

Gender Awareness Effort Trough Family Literacy Training Using Children's Literature

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ABSTRACT

The role of families could be the foundation to build civilization that contributes to the quality of human resource, especially the family members. Through children literature, parents are expected to provide education on gender awareness and also to improve literacy. Family literacy aims to minimalize the stigma that limits the interconnection and knowledge between men and women. A literacy training is designed as an effort to improve family literacy and a gender awareness effort using children literature as the medium. The training involves several experts including literacy experts, children literature experts, and literacy activists. Using Zoom meeting, the training is held in 3 series to achieve maximum results. According to the results, the training participants state that the family literacy training has proceeded well and they expect a follow-up program related to family literacy.

Keywords: *Children literature, family literacy, gender awareness, literacy training.*

1. INTRODUCTION

Good family literacy skills influence the changes in the social conditions of family members. Hanoon (2012) stated that the power of family literacy is the first power in making a change. There are many things that can be applied in instilling family literacy. It can be started from parents' understanding about the importance of reading, science, the changing times, technology, and critical attitudes towards existing problems. According to Damaianti, Abidin, and Rahma (2020), in the concept of literacy, reading is defined as the effort to understand, use, reflect, and involve various types of text to achieve the goal of developing the knowledge and potential of a person as well as for them to participate in society. Therefore, reading as a family literacy activity is essential to get used to. To achieve this, family participation must be optimal.

Family participation in family literacy programs has many major influences on the development of other family members, such as developing higher educational expectations for their children. Family literacy awareness in society will greatly influence the people's perspective on life (Swain and Cara, 2017; Awla, 2018). It can also build critical thinking about education, economy, technology, and many others. This is in accordance with the opinion of Halimah, Sumiyadi, Mulyati, and Damaianti (2020) in which they state that critical

thinking is essential in life because it has the impact of positive changes in the social fabric of society. Therefore, various efforts are required to build and train critical thinking skill. One of them is through family literacy activity. However, family literacy has not become an awareness and culture applied in society. There are still many people who do not even know the substance of family literacy, hence it is not used as a way of life in society.

The public's indifference to family literacy causes more problems that fall within the scope of the family in various aspects. These aspects include 1) the aspect of education, there are still many people who think that education is not important, thereby not providing first education at home. This can be seen from the lack of public awareness in fostering interest in reading at home and parents' lack of awareness to provide high education for their children. 2) Aspect of technology, society should accept the development of the times from the aspects of technology that exist today. In this Kusnandar and Kurniawan (2019) case, families must be the informant filtering information from news contained in digital media. However, in reality, there are still many technologically inept people, while those who are already skilled tend to abuse and take advantage of the ignorance of ordinary people. According to Astuti and Rps (2018), it is also stated that digital media does not get supervision from parents due to the lack of guidance and family

knowledge in technology. 3) Aspect of gender, because there is still a stigma in families that limits the interconnection and knowledge between men and women.

In addition, there are some gender issues in families. Among them are the gaps in access to participation which lead to problems such as, 1) marginalization, and effort to limit education for girls. In this case, there are still parents with the mindset that girls do not need to receive higher education because these parents think that women only end up taking care of household matters. 2) Unilateral domination which causes one of the parties, whether husband or wife and parents or children, to feel discriminated against. 3) Access to participation in the rights to opinion. For example, there are still wives who do not have the courage to express their opinion to their husbands, because they consider the husband to be the only leader in the family.

Gender discrimination that occurs within the family scope is due to the absence of family literacy. Some families do not apply family literacy as a skill in order to receive, process, and apply gender education as important knowledge in family life. Haruna (2018), confirmed that low literacy skills can lead to gender bias because there is no effort to discover and develop gender-related insights. The non-fulfillment of gender insight has the potential to create a discriminatory society. It was also conveyed by Lubis (2018) that misunderstandings about gender resulted in many social inequalities. Therefore, it is important to create and build equality of gender roles, especially in the family environment.

Providing knowledge and assistance regarding family literacy to foster gender awareness in the family is very important as an effort to attain awareness. The results of the questionnaires to the community regarding family literacy training confirms that the community needed regular assistance to continue to improve the quality of family literacy. This knowledge and assistance cannot be provided in just a short time. In order to raise gender awareness so that it can be applied in the family, it needs to be done regularly. The importance of gender assistance and socialization was also expressed by Lase and Mita (2020) in their research stating that gender socialization must continue to be carried out regularly until the community really understands and can implement gender roles in everyday life. The importance of family literacy to spread public awareness regarding gender roles can foster fair behavior among family members.

As an effort to aid the community, the researchers will provide literacy education through *Program Pelatihan Literasi Keluarga Sebagai Upaya Penyadaran Gender* [Family Literacy Training Program as a Gender Awareness Effort]. In this case, family must be the main target to foster the importance of family literacy in an effort to minimize gender inequality. According to Yulianeta (2018; 2021), gender is not inherent, but it is

the role displayed by society to place women or men to feminine or masculine. The training program hopes to become a solid foundation for families to want to know, accept, and develop gender-related insights. Understanding gender equality in the family can provide a lot of justice for the role of the family. According to Yusiyaka and Safitri (2020), the resulting human resources will mature physically and psychosocially through gender-responsive parenting in family.

