

# Building Children's Gender Role and Identity Through PAUD Learning

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**Abstract.** This research was written with the aim of building an understanding of gender identity and the role of children through learning in Early Childhood Education, which is planned as an early stage of sex education and especially to build a foundation for children to build personality and maximize their potential for the future based on their respective gender identities and roles. The writing in this article is based on qualitative research using library research by analyzing data (analytical method). The description of the results of this study shows that many factors influence the process of building an understanding of gender identity and roles in children, including factors of the child's developmental stages and learning strategies at school.

**Keywords:** Identity, Gender roles, Early Childhood Learning.

## 1 Introduction

Children are the hope for their parents to continue the family line and continue the nation's leaders in the future. Productive and quality next generation will determine the future of the nation's national development. Therefore, early childhood education services must be carefully prepared, planned, integrated by providing appropriate educational, psychological, social, religious and family services to respond to the dynamics of life.

Early Childhood Education (PAUD) learning program is education intended for children from the age of 0 years up to the age of entering elementary school. The process of implementing education in PAUD is principally packaged in an interesting practical experience with fun methods and prioritizing children's development in learning activities while taking into account the factors that influence children's development. PAUD education is considered important because it contains elements of parenting, education and the development of children's potential that are directly related to parents, family and society.

PAUD in Indonesia starts at the age of 0-6 years. In line with that, Sujiono from Khadijah said that childhood is a child from birth to the age of six. The age of six years is a very decisive age in shaping the character and personality of children. [1] At that age a child can more easily absorb, store and record all the learning experiences he gains from school or his play environment which are stored in the child's long-term memory. Therefore, early childhood is the most appropriate time for teachers/educators to instill character values and social norms and provide the right future orientation to become a better person. Various things and opportunities are wide open for teachers/educators to stimulate children to develop their potential and shape their personality through learning activities at school.

Learning in PAUD is principally a planned, specific curriculum development that contains a number of learning experiences through fun activities that are given to students according to their potential and developmental tasks that must be mastered in order to achieve the competencies they have. [2] The purpose of learning in PAUD specifically is to help lay the foundation for children's early development in the attitudes, knowledge, emotions, skills, and creativity needed by children to adapt to their environment.

[3] One of the learning objectives is scientific ideas after students interact with the environment, facts, and information. Effective, efficient and relevant learning for children can help students improve, develop and optimize the abilities expected of children in accordance with the educational goals to be achieved.

Basically every student already has initial knowledge that is built in the form of a schema or is still abstract in their minds. PAUD is a place to play and learn for children besides the family. PAUD has a significant contribution in stimulating the development of a child's personality. whether or not the role of PAUD itself is fulfilled can influence the development of a child's personality, especially in relation to understanding gender identity and gender roles. Mardiyah said that it is important to prioritize gender issues from an early age in the learning process.[4] In line with this thought, Kurnia also said it was important to understand their roles based on their gender identity and skills so that students could explore their skills.[5] In addition, Hardiati said that in the process of developing children's social skills, the most important thing is an understanding of the concept of gender, so that each task can be carried out thoroughly, which will certainly stimulate the child's further development.[6]

From some of the descriptions above, it is stated that the learning process can be carried out to build the concept of identity and gender roles in children as one of the stages of personality development and maximize children's potential. The problem that arises then is how educators can construct the concept of identity and gender roles in children through learning in PAUD. The purpose of writing this article is to obtain observations regarding the construction of the concept of gender identity and the role of children through learning in PAUD. This article can contribute in the form of a basic supplement of knowledge about how educators work through learning in schools to build a correct and appropriate understanding of gender identity, as well as the role of training in developing children's personality. from an early age while optimizing the child's ability to become more independent.

## **2 Research Methods**

This article is a qualitative research using literature study. Library research is a series of activities using library data collection methods, reading and managing research materials. [7] The data collection method is by reading, recording and processing research materials, by reviewing books, tracing and studying literature that is informed as library material or other reading sources where these sources have relevance to the focus of discussion of the articles written namely building gender identity through teaching patterns in PAUD institutions. This is done bearing in mind that early childhood education, in its implementation, has begun to teach about equality and the opportunity to get what they want for better welfare and survival in the future.

The data analysis that the writer uses in this article is the content analysis method. The Content analysis method is a research note taken from studying and understanding the contents of the Library's reading material, where the discussion is even more in-depth. This analysis is often used in qualitative research. Where, descriptive qualitative research is research that describes and analyzes phenomena, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups.

## **3 Results and Discussion**

### **3.1 The Concept of Gender Education in PAUD**

Writing in this article is focused on the problems of early childhood education (PAUD) in a more specific discussion, namely "Building an understanding of Identity & Gender Roles through learning in PAUD". PAUD has a very big role in stimulating aspects of the development of each individual (child). PAUD as non-formal education has provided many teaching and educational services for self-management of children from an early age. Indeed, this period is a

golden age for educators to provide understanding and reasoning about gender identity and the role of students from an early age.

