strong example for audiences, especially children, in shaping their understanding of the various roles that men and women can take on. Moreover, when there is a popular culture acculturation with local culture, it opens up opportunities for discussion and reflection on how cultural differences

affect views on gender roles. This can be an opportunity for people to understand different perspectives, explore different cultural values, and expand understanding of the diversity of gender identities (Ida, 2017; Zahra et al., 2020). The analysis in this research specifically explores how the main characters in the Barbie 2023 film are represented from a gender perspective. The focus lies in exploring and understanding deeply the way the main characters are depicted, interact, and play roles in a gender context.

This research leads to a deeper analysis through the separation and dissection of the main characters in the film Barbie 2023. The main focus will be given to each character, detailing their attributes, the role they play in the film's narrative, and how this influences gender representation. Through this approach, several characters will become the focal point to illustrate how the film formulates gender thought patterns.

Gender stereotypes are views that assume that men and women have different characteristics and duties, and in cultures dominated by men (patriarchy), the characteristics and duties of women are considered to be the opposite of men's (Fakih, 1996). Gender stereotypes are considered important in society because they serve as a reference for determining people's attitudes and behaviors towards each other. Gender stereotypes are indeed general perceptions that determine the attributes, roles and tasks that are considered typical for men and women in a society. In many cases, these stereotypes are formed in cultures that are dominated by men or in patriarchal systems, where there is a view that women's characteristics and roles are often considered to be the opposite or "opposite" of what is considered to be their characteristics or duties. Gender stereotypes often serve as a guide or reference for behavior and attitudes in society. They influence how individuals are perceived, how they are expected to act, and even limit individuals' choices and aspirations based on their gender. For example, gender stereotypes may lead people to associate women with traits such as gentleness, caring, or sensitivity, while men are associated with strength, courage, or leadership. (Fitria & Aniqurrohmah, 2023; Putri, 2021; Zulfiyan, 2020). These gender stereotypes have the potential to limit people's choices and aspirations, create a sense of limitation in career choices, and undermine their self-confidence. Furthermore, perceptions of ability can also be influenced by gender stereotypes that depict gender as less suited to certain fields. Such stereotypes can be a real obstacle to pursuing a person's interests or talents, realizing their aspirations and careers. It can also create unnecessary constraints and undermine one's self-confidence. Gender stereotypes not only influence career choices, but also perceptions of abilities. When such stereotypes associate gender with nonconformity in certain areas, it can negatively influence individuals' beliefs about their own abilities. For example, stereotypes suggest that women are not suitable for technology fields or men are not suitable for nursing fields.

In an educational context, it is important for teachers and educational institutions to be aware of the negative impact of these gender stereotypes. They can play an important role in broadening minds and fighting these stereotypes by providing equal opportunities and being advocates for pursuing interests and talents regardless of gender. Through an

inclusive approach in education and society as a whole, we can overcome gender stereotypes that limit choices and aspirations, and build an environment that empowers individuals to pursue whatever they dream of without being constrained by outdated gender stereotypes (Nulvia, Ramlah, and (Nulvia et al., 2023; Rofiah & Rachmy Diani, 2022).

Therefore, eliminating or avoiding gender stereotypes, especially in education and social environments, is very important to support balanced personal development and liberation from narrow gender boundaries. In many cases, gender stereotypes can limit children's views of what is considered "appropriate" for boys or girls. This can influence their choices in various ways, from career choices, interests, games, to how to behave. By eliminating gender stereotypes, there is a greater opportunity to explore their interests and talents without feeling constrained by narrow social expectations. People can develop an interest in various fields without feeling hindered by the perception that certain fields are only for one gender. An inclusive education and supportive social environment offer the opportunity to explore their interests without the pressure to conform to restrictive gender norms. This can help them reach their full potential, enable broader development, and support creativity and innovation. Thus, through a supportive environment, there is a feeling of greater freedom to explore identity without being bound by rigid gender roles, so that one can grow into a more diverse and holistically developed individual (Suryana, 2015).