2. THEORETICAL FRAMEWORK

The theory used in this training program is the theory of family literacy, children's literature, and gender awareness in the family sphere. This framework refers to the theory on family literacy and gender-responsive family education learning materials (2014) by the Ministry of Education and Culture (2017-2018). Family literacy and gender awareness are two things that family members must understand. In family, understanding gender awareness can be started by fostering or practicing family literacy, because both of them contribute to a literate and gender-aware family life. The children's literature in this study is a tool to foster family literacy and encourage children to be able to read books in a sustainable manner and provide basic knowledge about gender awareness. This is because gender-aware knowledge can be obtained by the children reading children's literature books or other family members, such as fathers and mothers, providing the books.

2.1. Family Literacy

According to the Ministry of Education and Culture (2017), family literacy is an understanding of literacy as the ability to identify information needs as well as to seek, obtain, process, and re-inform information in the family environment. According to Kusnawan and Kurniawan (2018), the most basic concept of the family literacy movement is to build a good reading culture, so that families have an important task in building a good culture, namely a culture that is able to condition family members to be involved in good reading activities and continuation, so it will create family members who like to read. In family literacy, parents must be able to provide children with a solid foundation of language fluency and early literacy skills (Yulianeta, Damaianti, Amandangi, & Rahesi, 2020). Meanwhile, according to Wasik (2012), family literacy discourse discusses ways of discourse and dialogue that are carried out by parents so that they can affect children's language learning and literacy. Family literacy is included in oral and written communication, which includes family efforts to support the language acquisition and literacy development of children.

2.2. Gender Responsive Family Education

Gender awareness in the family sphere shows that there is openness between husband and wife in carrying out their duties, and there is a fair division of roles. The Ministry of Education and Culture (2014) explained that gender awareness in family can be seen from the following things; 1) there is a division of tasks and roles in the family, for example, in the division of tasks the wife serves as the manager of the household while the husband serves as the main breadwinner for the family; 2) Fathers and mothers cooperate in educating children, meeting the needs of children at the same time; 3) the family respects the rights and obligations of other family members, such as the right to have an opinion, get protection, and do not discriminate between boys and girls in terms of education, which means that boys and girls have the right to get the same educational services; 4) the creation of democracy in the family environment, such as every family member being fair to all family members without favoritism, doing household chores according to their role, family decisions do not always have to be the decisions of husband or wife; 5) gender-responsive children.

3. METHODOLOGY

The results achieved of this service program can be seen from the processing of the training participant's questionnaire. The questionnaires are presented in online form Google Form. This is adjusted to the need that the training participants are people who already understand information technology so that it is considered easier to fill out online questionnaires. The questionnaire contained responses from participants who took part in the family literacy training program with children's literature as a gender awareness effort. Its components consist of evaluation of the implementation of the training which was carried out for 3 series. The questionnaire is a closed questionnaire that consists of 7 closed questions. 6 closed questions using a scale of 1 to 5 to provide an assessment with 1 as highly unsuitable or not good, while 5 as highly suitable or very good. The last question is a "yes" or "no" question.

4. FINDINGS AND DISCUSSION

The following is the findings and discussion presented using diagram containing the responses of 62 training participants, as presented in Figure 1.

First, the participants' assessments regarding the time of the training. Based on diagram in Figure 1, it can be seen that 75.8% of the training participants gave an assessment score of 5, stating that the time of the training is highly suitable. The training was held on the weekend or Saturday, from 13.00 to 15.00 Western Indonesian Time. The timing of the training has been appropriated to the free time of the participants. Weekends at that time is



Figure 1. Participants' Assessment Regarding the Time of the Training.



Figure 2. Participants' Assessment Regarding the Suitability between the Theme and the Material.

deemed as appropriate for workers, homemakers, and students. 21% of the participants gave a score of 4, and 3.2% gave a score of 3. Next is the result of the participants' assessments in regard to the suitability of the theme with the material presented during the training. The result is presented in Figure 2.

Based on the diagram in Figure 2, it can be seen that 88.7% participants gave an assessment score of 5 or the criteria highly suitable. Therefore, it can be concluded that the speakers of the training presented a suitable material in appropriation with the theme. The main theme of this training is "Family Literacy Using Children's Literature as a Gender Awareness Effort".

Next, the themes of every series are as follows. Series 1 has the theme of "The Importance of Family Literacy". Series 2 has the theme of "Family Literacy and Gender Awareness". Series 3 has the theme of "Family Literacy and Children's Literature". Bases on these themes, Table 1 is a list of titles of the presented materials.

Table 1. Titles of the Materials

1	Building Literacy Culture in Family
2	Family Literacy Strategy for a Better Life
3	Family Literacy as a Gender Awareness Effort
4	Gender Awareness Education and the Importance of Gender Equality
5	Why (Should It Be) Children's Literature?
6	Family Literacy Creativity through Heart-to-Heart Stories



Figure 3 Participants' Assessment of the Speakers.