In Early Childhood Education students' understanding is expected to be sensitive to the concept of identity and gender roles. Where every girl and boy will develop behaviors, attitudes, and commitments that define themselves directly or indirectly, as masculine or feminine attributes. The understanding of the concept of feelings of masculinity and femininity is of course influenced by student interactions and their circle of friends, including opportunities to play, types of games, play equipment, and the role of parents or adults in their environment.

This is where it is necessary for students to acquire teaching understanding, reasoning and knowledge about gender identity, which is the responsibility of the educator as the main instrument in the school even though the parents are in fact the person in charge of the child. This must be done because children are very vulnerable to various problems, especially those related to developmental disorders. Handling from an early age needs to be done to avoid interference with children which hinders the child's development process optimally.

The issue of gender identity and the important role of children needs to be understood and developed as a child's mainstream in acting and behaving for the sake of optimizing the child's potential with a solid personality. Implementation of learning in PAUD is a form of early childhood learning services that aims to optimize their abilities and functions for the development of a child's personality to be better. Building children's understanding of the concept of identity and gender roles for children is one of the efforts of educators to influence the process of personality development and optimize children's abilities.

Discussion of the concept of gender education in the PAUD realm will certainly not be separated from two things, namely:

#### 3.1.1 Gender Identity

Gender identity is the awareness of individual maleness and femaleness whose implications in society are the main points of self-concept development. [8] Another definition explaining gender identity is a person's awareness of their gender and that of other people around them. Based on several public perceptions, gender itself is a concept used to differentiate between men and women from the socio-cultural perspective of the local community. According to most public perceptions, gender identity is a result of social construction regarding different views and differences in rules/traditions. For example in Sumatra it is common for women to wear sarongs in everyday life but in Javanese society women rarely use them and only men use them. As was the case in the past, only men's jobs were usually police or military, inversely proportional to the fact that now there are many women who are police or military and so on.

The results of Ash Vale's research on Martin cited by Wijaya show that most of the parents' opinions are that boys should play masculine/physical games such as fighting, playing marbles, football, toy cars and so on.[9] ] On the other hand, in the opinion of parents, girls avoid physical activities such as playing with dolls, cooking, or playing at home.[10]

#### 3.1.2 Gender Roles

Gender roles are behaviors, concerns, attitudes, skills and considerations of appropriate social personality traits of men or women. Another definition says that gender roles are expectations that contain what men or women should do in terms of behavior. Historically, in almost all cultures, women played more roles in the domestic sphere, such as cooking, washing clothes, and caring for children, children and household needs at home (for those who are married). while boys enter the public domain more, such as having to provide for household needs, family finances (labor) and hazard prevention. Women are assumed to be obedient and caring, while men become active, active and competent.[11] But now this view is experiencing a shift, gender roles are increasingly diverse and flexible.

Apart from the two things mentioned above, it is necessary to know in building the concept of gender identity and its role, of course there are factors, aspects and learning strategies that influence the process of forming these concepts properly and appropriately in early childhood in early childhood learning. This must continue to be developed while still adapting to the basic norms and values of the religion of society without deviating from its proper nature.

### **3.2 Influencing Factors**

The following are several factors that influence children's development in building personality formation and optimizing competencies through the process of forming the concept of identity and gender roles in children through the implementation of learning in PAUD, namely:

#### **3.2.1 Educator**

In the context of education, based on the perspective of Islamic education, there are various words used to refer to the concept of educators (teachers) such as murabbi, mu'addib and mu'allim, these three words have different uses. In addition to this, teachers are sometimes referred to by titles such as al-ustadz or ash-shaykh. In this case, according to Abudin Nata, the plural word 'alim is a scholar or mu'allim (a person who knows). then there is another term, namely Mudarris which means teacher (a person who gives lectures). But in general mu'alim is used more than mudarris. Meanwhile, the word Muaddib refers to a special teacher who teaches at the palace. In contrast to the word ustadz which refers to a teacher who specializes in teaching the Islamic religion. And sheikh is often used to refer to teachers in the field of Tassawuf.[12] Educators also mean adults who are responsible for providing assistance to students in developing children's potential, so that they reach a level of maturity and are able to stand alone in fulfilling their duties.[13]

The strategic role of an educator is to explore and develop the potential of students professionally, educators are one of the determining variables in the learning process in schools.[14] As the main instrument in transforming knowledge, this also makes educators comprehensively a continuous terminal for building human resources (HR). Therefore, in carrying out the learning process, educators must pay attention to the design of learning concepts, especially in terms of building an understanding of gender identity and roles in children so that gender bias does not occur. Educators must be able to apply good and appropriate learning to be able to maximize the learning process consistently.

