

Gender Sensitive Training Modul Development for Teachers of LAB School UPI Kindergarten

(Research and Development for Teachers of LAB School UPI
Kindergarten)

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by:

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Abstract

Gender in early childhood education has not yet been given sufficient despite of the fact that many studies have indicated that early childhood education is important in shaping positive attitude towards gender, race, and ethnic. The present research focuses kindergarten teachers as sample for the study because they play tremendous role in shaping gender sensitiveness among kindergarten children. For them to be able to transmit gender sensitive training among the children, they must first be equipped with gender sensitiveness. Thus, there is a need to develop particular approach that will provide them with such understanding. The study is then designed in order to create gender sensitive training modul. The method used for this study is research and development. 13 teachers participated as sample for the study. Prior to the development of the modul, the pre test is conducted in order to measure the level of teachers' gender sensitive. Finding of the research yields that in general the modul is found to increase teacher's gender sensitivity as indicated with their post test score. Through Mann Whitney test shows that the difference between pre-test and post-test is found to be significant. Therefore, it is recommended to conduct future and similar research that involves larger number of sample, adding the content of the modul to be more children oriented, and adding the time allocated for the training.

Key Words: Training Modul, Gender Sensitive, and Kindergarten Teachers.

Gender discrimination elimination and gender mainstreaming is one of the goals of Millenium Development Goal (MDG) that has been written in the United Nations Millenium Declaration (United Nations, 2000). Indonesia is one of the countries that adopts MDG under United Nations direct supervision (UNDP, 2007). Ever since then, gender mainstreaming has commenced to be implemented in every field of development. It means that developmental field needs to develop gender sensitive policy and practices (Porter & Sweetman, 2005) including education. Thus, it

is the goal of Indonesian government to increase woman participation in education, particularly in basic education. Yet however, gender oriented education is not only limited to the equal number of woman and man participation (Archer, 2005). Most importantly the whole learning process in education determines the extent to which gender equity can be accomplished in education.

Gender in education has only been confined in basic education level forward. Gender issue in early childhood education is given less attention, while infact individu's attitude toward gender, race, and ethnicity is developed from early childhood education (Martinez, 1998). Archer (2005), in his analysis of MDG's obstacles claims that early childhood education plays significant role in penetratinf the understanding of gender equity. Indonesia government has actually realized its importance yet they do not give profound priority in the (United Nations, 2003, p. 48).

Based on this background, this research attempts to investigate gender sensitive issue in kindergarten. McHale, Crouter, and Whiteman (2003) believes that teachers' role as an instructors and opportunity provider is important in developing children's understanding of gender. UNESCO (2005) states that insensitive gender teacher may be the factor deciding gender inequity. Hence, there is a need to create certai mechanism that may enhance level of gender sensitive among kindergarten teachers.

This research is conducted in LAB School UPI kindergarten based on the preliminary observation conducted by the researchers. The finding of the observation indicated that teachers in the kindergarten still perform gender specific behavior. The teachers' gender construction is very much convensional. When for instance, a boy cried, the teacher will eventually ask the boy to stop because boys according to the teacher do not cry. In the other hand, the headmaster and most of the teachers were above 35 years old. This strengthen the assumption that their gender construction was the result of new order educational system. It has been confirmed by previous studies that education in new order era was very strong in promoting convensional gender construction (Brenner, 1999; Longsdon, 1985; Parker, 1997).

Based on this background, the present research will conduct "Gender Sensitive Training Modulo Development for Teachers at LAB School UPI Kindergarten

(Research and Development for Teachers at LAB School UPI Kindergarten). Specifically, this research aims to measure the level of teachers' gender sensitive prior to gender sensitive training, to develop gender sensitive modul training, to measure teachers' level of gender sensitive after the training, and to identify the extent to which the modul is effrctive in increasing teachers' level of gender sensitive

Metodology

The method used for this study is *research and development*. Borg dan Gall (Masitoh, 2002) defines research and development as “*a process used to develop and validate educational product*”. Syaodih (2006) also states that research and development is the process to which a new research product will be validated.