Gender stereotypes often become a barrier for individuals, especially in achieving empowerment. Stereotypes that associate gender with certain roles can limit an individual's choices, aspirations and perception of their potential. When these stereotypes are internalized, a person may feel tied to narrow social expectations (Baiduri et al., 2023). However, the process of empowerment involves liberation from these limitations. Through empowerment, individuals can access awareness of potential, self-confidence, and autonomy to determine their choices without being limited by existing gender stereotypes. By overcoming stereotypes, empowerment allows individuals to develop personal strengths, achieve goals, and face challenges without being constrained by limiting social norms. *Empowerment* in the film *Barbie* (2023) can be seen in the freedom to choose and determine ideals and identity without being limited by gender stereotypes. The ability to develop potential, self-confidence, self-respect, talents or interests without feeling inferior or afraid of being rejected. Have a positive attitude, be optimistic and have the courage to face the challenges, risks and difficulties they experience without depending on other people (Fatimah, 2014; Ismiati, 2018; Pasaribu, 2021). Men and women have the same rights, opportunities and responsibilities in various areas of life. Both can help each other, work together, and be influential in overcoming the challenges, risks, or difficulties they experience. So that you can participate in activities that show commitment and responsibility towards *Empowerment* and gender equality in society. And can mutually respect and respect gender differences without giving rise to discrimination or stereotypes (Ismail et al., 2020; Januastasya Audina, 2022; Jaya, 2019). Students can develop a deeper

understanding of the importance of gender equality in society, as well as understanding that men and women have the same rights without discrimination.

Social studies education has great potential to become a vehicle that opens up a space for discussions rich in understanding about diversity and gender equality. Teachers who use the classroom as a place for open and inclusive discussion can facilitate deeper learning about the complexity of society and the importance of awareness of diversity and gender equality. Through open and in-depth discussions, students can gain a better understanding of how gender representation plays an important role in the social construction of society. Teachers can also help students understand that gender stereotypes are not something that is certain or must be followed, but are concepts that can be reflected on, debated and changed. The importance of understanding gender representation in the context of social studies education lies in its impact on shaping students' thinking patterns about gender roles in society. This not only impacts individual thinking, but can also contribute to broader social change by creating a generation that is more open, inclusive and committed to gender equality. Involving students in discussions that critically consider gender representation in social studies education can be a force for pushing society towards a more equitable and inclusive direction for all individuals, no matter their sex or gender identity (Febri 2022; Puspitasari 2019(Febri, 2022; Puspitasari, 2019). The gender representation shown in this film plays a key role in shaping perceptions about how men and women should behave, act, and depict their roles in society. Social studies education also plays an important role in providing a deeper understanding of gender equality and social roles in society. By providing an understanding of equal rights, responsibilities and opportunities between men and women, social studies education can form a strong foundation for awareness of the importance of respecting equality in society. (Azifambayunasti, 2022; Trisnawati & Widiensyah, 2022).

Social studies education has a very important role in forming an inclusive understanding of diversity, gender equality and social roles in society. By presenting a variety of gender identities, social studies education can broaden students' insight into the social constructions that influence gender roles. Through inclusive learning, students can understand that every individual, regardless of sex or gender identity, has the same rights, roles and potential in society. It is important to emphasize that gender is not a determining factor in determining a person's abilities, aspirations or contribution to society. Social studies education also provides an opportunity to go beyond the stereotypes that often limit understanding of gender. For a deeper understanding of the diversity of gender identities and to highlighting that every individual has the freedom to pursue interests and talents without being influenced by gender stereotypes, social studies education plays a key role in building a more inclusive and equitable perception of gender in society. It is important to create spaces in the classroom that encourage open dialogue and critical reflection about gender, providing opportunities for students to explore the social constructs that influence their perceptions of gender roles in society. Thus, social studies education has great potential to create an environment that supports gender equality and

a broader understanding of the diversity of gender identities in society (Kiranantika 2022; Ningsih, Adisel, and Salamah 2023; Viqri 2023; Wijaya and Firmanto 2021).

