

# Gender Equality-Based Learning Can Improve Understanding Of Biographical Text Material

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**Abstract.** This research is development research with the aim of producing a product in the form of an learning based on gender equality. This product development is based on the Borg and Gall development research model. The development of the e-module is put forward by applying gender equality according in supporting biographical text material. By presenting female characters in combination with male characters in examples, the result will improve students' abilities in learning, especially biographical texts. Other than that so that women also feel valued and female students are motivated to be more active in developing themselves, both in terms of education and social.

**Keywords:** e-module, gender equality, development

## 1 Introduction

Implementation of gender-based character education is of course not easy. For this reason, it is necessary to implement gender-based character education in this case through biographical text material. As Pranowo said (Wahyuni, 2015:71) that speaking properly, correctly, and politely can become a habit that can shape a person's personality for the better. Furthermore, Bourdieu in the same journal also said that in language practice, discourse must be addressed as a certain discursive event with the situations, institutions and social structures that shape it.

The emergence of various phenomena in school education shows that it has not been able to eliminate gender stereotypes. For example, in terms of school education materials, textbooks at school describe the activities of mothers and fathers differently. Mothers are usually depicted as having only domestic roles, such as cooking, caring for children and cleaning the house without highlighting the privileges of their position and being able to do other work. Meanwhile, the father is described as having a more dominant public role, for example working for a living, going to the office and so on. In addition, boys' games are depicted with active physical images, whereas girls with physical activity descriptions tend to be more passive (Ulya, 2012:311).

Most of the characters reviewed in the biographical text are male characters, while there are many female figures who have an important role in the Indonesian nation or who have significant influence, but do not yet include female characters. Meanwhile, there are many figures who played a role in the Indonesian struggle, writers or influential figures. Even

though the material for Delivering Persuasive Speeches for class IX contains speech reviews from a foreign female character named Severn Suzuki, the Biography Text material does not include influential female figures, both from within the country and abroad. Therefore, teaching materials based on gender equality are needed. Teaching materials based on gender equality are needed, so that women also feel valued and female students are motivated to be more active in developing themselves. The content of this biographical text teaching material is still full of gender equality. The issue of gender bias can be developed in KD 3.14 Assessing things that can be emulated from biographical texts.

Implementation of gender equality in learning with biographical text material, supported by electronic modules used for teaching materials to students. The electronic module is an electronic version of a printed module that can be read on a computer and designed with the required software. Learning media using gadgets has the opportunity to help improve the quality of student performance in the form of learning outcomes. Because gadgets can also be used as e-module containers. Using gadgets allows students to study with unlimited time and place and can use interesting applications that can be accessed in the gadget. Teaching materials that are felt to be able to help students and teachers in the learning process are e-modules (Muzijah, 2020:90).

## **2 Theoretical Basic**

### **2.1 Gender Equality**

Gender and the problems in it do not discuss the sexes of women and men but how to have equality between them without any differences, get justice and equal rights between the two, naturally men are considered stronger than women, it can be interpreted that men can provide protection to women, while women can give their gentleness to the adam and also to their children. But what actually happens is that gender inequality and these differences do not bring the two sexes closer together, but what happens is the opposite, women are often victims, both victims of domestic violence, sexual harassment, rape and so on, where in essence discriminate more against women, even though now is the era of women's emancipation, meaning that a woman may no longer be colonized, free of her rights and cannot be limited by anything and under any circumstances (Ismail, 2020:155).

Gender equality is a concept which states that men and women have the freedom to develop their personal abilities and make choices without being restricted by a set of stereotypes, prejudices, and rigid gender roles (Qamariah, 2019:54). As for gender equality, it means the realization of equal conditions for women and men to obtain opportunities and their rights as human beings so that they are able to play a role and take part in development, politics, economy, social, culture, education, defense and security in enjoying the results of this development. Gender equality is also known as sex equality, sexual equality, referring to the view that men and women should receive the same treatment and there should be no discrimination on the basis of gender, except for biological reasons for different treatment (Sulistiyowati, 2020:3).