Data analysis is done both quantitatively and qualitatively. Quantitative analysis involves descriptive as well as inferential statistics. The descriptive statistic used in order to find the central tendency, while the inferential statistics used to test the hypotheses. The hypotheses used in this study is

Null Hypotheses : Teachers' level of gender sensitive after the training is lower than their level of gender sensitive before the training

$$H_0 : \mu_2 \leq \mu_1$$

Alternate Hypotheses : Teachers' level of gender sensitive after the training is lower than their level of gender sensitive before the training

$$H_a : \mu_2 \geq \mu_1$$

This hypotheses will be tested at $\alpha = 0.05$. In other word, the inferential statistics is used in order to find the difference between pre and post test score. The Mann Whitney test will be applied for that purpose. While the qualitative analysis is implemented in order to identify the effectiveness of the training as well as the modul.

An instrument is developed for the purpose of this study. The instrument is created based on the preliminary observation. The instrumentation consists of three

dimension that derived from operational definition of teachers' gender sensitive. For the purpose of this study, teachers' gender sensitive is defined as teachers' understanding of:

1. The difference between boys and girls' were not biological but socially constructed that may differ from one culture to another.
2. Different experiences and perceptions boys and girls posses.
3. Each boys and girls have certain uniqueness that can only be compared in relation to his or herself. The uniqueness should not define the betterness of one toward the other.

Each dimensions in the instrument consist of 10 item. Thus, total numbers in the item is 30.

The research aims to develop gender sensitive modul among teachers at LAB School UPI Kindergarten. Therefore the research deals with the whole population i.e. teachers at the kindergarten. Thus the total number of teachers participated in this study is 13.

Discussion

1. The Level of Gender Sensitive among Teachers at LAP School UPI Kindergarten Prior to Gender Sensitive Training

Tabel 1
Mean of Teachers' Gender Sensitive (pre-test)

No	Dimension I	Dimension II	Dimension III	Total
1	2.6	2.6	2.5	2.6
2	3.3	2.8	2.1	2.7
3	3.2	3.1	2.5	2.9
4	3	2.9	2.5	2.8
5	2.6	2.6	2.6	2.6
6	2.5	2.7	2.2	2.5

7	2.7	2.4	2.5	2.5
8	2.7	2.4	2.7	2.6
9	2.3	2.7	2.5	2.5
10	2.7	2.7	2.5	2.6
11	2.7	2.7	2.5	2.6
12	1.9	2.1	2.8	2.3
13	2.5	2.7	2.4	2.5
Total Mean				2.6

The mean for dimension I is $X = 2.7$, while the mean for dimension II is $X = 2.7$, and the mean for dimension III is $X = 2.5$. The total mean for whole item is 2.6. The score in general indicated that teachers prior to the training already have a good perception on gender sensitive. They tend to agree with the items in the instrument.

2. Gender Sensistive Training Modul Development for Kindergarten Teachers

Based on teachers' gender sensitive level, the researchers then develops gender sensitive training modul. In developing the modul, the researchers use UNESCO modul as primary resources. However, the activities and its goal were adapted, revised, and modified so they are more culturally sensitive to the culture of the samples. Thus, the modul developed by the researcher to great extent differs from that of UNESCO.

a. Planning

The modul consists of 4 moduls that consist of 5 parts. Part one is ice breaking that aims to create familiarity between the trainers and trainee. It is also meant to equalize the goals each participants wants to achieve. Part two of the modul aims to explore participants' reflection on gender values particularly those reside in their unconscious thought. Modul three aims t to explore society's belief on man and woman. This modul also aims to make participants aware the distinction between sex and gender. Modul four is designed in order to identify the possibility of role woman and man can perform in society. While the last modul consists of information on

gender sensitive education. It is expected that at the end of modul five, the participant will be aware of how to implement gender sensitive education in their teaching.

b. Execution and Evaluatin

Execution and evaluation phase is conducted simoultaneously. During the first activity, all participants actively follow the session with great enthusiam. The familiarity is created and the participants are also able to set the goals they want to achieve after the training.

