

CHAPTER I

INTRODUCTION

A. Background of the Research

One of the demands on education today is the issue of justice and gender equality. In the process of education in Indonesia, gender inequality still occurs frequently. In general, society still assumes or thinks that women are a second-class group and that their position is always below men. Conditions like this occur not without reason but are caused by many things, including patriarchal thinking, which is deeply rooted in society and always assumes that men have a higher position than women.

Gender equality in education is a matter of social justice related to rights, opportunities, and freedoms. Gender equality in education is essential for sustainable development, peaceful societies, and individual well-being. At local, national, and global levels, gender equality in education should be a priority area. In education, gender equality is very important. Gender-equitable education systems empower both girls and boys and foster the development of life skills that young people need to succeed, such as self-management, communication, negotiation, and critical thinking. They reduce skills gaps that perpetuate pay disparities and help entire countries succeed. School-based gender-based violence and harmful behaviors, such as child marriage and female genital mutilation, can

be reduced through gender-equitable education systems. Gender-equitable education systems encourage both girls and boys to attend school, resulting in increased national prosperity. Gender equality in education is exacerbated by the profound impact of the COVID-19 pandemic, which has uncovered, exacerbated, and created new forms of intersecting inequality and injustice in relation to gender and education. School closures have left millions of children out of school, especially the poorest and most marginalized girls. While UNESCO estimates that more than 11 million girls are at risk of not returning to school after the worst of the pandemic is over, the Malala Fund suggests this figure could be as high as 20 million.

The pandemic has also seen a rise in cases of violence against women and children. Intimate partner violence, child abuse, and other forms of gender-based violence have all increased in frequency, according to a recent analysis of studies in low- and middle-income nations by the Center for Global Development. According to a UN Women assessment, COVID-19's actions and effects—including the closing of schools, the suspension of community support services, the rise in unemployment, and alcohol abuse rates—are to blame for this rise in violence. Meanwhile, the heavier burden of parenting responsibilities during a pandemic, as well as reduced access to sexual and reproductive health knowledge and resources, and the limited availability of technology and media to support learning, risk further widening gender inequality and power imbalances related to education.

Actually, children need to be educated about gender equality from an early age as well as adults. This is due to the fact that gender identity and how others are perceived start in early childhood. Every culture has traditions that children learn to adopt as part of the socialization process. The basis for many of these roles and actions is identification with a specific gender. Children's self-perception and how they are treated by peers and adults depend on how their gender role identity develops. Children's perception of gender identity is influenced by people's attitudes toward the gender roles that are prevalent in each society. Gender role stereotypes are a condensed version of these general nations.

In our society, traits that are desirable to develop in children's characters are competence and motivation to achieve, which are usually associated with masculinity (Deaux, 1976). Meanwhile, in a patriarchal culture, women are considered to have the obligation to raise a family, do domestic work, and always obey, as is the nature of women in general. This stereotype already exists in the depictions of men and women in children's books. In children's literature or reading books, male characters are usually depicted as tough, strong, assertive, independent, and achievers, while the image of female characters is that they are limited in what they do and lack the ability to achieve things. Even if they have the same achievements as men, women still have to identify themselves with men if they want to gain recognition from society.

So far, in the depiction of children's stories, male characters always dominate in their roles, while women are depicted as additional characters and

seem to have no power. Stories with women as the main characters tend to show that women always need help solving problems. And usually, a male character come as a helper. We can see this in Disney films where female characters are the main characters, for example Mulan, Pocahontas, and Frozen. All the actions and words of female characters show the stereotype that women are emotional and cannot be rational. The characteristics of women are shown to be unable to overcome problems and always rely on male characters.

The development of children's minds is crucial for achieving gender equality. According to Indarni (2012), educational institutions provide youngsters with a setting in which they can learn things that are not directly related to them. The introduction of the notion of gender, which comprises values of gender equality rather than gender inequality, is one example of the kind of knowledge that should be provided to children in educational forms.

