

EDUCATIONAL OPTIMIZATION THAT PROGRESS AND FUN THROUGH GENDER EQUIPMENT-BASED BOOK

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Abstract: The fundamental concept of Indonesian education in the 2013 Curriculum is directed at the formation of social and spiritual attitudes. The direction was placed as a successor to the previous concept of character education during the 'Kurikulum Tingkat Satuan Pendidikan' (KTSP)/ School-based Curriculum. A series of implementations must deal with the flow of change that is increasingly giving negative effects to students. Globalization in fact has eroded the values of human formation that have characteristics, attitudes, and behaviors that are characterized and have a mindset filled with gender bias. In addition, the teacher is faced with the problem of the students changing characters which is also be a motivation for them to prepare an innovative, progressive and enjoyable educational model. This optimization effort is carried out by integrating enrichment books containing the values of gender equality with advanced and enjoyable education. The contained value of gender equality will affect all aspects of life (politics, ideology, economics, socio-culture also defense and security), the opportunity to obtain education, career, and profession in society, so as to build the character, competence and bring the nation into progress. It is expected that students in this case especially female students have a sensitivity to the value of gender equality, so that they can develop their potential to the fullest.

Keywords: Globalization, 2013 Curriculum, Character Education, Gender

INTRODUCTION

"The availability of enrichment books aimed at junior high school students has now been found, but efforts to deliver gender equality from the beginning have not been carried out optimally as government programs, as seen from the many Indonesian textbooks that use literary excerpts and sentence examples that biases gender" (Irawan 2008: 2).

Literary learning is part of Indonesian language teaching which is considered a boring and tedious learning process for students. Lack of interest, and the low ability of students to appreciate a literary work in this case with the theme of gender equality value, are constrained by the limitations of reading material. The availability of existing literary teaching materials is less favored by students because the choice of themes is having too many variations so the learning process becomes less effective and efficient. In this case teachers cannot put mistakes on their students, because the feeling of dissatisfaction and boredom may be caused by the teachers themselves. Teachers with lack of giving motivation and innovation in literary learning, teachers are necessary to focus on choosing literary teaching materials so that students understand literary learning better, especially how to appreciate literary work.

Teachers need references that really can provide innovation into learning and more understanding and is able to implement them into concrete forms, that produce a work they can be proud of in result. Therefore, an enrichment book is needed. Enrichment books are books that can enrich students' knowledge, skills, and personality (Suryaman 2010:2).

Teachers and students need enrichment books that can provide understanding, insight, and experience to students. One effort that can be done is to integrate the values of gender equality into teaching materials, so that understanding, attitudes, and characterized behaviors are embedded in and they would have a gender-biased mindset that develops in society.

This study chooses fairy tales as learning to appreciate literature because it is relatively easy to understand and relatively close to the students' lives. Fairy tales are certainly existent in every area, both cities and villages, coastal and inland. As a form of socialization of culture, religious teachings and noble values, fairy tales should include gender equality. This can be done by conveying tales that do not contain stories or figures that weaken women position within the patriarchal world. Thus, the stories in the book obtain references and contexts in the daily lives of the students.

"Linking stories and the context of students' lives is very important to help them associate things that they read with the real life they face" (Johnson 2006: 35). By linking the two, students may see the meaning of the text they are reading. However, teachers should not choose Indonesian language textbooks that are still gender biased in their reading, training, and drawing. There are several forms of gender biases in teaching materials, the most common form of gender bias is male domination of women. These conditions indicate that finding and determining gender responsive teaching materials for junior high school students requires teachers' creativity so that the goals of teaching and learning activities can be obtained right on the target.

On the basis of these thoughts, this study considers the values of gender equality to be conveyed through other media, one of which is a book in the form of a story. Meanwhile, fairytale appreciation activities have more meaning than just reading and understanding, but also giving awards and judgments to their reading. In order to achieve these competencies, teachers should not only rely on the knowledge they have but also need teaching materials that can help them teach students to appreciate fairy tales. Through this teaching material, students are expected to be able to find their own moral teachings contained in a story and accept it as a value, not as a dogma or even a doctrine.