The concept studied in this research is the concept of gender which has several main theories, including nurture theory and nature theory, as well as equilibrium theory. These theories discuss patterns of social relations between men and women which include various aspects such as division of labor, power, behavior, tools, language and perception which are important foundations. This concept is the basis for analyzing how the main characters in the Barbie 2023 film are represented from a gender perspective (Pramono et al., 2020; Sari & Arif, 2022; Soelistyoningrum, 2020). The main theories in discussing gender are nurture theory and nature theory, and equilibrium theory which combine these two theories, can provide a relevant framework for exploring gender representation in the context of the Barbie 2023 film. Nurture and nature theories have an important role in understanding gender representation, and approaches that combines both theories—equilibrium theory—could provide relevant insights in exploring gender representation in the 2023 Barbie film.

Nature theory emphasizes the role of biological factors in determining the differences between men and women. In the context of the Barbie film, this theory may be reflected in physical characteristics, such as the differences between the male and female characters in the film, or even in narrative choices that may reflect gender stereotypes relating to traits considered "natural" for men and women. Nurture (formation) theory emphasizes the role of environment, experience, and social formation in shaping a person's gender identity. In the context of the Barbie film, this theory can be reflected in how female and male characters are portrayed, how they interact with the environment, how they respond to challenges, and how their interpersonal conflicts or relationships are formed. Equilibrium theory tries to combine these two approaches by recognizing that while biological factors play a role in shaping gender identity, experience and environment are also very important. In the context of the Barbie film, this approach might encourage a change or variation in gender representation from what is expected based on stereotypes, offering a more inclusive and representative depiction of the diverse gender identities and roles that the character can take on (Utaminingsih 2017 (Utaminingsih, 2017).

Exploring gender representation in the 2023 Barbie film with a holistic approach and combining these theories, can help to see more deeply how the characters are presented, how the stories are woven, and how the film responds to and perhaps changes existing gender narratives. There is. In applying theories related to gender relations, it is important to explore how the main characters in the film reflect or show the patterns of gender relations contained in these theories. Meanwhile, theories that emphasize gender equality can help analyze how these characters reflect or express the concept of equality, whether through role, power, or involvement in the film narrative. Understanding how the characters in the film reflect theories of gender relations can provide deep insight into how gender representation is constructed in the context of the film. This also opens up space to investigate how the film depicts power dynamics, equality, or gender stereotypes in

interactions between characters. By using gender relations theories as an analytical framework, this research can explore and explain in more depth how the characters in the Barbie 2023 film reflect the patterns of gender relations that underlie these theories.

In conducting an analysis of gender representation in the main characters in the Barbie 2023 film from a social studies education perspective, several problem formulations can be used as research guides, namely: (1) How does stereotypical gender representation influence career choices, aspirations and perceptions of abilities in the main characters main Barbie movie 2023? (2) What is the description of the *empowerment* of the main characters in fighting gender stereotypes? (3) How does the evolution of relationships between the main characters reflect changing views on gender stereotypes and gender equality? (4) What is the relationship between the Barbie 2023 film and social studies education. The problem formulation leads to the key aspects that will be examined in this research.

## **B. RESEARCH METHODS**

The method used in this research is a qualitative method, data collection was carried out through documentation of the film Barbie 2023 which has a duration of 1 hour 54 minutes. In this research, Roland Barthes' semiotic analysis method was chosen as a framework for understanding and analyzing gender representation in the film. Semiotic analysis allows for in-depth interpretation of the signs, symbols, and hidden meanings in visual elements, dialogue, and narrative in films (Putra et al., 2022; Widayati & Nugriani, 2023). The focus of research is the idea of two-stage significance, or two-sequence significance. Signifier is defined as an image or mental impression of something verbal or visual, such as writing, sound, or sign. However, the first stage of significance is the relationship between the signifier and the signified in a sign, and the sign (signified) is the idea of the meaning that the sign produces (Piliang, 2003). According to Barthes, it is called a denotation, which means the most obvious meaning of the signs. If an interpreter is going to encounter the cultural feelings and values that exist, this is called a connotation. Connotation values are not only subjective but also intersubjective. In a more understandable definition, a denotation is a sign that indicates the subject, while a connotation is the way to describe it. In showing the relevant second stage (Sobur, 2001).