In fact, teaching the values of gender equality to children is a very important responsibility that must be carried out. By learning the values of gender equality from an early age, children would know that everyone has the same rights, resources, opportunities, and protections that can help them fulfill their potential and be considered whole human beings. The more equal the roles of men and women are, the less the gap between men and women is in any sector. Furthermore, the more equal men and women are in their self-actualization, the easier it would be for them to achieve better nation-building.

Then, many researchers discussed about this topic. Here the list of the previous researchers (1) Ramya Subrahmanian (2005) analyzes the significance of education's role as a means to promote gender equality values; (2) Ika Irmawati (2011) conducted research in Wangon District, Banyumas Regency, an area where people still believe that men have a higher position than women and only men are prioritized for their right to education; one of the factors is that the area is still without access to technology and information, especially in the field of education; (3) Vania Lysandra (2021) this research also raised the issue of high levels of gender inequality in Indonesia, and analyzes the role of international organizations as a component of international relations in solving this problem.

Generally, all of above previous research discussed about the importance of the role of education as a means to realize gender equality. The differences between all the mentioned research and this research are in the outcome of research. This research is focused on making products namely gender-friendly books as a means or medium to introduce the values of gender equality from an early age.

Until now, it has been very important to improve the gender-oriented learning process in education. Because symptoms of gender bias are still often found in the world of education, the elementary school years are the best time to instill ideas about gender equality and break the wrong stereotypes. Many things can be done to introduce and teach about gender equality values to children,

through formal and informal curriculum, extracurricular activities, and revamping children's books that are gender-friendly.

Based on the problems above, the researcher took the initiative to develop an English children's storybook with reference to Sarinah's book to introduce gender equality values as one of the efforts to improve gender-friendly books. The researcher believe that this products would be beneficial and practical for the young learners in learning about gender equality values then implement it in their daily lives.

Eventually, the researcher would conduct the R & D research by the title **“Developing English Children Storybook With Reference to Sarinah’s Book To Gender Equality Values Introduction For Young Learners”**.

B. Identification of the Problem

1. The first problem is the prevalence of gender inequality, especially in the educational sphere. This is represented in children's books that are not gender-friendly.
2. The second problem is cases of gender-based violence where children are victimized and some even become perpetrators.
3. The third problem is that education about gender equality has not been maximized.
4. The fourth problem is the impact of gender inequality, which afflicts both women and men.

5. The fifth problem is stereotypes that assume that women are second-class humans.

C. Limitation of the Problem

In this research, the researcher focuses on developing an English children's storybook with reference to Sarinah's book to introduce gender equality values for young learners. This study also had experts test the product's quality and had young learners try the product to see how they responses.

D. Formulation of the Problems

1. How is the process of developing an English children's storybook with reference to Sarinah's book an effort to introduce gender equality values for young learners ?
2. What is the response or assessment of young learners towards the use of English children's storybook with reference to Sarinah's book as an media to introduce gender equality values ?

E. Objective of the Research

1. To reveal the process of developing an English children's storybook with reference to Sarinah's book to introduce gender equality values for young learners.
2. To find out the response or assessment of young learners towards the use of an English children's storybook with reference to Sarinah's book as an effort to introduce gender equality values for young learners.

F. Specifications of the Expected Product

There are some specifications of the expected product in this research :

1. The product of this research is an English children's storybook with reference to Sarinah's Book to introduce gender equality values to young learners.
2. The English children's storybook in this research is only developed for young learners. The English children's storybook for other levels is not developed in this research.
3. In developing the English children's storybook, the researcher used the ADDIE model, which consists of analysis, design, development, implementation, and evaluation.

G. Significances of the Research

The research findings have implications for students, teachers, and researchers. The contribution for each would be explained above:

1. For the students

The research and development of English children's storybooks to introduce gender equality values for young learners could be an interesting learning medium that can help instill students' love of reading English literature and can be a medium that can increase knowledge about gender equality.