In the second activity, participants are asked to draw a picture about a situation in mathemathic class. The picture they draw reflect gender belief they have. 12 people drew a picture where a mathematic teacher was man. Only one participant drew woman as mathematic teacher. Through further exploration, it is found that the picture reflect their unconscious belief on gender.

On the second day of the training, the participants again showed gender stereotype that lies in their society. For example when the researchers read the statement that womancan only work as long as she doesn't abandon her household jobs, most of the participant agree with the statement. They argue that basic task for on is to maintain the house. Other reasons they claim is that woman can only work as long as their husband give permission.

On the third day of the training, the participants were asked to identify whether there exists discrepancy between woman and man's role in the society. Almost all participants argued that they do not see such phenomenon. Perhaps it could be subscribed to the fact that most of them are working and middle class woman that they do not experinence such phenomenon. But,when datas are given to show numbers of woman being marginalized in the social life, they appearantly agree that this is more to sociological issue rather their own personal issue.

The last day of the training, the participants were given information on gender inequity in education and how to develop gender sensitive education. All participants agreed that there is a need to carry out gender sensitive education in their teaching process.

3. The Level Of Gender Sensitivity among Teachers at LAB School Kindergarten

After the training, the instrument was distributed again to the participants. The result is shown in the table below:

Table 2
Mean of Teachers' Gender Sensitive

No	Dimension I	Dimension II	Dimension III'	TOTAL
1	3	2.6	2.4	2.7
2	3	2.7	2.5	2.7
3	3.7	3.1	2.2	3
4	3	2.8	2.3	2.7
5	2.9	2.6	2.4	2.6
6	3.1	3.2	2.2	2.8
7	3.1	2.7	2.6	2.8
8	3	2.7	2.4	2.7
9	2.9	2.6	2.8	2.8
10	2.9	2.7	2.7	2.8
11	3.6	3.1	2.2	3
12	2.2	2.1	3.2	2.5
13	3	2.7	2.4	2.7
Total Mean				2.8

The result yielded mean for dimension I $X = 3$, dimension II $X = 2.7$ and dimension III $X = 2.5$. The mean for total items in the instrument is 2.8. The result also shows positive perception possessed by the teachers. They tend to agree with all the items in the instrument. The positive perception showed by the teachers can be influenced by various factors. One of the dominant factors that shape their perception is teachers' characteristics. Teacher characteristics such as sex, educational and socio-economic level according to Katz and Ksansnak (1994) are significant in influencing

their level of gender sensitivity. Most of teachers participated in this study are come from middle class background where gender issue is no longer a problem for them.

4. Pre-test and Post test Difference on the Level of Gender Sensitive

From Mann Whitney Test, it is found that the test value is 77.5 and this value is higher than the critical values which is 21, thus $77.5 > 21$. Hence, it shows that the null hypotheses was rejected and alternate hypotheses was accepted. By rejecting the null hypotheses, it shows that the score of post test is proven to be significantly higher than the score pre test. Thus, it shows that the modul is effective. This result confirms previous research on gender sensitive training. Research in Nepal at 1997 indicated that training on gender sensitive can increase training participants' level of gender sensitive (ADB, 2007).

Conclusion

Generally, this research has shown the effect on gender sensitive training modul to teachers' level of gender sensitive in LAB School UPI kindergarten. The research has also been succeed in developing the modul. In particular, the finding can be concluded as follows:

1. The level of gender sensitivity among the sample in the pre test is moderately good, particularly for the first and second dimension..
2. The modul developed consists of 4 modul i.e. icebreaking and reflection of gender value, society's reflection on woman and man's role, woman's multi role in society, and gender sensitive education. In general, all the teachers can follow the content of the modul.
3. The level of gender sensitivity among the sample in the post test is increasing several points as indicated by their mean score.
4. Using Mann Whitney Test, it is found that the post test score is significantly higher than the pre test score.

5. There is a need to add content of the modul, to make the model more children development oriented, and to add the time allocated for the training in order to make the modul more effective.

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