According to R. Valentina (Noviani, 2022:1518) that gender equality aims to realize gender justice in the realization of human rights, carry out special temporary measures to accelerate the achievement of substantive equality in all areas of life, carry out efforts to implement women's rights to health protection reproduction, eliminating all forms of discrimination

against women, inferiority or superiority of one sex or prejudice, customs and other practices based on stereotyped roles of men and women.

The concept of learning biographical texts based on gender equality is based on the indicators that underlie it. Laelatuss'adah (Watoni, 2020:813) reveals that gender equality can be identified by 4 indicators, whether men and women: 1) obtain the same resources for development resources; 2) participate equally in development, including decision making; 3) have equal control over development resources; 4) obtain the same benefits from development results. The same thing was also stated by Efendi (Watoni, 2020:813) the realization of gender equality and justice is marked by the absence of discrimination between women and men, and can be seen from 4 indicators of gender equality, namely: 1) they have access; 2) opportunity to participate; 3) control over the construction as well; 4) obtaining equal and fair benefits from development.

**Biography Text.** Biographical text is one of the text-filled materials found in class X (ten) at the senior/vocational high school level. The biographical text in the Indonesian language textbook is presented by presenting the biographies of the characters. According to Nurgiyantoro (Dewi, 2018:234) states that a biography is a book that contains a person's life history, not all aspects of life and events are narrated, but are limited to certain things that are deemed necessary and interesting for others to know.

The main characteristic of biographical texts is to tell the story of a character who is considered to provide exemplary value. The contents include name, place and date of birth, profession/occupation, educational history, and so on. Of course it is written based on facts, starting from problem solving to the stage where the character achieves success. The structure of the biographical text consists of three parts, namely, the orientation contains information on the background of the event or the character introduction section in the biographical text, important events contain the chronology of the important events experienced by the character in achieving success and include the storyteller's comments on several parts of the biographical text, reorientation contains the conclusion of series of events in the biographical text.

**E-Module.** Electronic modules (e-modules) are presentations of teaching materials arranged according to rules in digital form for learning objectives to be achieved as expected. The electronic module is one way of presenting independent learning material. Electronic modules (e-modules) are modules used with digital media. Technological developments also make it possible to display modules with smartphones (Wuriyani, 2022:4).

According to Prastowo (Susanti, 2017:158) suggests that the function of e-modules in learning activities is as independent teaching materials, a substitute for the educator's function. as an evaluation tool, and as a reference material for students. The e-module functions for independent learning (self-instruction), meaning that e-module users can learn anytime and anywhere independently. Electronic modules that can be accessed by students have different benefits and characteristics. If viewed from the benefits of electronic media itself can make the learning process more interesting, interactive, can be done anytime and anywhere can improve the quality of learning.

### **3 Research Method**

Teaching materials were developed based on the required analysis, then re-analyzed based on the assessment of the material expert team and the design of teaching materials using rubrics that had been developed with modifications from the opinions of experts. Learning criteria remain in accordance with the syllabus and competencies taught in teaching materials. Researchers use the development of Borg and Gall where the development has the goal of product development and validation. The development of teaching materials is arranged by researchers with the following steps: research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation.

### **4 Discussion**

#### **4.1 Gender Equality-Based Learning**

E-Module based on gender equality contains various indicators such as having access, opportunity to participate, control over development and obtaining equal and fair benefits from development. This is in line with the research results of Dewi, et al (2017) that the true understanding of gender equality is that every male and female human being has the same conditions and realizes the rights and potential that exist in him fully without discrimination.

At the beginning of the learning process, students will carry out activities in the form of understanding the objectives and learning materials and directions to write down the results of their observations. The provision of a stimulus at the beginning of the learning process is carried out by giving a trigger question, then students will explain briefly in written form what they understand from the trigger question.

Gender equality is a process to obtain justice for women, because it is often underestimated. Gender justice is also conveyed in Iswah Andriana (2009), which is a process and fair treatment of women and men. With gender justice means there is no standardization of roles, double burden, subordination, marginalization and violence against women and men. The realization of gender equality and justice is marked by the absence of discrimination between women and men.