This method allows researchers to explore how the main characters are represented from a gender perspective, identify patterns that emerge in these representations, and relate them to the concept of gender equality taught in Social Studies Education. Thus, through a semiotic analysis approach, this research aims to reveal the meanings contained in the symbols and signs used in the film Barbie 2023, especially related to gender representation, and how this is related to the issues studied. in Social Sciences Education (Laily & Wati, 2023).

## C. RESULTS AND DISCUSSION

### RESULTS

#### Gender Stereotypes in Main Characters

The 2023 Barbie film is the first *live-action film* adapted from the legendary doll character produced by Mattel which has two main characters, namely Barbie and Ken. Barbie's perfect life in a utopian world called *Barbie Land* is highlighted through the perspective of Barbie, aka Stereotypical Barbie. In that world, the Barbies live in all perfection without the slightest blemish along with the Kens and Allans. So, this film helps increase women's self-confidence in achieving their dreams, including aspirations in the fields of education and career. The Barbie character who plays the female role is described as greater than Ken who plays the male role. However, this gives rise to gender bias that exists in several selected *scenes*, including when all jobs, from construction worker to president, are held by women or the Barbie group. Meanwhile, men or the Ken group only play the role of worshipers who are not an important part for women. In the next *scene*, conditions are depicted that are the opposite of reality in *the scene* when Barbie and Ken decide to visit their human owners in the real world.

It is illustrated that most of the workers there are men and women can also become devotees of men. Signs or actions identified as gender stereotypes in the Barbie 2023 film can be seen in several *scenes*, including when Barbie represents all the hopes and dreams of women who can become anything by showing all types of work and activities carried out by Barbie. On the other hand, it is depicted that Kens cannot do what Barbies do. In the next *scene* there is a presentation about how the real world is actually much the opposite of *Barbie Land*. When Barbie and Ken started to enter the real world, they separated to look for information, at that time Ken entered a company where he saw well-dressed, respected men. Ken began to feel something strange until he finally realized that men could have the same existence as Barbies.

In the next *scene* there is a rebellion from the Kens who want to show their existence by changing *Barbie Land* into *KenDom*. Initially the Kens felt guilty for trying to take over Barbie's activities and even their world, but this was covered by Ken's great desire to get validation from Barbie that they too could be better. *Barbie Land*, which was originally neatly arranged, turned into a mess. Apart from that, the Kens also tried all kinds of jobs like Barbie did, but unfortunately none of them succeeded.

In identifying, criticizing and addressing gender stereotypes in the film Barbie (2023), social studies education can play an important role in increasing social awareness about gender and equality issues.

#### Main Character Empowerment

*Empowerment* in the Barbie 2023 film can be seen in the freedom to choose and determine ideals and identity without being limited by gender stereotypes. The ability to develop potential, self-confidence, self-respect, talents or interests without feeling inferior or afraid of being rejected. This can be seen in several *scenes*, including when

Barbie decides to leave the narrow and monotonous *Barbie Land* by daring to explore the wide and varied real world. Even though at the beginning many Barbies opposed this action, Barbie remained strong in her stance to leave *Barbie Land*. Apart from that, Barbie's character in the film shows gender development which can be seen in how she challenges gender stereotypes in *Barbie Land*, where there are rules that Barbies are required to dress beautifully and act sweetly. He shows that women can have diverse interests and talents, such as science, art, sports and adventure and can choose their own life choices.

The image of *Empowerment* is also presented in the scene of Ken who always supports Barbie, even accompanying her into the real world to find her identity. He also does not feel threatened by Barbie's courage, intelligence and beauty. Ken's character shows gender development, originally following the rules of *Barbie Land*, turning into a man who is independent, empathetic, has respect for and equality towards Barbie. Then this can also be seen in the scene of Midge as Barbie's best friend, where she becomes the leader of the resistance movement against the authoritarian and repressive *Barbie Land* system. Midge is not afraid to voice her opinion and criticize the injustices that occur in *Barbie Land*. He also does not want to submit to rules that limit freedom and creativity. Midge's gender development can be seen in how she has awareness, knowledge and criticism about social issues related to gender equality and justice in society. She also shows that women can have the will, initiative, creativity and solidarity to change social structures and systems that give rise to gender inequality and discrimination.