It needs to be emphasized, the use of this kind of book is not intended to replace the content of the value of gender equality that has been listed in various subjects and extracurricular activities, but to enrich students' knowledge. This book is an enrichment book that encourages appreciation, enrichment in which will shape the value of gender equality so that students can provide understanding, insight, and experience. Because being realized or not, the era of Globalization has eroded the

formation of human values in which they have characteristics, attitudes, and characterized behaviors and have a mindset filled with gender bias.

One of the effort that can be done is to integrate the values of gender equality into teaching materials, so that understanding, attitudes, and characterized behaviors are embedded in. The value of gender equality will affect all aspects of life (politics, ideology, economics, socio-culture also defense and security), the opportunity to obtain education, career, and profession in society, so as to build the character, competence and bring the nation into progress. Then students are expected in this case especially female students to have a sensitivity to the value of gender equality, so that they can develop their potential.

The Indonesian government does not program to instill the values of gender implementation in society, especially in the field of education. This makes no difference in the social roles between men and women in society. Umar (2010: 29) defines that gender is a concept of men and women in terms of socio-cultural aspects. Men are required to play a balanced role in socializing and actualizing themselves in society. So, gender in this sense defines men and women from a non-biological angle.

The society still inherent patriarchal culture, causing a false view of the roles of men and women in daily life. Most people still believe that gender equality or gender-related issues are always identified with women's importance or even stand for women's interests. Like-wise in Indonesia, almost all descriptions of community development and development programs among non-governmental organizations are discussed about gender issues.

Gender is an important issue and the term is often discussed lately. However, there are still misunderstandings about what is meant by the concept of gender. Many people have the perception that "gender" is always related to women, so that every activity that aims towards gender equality and justice is only carried out and followed by women without having men to involve (Ministry of National Education 2003b: 25).

The concept of gender is different from sex. The concept of gender is a concept that refers to the differentiation of roles and responsibilities of men and women that occur due to changes in the social and cultural conditions of society. Astuti (2008: 3) defines that gender is a concept that always attempts to discuss male and female social problems equally. So, the concept of gender is a male and female trait constructed by society both culturally and systemically. For example, women are culturally known as gentle, beautiful, emotional or motherly, while men are known to be strong, rational, masculine and mighty.

Gender is not only directed at women, but also for men. Yet it is women who are considered to be marginalized, so women are more highlighted in the discussion to pursue gender equality that has been achieved by several levels of men in social roles, especially in the field of education because this field is expected to trigger changes in the framework of thinking, act, and play a role in various segments of social life.

Given the importance of the role of education in the progress of the nation, it is appropriate if gender bias in education needs to be eliminated. The elimination of

gender bias must be started from the main components in education, namely curriculum, interaction and teaching and learning process, learning material, and evaluation of learning. Gender equality in the education sector is expected to be able to instill the value of gender equality from the early age of child development regarding the importance of the equality of roles of men and women in a non-biological manner. The following is the presentation of the values of gender equality in education in table 1.1.

Table 1.1 Application of Gender Equality Containing Values in Education

No.	Gender-Based Values	Indicators
1.	Non-Marginalization	Attitudes And Behaviors That Do Not Distinguish Opportunity Play Between Women And Men
2.	Non-Subordination	Attitudes And Actions That Place The Same Position Of Women With Men/ Having No Beliefs To Gender Superiority
3.	Non-Stereotyping/ Negative Labelling	The Attitude Of Not Making The Position Of Women To Be Disadvantaged
4.	Maintaining Honour And Self-Esteem	The Attitude Of Not Carrying Out Physical Actions Or Psychological Integrity Of A Person
5.	Diminishing Double Burden	Balanced Attitude And Behaviour/ Not Burdening In Terms Tasks Division And Responsibilities

Based on table 1.1, that the application of gender equality values in education strives to form a complete human being and education in Indonesia is required to produce human resources that uphold human rights, in addition to being responsible, noble, and aware of the law that apply. One manifestation of upholding human rights is to uphold gender equality and justice.

APPROACH & RESEARCH METHOD

This research was conducted to produce a design for a gender equality enrichment book that fulfills several requirements as an enrichment book, which is useful and enjoyable. The enrichment book that will be developed in this research is a fairy tale appreciation book of enrichment in gender equality for junior high school students.