Furthermore, an educator must be able to articulate learning objectives clearly and firmly so that children's development can be optimized appropriately. The following are the types of educators who also influence the development of gender identity:

3.2.1.1 Educators in the gender bias category, namely educators who in implementing learning activities do not really question the attributes that support the building of students' understanding of their gender ide

3.2.1.2 Educators in the constructive category, namely educators who understand the importance of introducing gender to each student and the role of their gender identity. Educators in this category teach the need to control gender identification through certain activities so that gender bias does not occur.

Each educator has his own way of building the concept of gender identity for each of his students at school, there are the mediocre types who don't bother developing and optimizing properly, there are types of gender identity that are actually conceptually correct. , although there are still things that are not fully understood. Every student is still learning by imitating and

assimilating certain behaviors and concepts obtained from playing and learning activities in PAUD, as well as socializing with friends and their environment.

Children adapt to the process of constructing a concept based on previous learning experiences as a process of building their identity. Determining gender identity and gender roles attached to a child, according to Cooley, quoted by Wardhani, is a process of discovering a child's "self" through the opinions of others even though the child has not described himself objectively.[15] Yes. Nicknames for her can be symbolic names or words such as mbak, nduk, daughter or nang for a boy. Designations or names do not form objective facts about a child who has the potential to become an adult woman. This is what affects children who have not been able to sort out which criteria means, children know themselves as women from the nicknames attached to them both names and symbolic words such as mbak, nduk, girl or sister. The nickname or name has not yet formed objective facts about the child as an adult female candidate. This is what affects children who have not been able to sort out certain criteria, for example in choosing games, clothes that suit their gender identity that are good and appropriate.

### 3.2.2 Phases of Child Development in Building Identity and Gender Roles

Development in the process according to Werner in Suhada takes place from a global state and is less differentiated to a state of differentiation, articulation and integration which increases gradually based on the phases of aspects of child development.[16] In the early childhood phase, children experience very fast development in every aspect, both moral and religious, cognitive, physical-motor, linguistic and social-emotional with the stimulus from the surrounding environment.[17] The phases of child development are useful for children's education because:

3.2.2.1 In each stage of personality development, children have different traits/characters. In this phase, education must adapt to the characteristics of the child.

3.2.2.2 A sensitive period will appear in the development of the child's personality. This sensitive period only comes once in a lifetime. When a sensitive period occurs, educators must provide education that is suitable for that sensitive period. Don't let this sensitive period go to waste. [18]

The stages of human development start from infants, children, adolescents, adults and the elderly. Every phase of life or human development is always accompanied by learning activities. Phase assignments that appear in every development, are universal imperatives and ideally apply automatically, such as learning activities to be skilled at doing something at a certain developmental phase that is common in normal humans. In addition, other things that also give rise to developmental tasks include the existence of certain physical maturity at certain stages of development, the encouragement of human psychological ideals that are developing themselves, and the demands of society's culture.

From this it can be concluded that every individual/child develops through the stages of his development. Therefore, as a teacher, he must be able to study and understand well the development of children, especially early childhood educators, by understanding the phases of each stage of child development, it will make it easier for teachers to deliver learning materials and learning designs that are appropriate to the development of each student. Learning materials or designs that are suitable for students will produce maximum learning and run according to the learning objectives themselves. As with other lessons that need to be conveyed to children, the provision of material and learning design in developing appropriate gender concepts and roles in PAUD children also needs to adapt to the child's developmental phase in the delivery so that children understand more easily and do not cause misunderstandings/confusion. child. In his research, Selami Aydin, et al stated that age, gender and class in children showed significant differences in overcoming learning anxiety and mastery of the material. [19]

Therefore, the suitability of the learning portion will help children to better optimize their abilities/potentials. Furthermore, what is also important to do is provoke the active side of students, namely by giving students more opportunities to manage knowledge independently and with the help of teachers, such as: an understanding of identity and gender roles in children, namely giving children the opportunity to understand gender and identity so that they are able to fulfill appropriate gender roles.

The early age period is a golden phase for educators to introduce and construct reasoning about gender identity and roles in each of their students. Gender identity is important to understand and build as a mainstream in acting and behaving. The construction of knowledge about identity and gender roles carried out by educators is generally based on the assumption of an understanding of gender identity. For example, a boy realizes his masculinity for the first time by realizing the shape of his vital organs. The introduction of vital organs has been started by educators since the beginning of class introductions by making small groups consisting only of boys or vice versa. At the initial meeting students can also recognize their identity and gender roles by calling loyal students in class with symbolic calls.