In this case, *Empowerment* in the Barbie 2023 film can provide an example and example of how every student has the opportunity to pursue their goals and dreams. Students can learn from the characters in the film that they have extraordinary potential and abilities with mutual respect to achieve what they want if they are brave, creative and optimistic without any gender stereotypes.

### **Dynamics of Relationships Between Characters**

Several scenes at the beginning show that there are limits to interaction between Barbie and Ken; it shows that when evening approaches, Barbie cannot give Ken time at night. He even forbids her from entering the house because of the routine activities contained in the dialogue "everynight is girl night". However, as Ken followed the change in Barbie's mindset, they dared to leave *Barbie Land* and began to let go of their attachment to gender stereotypes. This is also found in the scene of Barbie and Gloria interacting in a way that shows solidarity, cooperation, and influence.

They are unfazed by the discrimination or obstacles they face as women and as people of color in a political field dominated by white men. They also don't let their gender or race become a barrier to their careers. Next, in the scene, Barbie and Midge interact with each other in a way that shows criticism, resistance, and change. They are not subject to the authoritarian and repressive *Barbie land* system that creates injustice

*and gender inequality*. They also do not want to obey rules that limit their freedom and creativity as women.

### **Correlation with Social Science Education**

Through studying the Barbie 2023 film, Social Sciences (IPS) education can explore issues related to gender stereotypes, societal construction and social change. While this film reflects gender stereotypes in some aspects of its story, it can also serve as a basis for discussing how gender stereotypes can limit individuals. This enables learners to recognize the importance of overcoming gender stereotypes in society. In this film, the comparison between the seemingly perfect *Barbie Land* and the more complex real world highlights the importance of gender equality in everyday life. It can be used as a starting point for discussions about how gender equality can benefit society and individuals. This allows students to better understand the influence of stereotypes in society through social studies education. The plot developments in this film provide powerful insight into social studies education to understand how gender stereotypes are formed and maintained in culture. The Barbie 2023 film can be used as a learning resource that can stimulate students' interest, motivation and involvement in studying social issues related to gender equality.

The gender stereotypes displayed in the Barbie 2023 film are closely related to the changing dynamics of the relationship between Barbie and Ken. Their change in views on gender stereotypes opens up space for relationships that are freer from the gender expectations that exist in Barbie Land. They begin to understand that gender stereotypes should not limit or bind their relationships. This allows them to have relationships that are more inclusive, free from restrictive norms, and based more on equality and respect for each other's individual uniqueness. In an educational context, this gives students a real look at how gender stereotypes can influence the dynamics of social relationships. They learn that breaking free from gender stereotypes can open up space for relationships that are more authentic, more based on equality, and more open to individual differences without being limited by societal gender expectations. This encourages students to view social relationships from a more inclusive perspective and motivates them to bring about positive change in restrictive gender norms.

This film depicts the main female character, Barbie, as someone who has aspirations and the ability to achieve whatever she wants. This can provide an example of female *empowerment* to students, encouraging them to develop self-confidence and aspirations for achieving their personal and professional goals. Discussions about character *empowerment* also leads to an understanding of the importance of gender equality in society. Social studies education provides a theoretical foundation and concepts that make it possible to link the issues raised in films with social theories, such as the social construction of gender and social change, which can be applied in real society. Apart from that, *the empowerment* shown by the main characters in this film is also an important message for students to motivate them to contribute to social change

that is more inclusive and equal. This teaches students about the importance of taking responsibility for gender equality and how they can play an active role in creating a more equal and just society.

From this film, social studies education can be a driving force for analyzing, criticizing and formulating strategies for overcoming gender stereotypes, understanding the impact of social change and fighting for equality in society at large. This film can be used as material for apperception, illustration, discussion, analysis or reflection which can also be developed through competency achievement indicators that are in accordance with the Barbie 2023 film material with social studies education curriculum standards. Indicators of competency achievement can include aspects of knowledge, skills, attitudes and values related to gender equality.