This research was conducted using a research and development (R&D) approach developed by Borg and Gall. Research (R&D) consists of ten stages, namely (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revisions, (8) usage trials, (9) product revisions, (10) mass production (Sugiyono 2011: 298).

Based on the above opinion, the stages formulated according to the needs of this research are formulated. The research phase is packaged in several stages including (1) preliminary survey, (2) initial development of teaching book prototype, (3) prototype preparation, (4) expert test, (5) prototype revision, (6) effectiveness test, (7) revision of the final prototype, and (8) product development. The scope of this research is the

development of enrichment books to appreciate tales of gender equality values for junior high school students.

Data on the needs analysis of the preparation of a fairy tale appreciation book of enrichment in gender equality in this study, namely the score of choice preference based on the needs of teachers and students. The prototype book assessment test data is an assessment score for the product that has been assessed. The effectiveness test data in this study is the assessment score for fairytale appreciation after being taught through enrichment books to appreciate the fairy tale of gender equality compiled by this study. The source of data to meet the needs of the preparation of enrichment books includes teachers and students, while the assessment of prototypes for the fairytale appreciation enrichment book is expert lecturer and teacher. As for the source of effectiveness test data are teachers and students.

RESULTS AND DISCUSSION

Fairytale containing value of gender equality is a fairy tale appreciation book of enrichment in gender equality for junior high school students which aims to facilitate teachers and students in carrying out literary appreciation learning. The enrichment book about fairytale appreciation based on the value of gender equality that will be developed is expected to be able to provide moral education for junior high school students who read them. Through fairy tales, children can obtain moral values contained in each story. Fairy tales are very effective media to influence a child's personality and emotion. Therefore, researchers integrate moral values and education on gender equality through fairytale appreciation teaching materials.

In line with the integration of gender equality education in Indonesian language subjects in the national education curriculum, developing a fairy tale appreciation book of enrichment in gender equality that can be used by teachers in learning process. The enrichment book is equipped with a collection of tales that contain the values of gender equality. Each tale will contain a review of the stories and values, an explanation of the places that become the setting of a fairy tale, a guide to appreciate fairy tales, a reflection sheet, and accompanied by interesting and colorful images that are tailored to the character of middle school students. The appreciation enrichment book will provide its own innovations for teachers because there are currently no Indonesian language textbooks that explain in detail the tips for appreciating fairy tales, especially those with the value of gender equality.

Planting good moral values for children is best done for junior high school students. This is because at their age is a period of development in which a child shaping character is going forward. They can also understand which things need to be imitated and should not be imitated. This will help children to identify themselves with the surrounding environment while making it easier for them to assess and set their own position in the midst of others. However, the cultivation of moral values must not be forced so that children can easily accept and apply these moral values in

their daily activities. Through a fairy tale, children can understand and take moral values that usually appear on characters, themes, and mandates contained in a fairy tale.

With this research, fairy tales can be used as an alternative way to instill values of gender equality. Because, fairy tales are having not only cognitive effects, but also emotive and evaluative. Through the cognitive process the reader understands the problem described, in the emotive process the tale gives inspiration, ideas, and concerns, and in the evaluative process, the reader finds value. In the end, the reader is moved to do something that is believed to be true and leave something that is believed to be wrong according to the value they find. In addition, the enrichment book appreciates this fairy tale serves to control students' understanding in reading and appreciating the fairy tales, also helps them in recognizing and understanding gender equality so that they can improve their morals from an early age. Parents' understanding of moral values can be assisted by parents and teachers through tales of gender equality contained in the enrichment book of fairy tales that are the product of this research.

CONCLUSION

Based on the description of the results in this study it can be stated that the conclusions relating to the development of enrichment books contain the value of gender equality for junior high school students. In general, it can be concluded that the needs of students and teachers for enrichment books with gender equality values are high. With the description as follows, First, this is because there are not so many books as such can be found. Students hope that through the enrichment book they can learn the concept of gender equality seeking entertainment, while teachers hope that enrichment books can help them teach gender bias in the classroom.

Second, the preparation of a prototype enrichment book with high gender equality values developed in this study was assessed by both teachers and experts. However, they submitted suggestions for improvements related to the use of the title, the beauty of the cover, the type and size of the font, and the containing lessons on gender equality.

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