### **3.3 Strategies In Building The Concept Of Identity And Gender Roles For AUD**

According to Gerlach and Elyn Hamdani, learning strategy is the method chosen to convey subject matter in a particular learning environment which includes the nature, scope and sequence of activities that can provide learning experiences for children. [20] The strategies used by Educators in building (building) the concept of identity and gender roles in early childhood in PAUD also influence. Learning strategies include methods, techniques or procedurals to guarantee students. The classification of learning strategies in PAUD includes: exploratory activities, guided discovery, problem solving, discussion, cooperative learning, demonstrations and direct teaching. [21] Here are some strategies that can be applied in the concept of building gender identity in early childhood, including the following

#### **3.3.1 Through the Modeling Method**

Modeling is one way to provide an understanding of the concept of gender identity to children from an early age. For example, by means of cooking class activities at school, cooking activities are usually only done by girls but in cooking classes boys get the same portion of work. This gives students an understanding that work is not only done by boys or girls.

#### **3.3.2 Through the Treatment Method**

This method usually occurs when things happen that according to culture are not supposed to happen. For example, when educators see male students crying. Educators must be able to provide an understanding of what is felt and must not forbid the child to cry. Because crying is an expression of emotion that is not only done by girls but also for boys.

#### **3.3.3 Through the Role Playing Method (Dramatization)**

Another way to provide an understanding of the concept of gender identity in early childhood is through the method of role playing (dramatization). In this play activity, children have their own role in playing their role. Examples of doing drama games about work such as police officers, doctors or buying and selling processes in traditional markets and so on. With this method students will explore their potential and get the opportunity to develop their imagination abilities and channel their traits.

The purpose of student learning strategies in PAUD is to facilitate communication in conveying learning objectives to students, so that they can carry out learning independently as well as make it easier for educators to sort and assemble teaching materials and use learning media. In addition, the use of learning strategies also makes it easier for educators to carry out

assessments (evaluations) of a series of student learning activities at school. In her research, Nurlita stated that the use of learning strategies had significant differences in developing children's abilities and self-confidence.

The use of strategies in the implementation of learning is certainly inseparable from the use of media/materials, which are used as learning resources of various types so that selection is also necessary so that there are no misunderstandings in building the concept of identity and the role of a good and appropriate gender in early childhood. This is necessary because in the process of constructing gender identities and roles, it is a form of new knowledge for children about their own identities that can be built through learning activities using learning strategies that are appropriate for the child's growth and development in the social and physical environment.

Media, materials and learning materials are the main things in the learning process. The learning process involves two-way communication from educators and students, especially for young children who still think abstractly. The use of appropriate learning media will facilitate the transformation of knowledge in students. The use of media in the learning process provides more positive differences compared to learning activities that do not use learning media. Arsjad in Khadijah stated that the use of media either individually or in groups can provide three main functions, including

3.3.3.1 Interest or action

3.3.3.2 Present information

3.3.3.3 Giving instructions, to fulfill its function in motivating media children can be realized with drama activities (entertainment), the results to be achieved are to generate interest, stimulate children to listen and act.

The use of appropriate learning strategies and media in the learning process will help children understand learning concepts that need to be developed and optimized for them. In the process of building the concept of identity and gender roles, it is necessary to use these two things so that they can correctly understand the concept of identity and gender roles. and precise. Learning activities while playing with friends is one of the learning strategies that helps in the constructive process of students' knowledge about identity and gender roles, for example through the selection of games, playing tools and playmates that are selected is a unique experience that they gain as a process of social interaction in enriching insight into identity and gender roles and how they understand gender roles from the concept of identity and gender roles.

## **4 Conclusion**

Appropriate learning can make a major contribution in building the initial basic concepts of developing a child's personality and optimizing the potential of students. The indicator of the success of the learning process is that students feel happy and develop according to the stages. Educators are ready to enable themselves to facilitate learning in accordance with the stages and characteristics of students.

Building good and appropriate concepts of identity and gender roles in early childhood in the implementation of learning in schools is actually not an easy thing to teach and understand for every student in the PAUD realm. Because most of the children's activities are carried out at home, sometimes what has been conveyed to children cannot be carried out in accordance with the objectives due to several things such as the influence and lack of ability of educators to provide understanding, then the lack of coordination between educators and parents as the main educators of students at home they. Various other factors that participate in influencing the

child's development process must be understood and considered properly before implementing or using it in the implementation of children's learning at school. The selection of strategies and the use of appropriate media/teaching materials will certainly have a major influence on children's development.

The impact of the inclusion of opportunities for students in building knowledge of the concept of identity and gender roles is relevant so that the development of personality and the optimization of quality abilities can run well and appropriately. So we need appropriate, effective and efficient learning assistance for children from educators, especially the implementation of teaching and learning activities in PAUD.

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