This film can be a powerful tool in social studies education to open discussion, analysis and reflection about gender stereotypes and fight for equality in society. The Barbie 2023 movie can also be a valuable resource for building awareness about the concept of gender, the stereotypes it may contain, and how it can influence views on gender roles in society. Social studies education can use this film as apperception material or illustration to start discussions about gender issues, involve students in analyzing the characters in the film in relation to gender stereotypes that may be depicted, and consider strategies for overcoming these stereotypes in everyday life.

The Barbie 2023 film can be a good starting point for formulating indicators of competency achievement that are in accordance with the social studies education curriculum. This can include aspects of knowledge about gender, skills in analyzing gender representation in the media, an inclusive attitude towards diversity, and an emphasis on the values of gender equality in society. By utilizing this film as a learning tool, social studies education can provide opportunities for students to expand their understanding of gender stereotypes, stimulate critical reflection, and build awareness of the importance of gender equality in society. This can be an important step in preparing a generation that is more open, inclusive and active in fighting for gender equality.

## **DISCUSSION**

The discussion of gender stereotypes, *empowerment*, and relationship dynamics in the context of the Barbie 2023 film goes beyond just understanding these concepts. This film can be a driving force to inspire real action by forming a more inclusive social outlook and encouraging positive change in society. Through an in-depth approach to the representation of characters, relationships, and gender stereotypes in films, there is inspiration to take concrete steps to overcome stereotypes, strengthen awareness of the importance of gender equality, and instill positive change in the surrounding environment. This film can move people to take real action, whether on a small scale such as fighting stereotypes in the environment, or on a larger scale such as participating in campaigns for gender equality or helping build social awareness about gender issues.

The discussion initiated by the film can be a starting point for considering how they can contribute to forming a more inclusive social outlook. This involves cultivating values of equality, acceptance of gender diversity, and rejection of stereotypes that limit an individual's potential based on gender. Thus, the Barbie 2023 film can be more than just learning material, but also a tool that can motivate people to become agents of change by encouraging gender equality and inclusivity in their society.

By understanding gender in the context of social studies, students can develop a deeper understanding of social dynamics and power structures in societies. It helps them become more educated, informed, and empathic individuals on gender issues relevant to today's society (Segall et al., 2006). Gender is also an important aspect of student development. Gender is closely related to the development and formation of student personality and behavior in adulthood. Therefore, all accurate and gender-related information must be properly embedded so that it can be stored in the child's memory for a long time (Santrock, 2009).

#### **D. CONCLUSION**

Analysis of the 2023 Barbie film highlights the important role of character representation in influencing gender perceptions, career aspirations, and the dynamics of social relationships. The film depicts the contrast between gender stereotypes in Barbie Land and the complex realities of the real world, showing how these stereotypes can limit an individual's choices and aspirations and undermine self-confidence. However, through the journey of the characters Barbie, Ken, and Midge, this film also shows the potential for *empowerment*, where they challenge gender stereotypes, expand life choices, and develop social awareness of equality issues.

The evolution of relationships between characters highlights changes in perceptions of gender. Initially, the relationship between Barbie and Ken is limited by stereotypes, but Barbie's change in mindset brings about a change in the dynamic of their relationship. In addition, the interactions between Barbie, Gloria, and Midge show solidarity, resistance to limiting systems, and a strong influence in changing views about gender equality.

The film's correlation with social studies education creates deep learning opportunities. This film can be a starting point for discussions about gender stereotypes, equality and the importance of eliminating gender discrimination. In the context of social studies education, this film not only encourages understanding of gender issues, but also stimulates critical thinking, reflection, and the development of social skills, such as empathy and cooperation, to fight for more inclusive and just social change.

Thus, analysis of the Barbie 2023 film shows that the representation of the character in popular media has a significant relationship to gender perceptions and individual aspirations. This film emphasizes the importance of overcoming gender stereotypes, encouraging *empowerment*, and voicing gender equality as an integral part

of social science education to create a more inclusive and fair society for all individuals without being constrained by gender boundaries. Further studies could explore effective educational strategies to overcome gender stereotypes reflected in films, as well as their influence on students' mindsets in the context of gender equality. Recommendations for further research could also examine the use of media as a tool to achieve deeper social awareness of gender roles in society, as well as the implementation of teaching practices that support an inclusive understanding of gender issues in the classroom.

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