2. For the teacher

The teacher can develop and teach the values of gender equality to students through an English children's storybook. So that, students can understand and realize how important the gender equality values are and can apply them in their daily lives.

3. For the researcher

The researcher gained valuable experience in developing learning media, specifically English children's storybooks that aim to introduce the value of gender equality, by conducting this study.

H. Assumptions and Limitations of the Development

1. The Assumption

- a. If the product of an English children's storybook with reference to Sarinah's book in this research meets the "Very Good" criteria, it can be used as an alternative reading material without revision.
- b. If the product of an English children's storybook with reference to Sarinah's book in this research meets the "Good" criteria, it can be used as an alternative to a learning device with revision.
- c. As a result of product development, an English children's storybook becomes motivating not only for students' cognitive abilities, but also for their affective abilities and helps them build character.
- d. An expert in the design of English children's storybooks is a lecturer who had knowledge about how to develop a good learning device.
- e. An expert in the material of English children's storybooks is a lecturer who had knowledge about how to develop a good learning device.
- f. The development of an English children's storybook with reference to Sarinah's book would be the right medium to introduce gender equality values to young learners.

- g. With a good story concept and design, it would make students interested in reading this storybook.

2. The Limitation

- a. The product would be assessed by 1 expert in the media of the development book, 1 expert in the material, and 1 teacher.
- b. The product would be tried out in SD Alam Pacitan, especially for fifth grade A students.

I. Definition of Key Term

1. Developing

"Developing" is the act or process of creating something over a period of time.

2. Storybook

A "storybook" is a book containing a story or collection of stories intended for children.

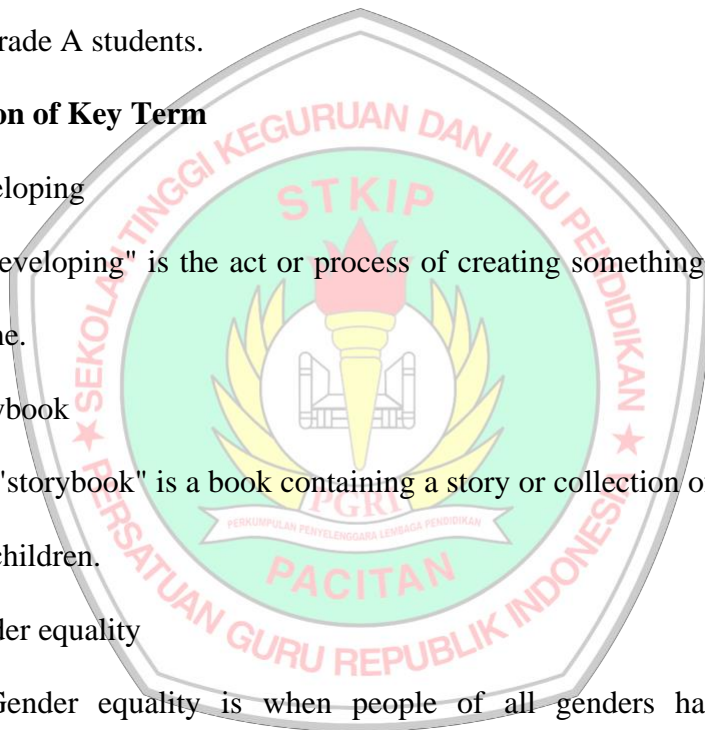
3. Gender equality

Gender equality is when people of all genders have equal rights, responsibilities, and opportunities in their lives.

4. Sarinah's concept

Sarinah's concept is the result of Soekarno's thoughts, which aim to fight for women's rights, emphasize women's obligations, and realize gender equality in the nation and state.

5. Young learners



A young learner is a learner in formal schooling that can be defined as a child starting from five up to twelve years old, which can be divided into levels based on age and had different characteristics and conditions from other learner levels (teenagers or adults) in all aspects.