In addition, in the world of education there are also problems related to gender equality in terms of learning content in textbooks. Most of the characters reviewed in the biographical text are male characters, while there are many female figures who have an important role in the Indonesian nation or who have significant influence, but do not yet include female characters. Meanwhile, there are many figures who played a role in the Indonesian struggle, writers or influential figures. Even though the material for Delivering Persuasive Speeches for class IX contains speech reviews from a foreign female character named Severn Suzuki, the Biography Text material does not include influential female figures, both from within the country and abroad.

The above statement is supported by Fendy Yogha Pratama's research with the journal title Gender Tendencies in Indonesian Language Subject Textbooks, which contains "based on calculations performed on Indonesian language textbooks from grades 10 to 12, 45 texts that tell about the human figure, such as text biographies or texts with dominant human characters

such as short stories. However, in the biographical texts in grade 10 there are absolutely no texts with female characters, whereas in grade 11 there is only one text that describes a female character, namely Princess Diana.”

The results obtained from implementing a gender equality system according to Haslita's research (2021) where gender equality in the education sector is considered very important because the education sector is the most strategic sector for fighting for gender equality. Opportunities to increase the potential (HR) of both men and women are very wide open with equal opportunities. Preservation efforts in a dominant understanding such as this understanding of gender, are usually carried out in 2 ways, namely through socialization mechanisms and social control mechanisms.

The product in the form of an e-module will be presented with a cover with images that stimulate students regarding biographical text material and gender equality, by displaying attractive images in the form of figures whose biographies will be explained in the material. Then there are e-module instructions to make it easier for students to do assignments and carry out directions in the module without further guidance from the teacher, because the function of the e-module itself makes students required to be independent.

In accordance with the explanation from Prastowo (Susanti, 2017:158) which suggests that the function of e-modules in learning activities is as independent teaching materials, a substitute for the function of educators. As an evaluation tool, and as a reference material for students. The e-module functions for independent learning (self-instruction), meaning that e-module users can learn anytime and anywhere independently. Electronic modules that can be accessed by students have different benefits and characteristics. If viewed from the benefits of electronic media it self can make the learning process more interesting, interactive, can be done anytime and anywhere can improve the quality of learning.

After explaining the instructions for using the product, students will find learning objectives to facilitate what achievements will be completed by students after learning material based on gender equality. In line with the learning objectives, there is also a concept map that displays the flow and description of the material in the product. Concept maps are designed as attractively as possible in order to stimulate the creativity of students. Through concept maps, students will find it easier to determine which material they have not understood and can give signs.

The introductory part of the e-module contains several things such as time allocation, basic and core competencies, learning objectives and instructions for using the module. This introduction has a function as a guide for its use, by explaining the media and tools needed to support learning. Allocations are intended to indicate the duration of learning. Basic competence contains knowledge and skill competencies that must be mastered by students, then referred to as several learning outcomes. The introductory section contains several indicators of gender equality.

The role of various types of teaching materials now greatly supports the welfare of students in acquiring knowledge, not directly adrift learning, but can also study independently using additional online media. In line with what was disclosed by Diantri (2018) in his journal which stated that e-modules are structured in such a way that the objectives are clear, specific

and can be achieved by students. Teaching using e-modules can reduce or eliminate a sense of competition among students, because all can achieve the highest results.

Learning activities are processes in which students carry out learning activities to achieve the basic competencies to be achieved. The learning activities in this e-module are the provision of material, summaries and exercises. Materials and exercises are arranged according to indicators of gender equality and basic competencies in biographical text material in accordance with learning outcomes. In each material explanation, texts with content based on gender equality will also be presented, namely featuring biographical texts with male characters and also biographical texts with female characters. The training section includes evaluation activities and a summary contains a summary of learning.

Gender equality will be achieved by taking into account the aspect of women having the same access as men, whether in access to education, employment or other access which has been dominantly restricted so far. According to the data obtained, the higher the level, the smaller the female representation compared to the male. The 2000 National Census (Senas) showed that 36.9% of the female population successfully completed junior high school education, while 46% of the male population. At the tertiary level, the number of women is only around 3.06%, below the number of men, which is 4.1%. Then, based on BPJS data in 2000, the female population who were illiterate was 23.1% while the male population was 10.7% (Watoni: 2020:815).

The opportunity to participate for a woman is also considered for the realization of gender equality. There are many restrictions on the participation of a woman because her gender is inappropriate in certain respects, thus putting aside her expertise. The data obtained is quoted from the journal (Wantoni, 2020:816) based on educational statistics for the Province of West Nusa Tenggara (NTB) 2018 that the Gross Enrollment Rate (APK) shows that the female population at the junior high school level reaches 91.91% while the male population is 95.84%. At the senior high school level, the female population reached 85.64% while the male population was 93.39%. Furthermore, based on the Pure Enrollment Rate (APM), it shows that the female population at the junior high school level reaches 82.98% while the male population is 84.82%. At the senior high school level, the female population reached 62.28% while the male population was 69.05%.

Aspects of limiting control on women also often occur, such as restrictions on the power to become chairman of an agency, many men are preferred to gain this access compared to women, due to certain reasons. This can be explained by the results of research by Watoni (2020) which applies gender equality to aspects of student control in power relations. Power relations are complementary relationships between men and women in a power, in the structure of class administrators and extracurricular administrators at SMAN 5 Mataram always make pairs between male students and female students. If the leader is a boy then the vice versa will be the female students. In the written rules at SMAN 5 Mataram there is nothing that requires the management structure to be in pairs, male and female students are free to find partners, but this is based on an agreement between the teacher and students.

Finally, for gender equality indicators, namely the obtaining of equal benefits between men and women. If the three aspects above do not go well, the impact on this aspect of the benefits will be felt. When there is no justice in accessing, participation in participation, and there are

restrictions on control, then women will not feel any benefit, because they are not going through the process that they should also get.

In accordance with research conducted by Watoni (2020) the benefits felt by students are the benefits of access, namely the facilities and facilities provided by the school make students more comfortable and not get bored quickly because the facilities in the form of classes provided are moving, and basketball court that is free to use by all students. Then the benefits felt by students in the same aspect of participation, namely with the freedom to participate in class such as asking questions, giving opinions, freedom of discussion in groups students become more understanding and understand the lesson, more confident and braver.

After students take part in the series of learning activities, it is continued with the next stage, namely determining the level of students' ability and understanding of learning evaluation related to gender equality-based biographical text material. The evaluation in this e-module consists of 10 multiple choice questions and 3 explaining questions. Discussion of the answers to each evaluation question will be explained in the answer key with the scoring criteria. The glossary serves to provide knowledge about terms that are used or that can be searched from within the e-module, serves to make it easier for students to understand unknown foreign vocabulary. Like a concept map, a glossary is given colors that can make the reader not bored.

According to Maunah (Watoni, 2020:820) states that the indicators on gender equality are the same as functional theory, in which structural functional theory emphasizes the elements of stability, integrity, function, coordination and consensus. The concept of functionalism as well as normative elements and social behavior that guarantee social stability. This is also in accordance with the theory of equilibrium (balance) Aldianto, et al (2015) which emphasizes the concept of partnership and harmony between men and women. This view does not discriminate between women and men because both of them must work together in partnership and harmony in family, community and national life. Thus, the use of gender equality-based biographical text material e-modules can improve students' understanding in analyzing the strengths of the characters in the biographies presented, by classifying them according to gender equality indicators to facilitate their search.

## **5 Conclusion**

Various gender equality-based learning activities can be applied to any teaching material, including one e-module, to improve comprehension skills. Various indicators of gender equality include 1) they have access; 2) opportunity to participate; 3) control over the construction as well; 4) obtaining equal and fair benefits from development. Gender equality indicators are implemented in learning through biographical texts, in addition to instilling justice between men and women, but also to support students' understanding in explaining things that can be emulated from the figures presented in the module. The provision of a stimulus at the beginning of learning will make students not surprised by the additional contents of the teaching material. Then with the indicators of gender equality it will be easier for students to classify things that can be emulated according to the intended competence. In addition, using e-modules as teaching materials will train students' independence and confidence in solving problems in learning.

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