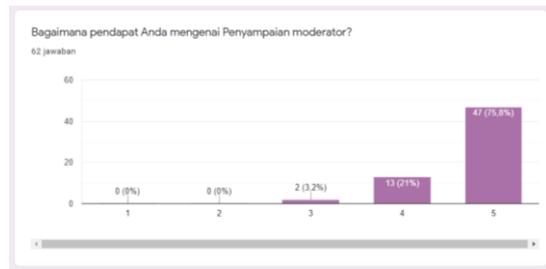


Figure 4 Participants' Assessment of the Moderators.

In addition, 6.5% of participants gave a score of 4, and 4.8% gave a score of 3. Based on the average assessment, it can be concluded that the speakers presented materials that are appropriate to the themes, both the series theme and the main theme.

Next is the participants' assessments regarding the speakers, as presented in Figure 3.

Based on the assessment diagram in Figure 3, it can be seen that 80.6% of participants gave an assessment of 5, categorized as very good. Most of the participants acknowledged that the competence of the speakers was appropriate in the field of science, especially in the presented material. The speakers also provide responses to any questions given by participants through the moderator. The assessment of participants in this program includes all components of the material, both in terms of knowledgeability and the delivery in the form of intonation, gestures, expressions, and so on. This assessment was given to 6 speakers from Universitas Pendidikan Indonesia, Universitas Negeri Semarang, and Universitas Negeri Yogyakarta. In addition, 17.7% of participants gave an assessment score of 4 and the other 1.6% gave an assessment score of 3.

Next is the responses of the participants regarding moderators on duty at the time of the program, as presented in Figure 4.

From Figure 4, it can be seen that 75.8% of participants gave an assessment score of 5, categorized as very good. Most of the participants acknowledge that the moderators are competent. The assessment includes all components of the moderator, especially in terms of appearance in the form of intonation, gestures, expressions, and so on, as well as the ability to guide the proceeding smoothly and in accordance with the allotted time. In addition, 21% of participants gave an assessment

score of 4 and the other 3.2% gave an assessment score of 3.

Next is the participants' assessment regarding the benefit of the program, as presented in Figure 5. Based on Figure 5, it can be seen that most of the participants, or as many as 88.7% stated that the family literacy training program was very beneficial for the participants. This benefit can be viewed in terms of knowledge and in terms of skills. The presentation of the materials by the speakers is useful for increasing knowledge, and it is hoped that the knowledge that has been obtained will then be applied by the participants in daily activities.

Especially in the good habits in the context of family literacy, being able to utilize various kinds of children's literature, and applying gender awareness in the family sphere. In addition, 9.7% of participants gave an assessment score of 4, and 1.6% gave an assessment score of 3.

Next is the participants' assessments regarding the overall composition of the training program, which can be viewed as a measure of the training program's success from the participants' perspective, as presented in Figure 6.

From Figure 6, It can be seen that most of the participants or as much as 88.1% gave an assessment score of 5. This means that this family literacy training program was very well organized from the participant's perspective. In addition, 11.3% of participants gave a score of 4, and 1.6% gave a score of 3.

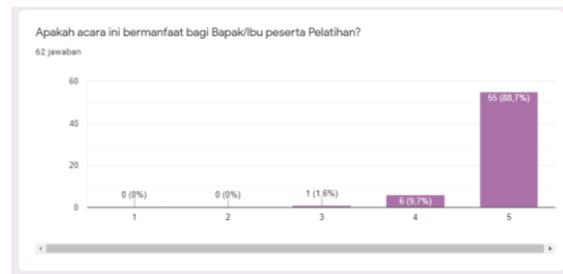


Figure 5 Participants' Assessments Regarding the Benefits of the Program.



Figure 6 Participants' Assessment Regarding the Overall Components of the Program.



Figure 7 Participants’ Interest in Other Training Program with Different Themes

Next is the participants’ responses regarding their interest in future similar program with different themes, as presented in Figure 7.

It can be seen that all participants expressed interest in other future programs with different themes or topics. Different themes or topics can be defined as a form of follow-up to the training program or other programs using the same concept carried out online. The implementation of online training is considered effective in attracting participants from various regions in Indonesia, because it is not limited by distance and time.

Based on the results above, it can be surmised that the training has been carried out with good results and received a good assessment from the participant. Some of the advantages of this training are as follows. 1) The program is carried out online so that it is possible for the wider community to take part in training activities. This program is not limited by space so that participants from all over Indonesia can join as participants. 2) The criteria for participants are not limited to certain requirements so that all levels of society can participate. 3) Enthusiastic participants follow the material activities. The participants of this training program come from various regions in Indonesia. In addition, most of the participants were students, as well as teachers and lecturers. Therefore, it can be seen that family literacy is an interesting topic for the community, especially people who have education.

5. CONCLUSION

The family literacy training program using children’s literature as a gender awareness effort have been well implemented. The achievement of the target is in line with expectations. The results show a positive response to the program. Training by providing insight into family literacy, children’s literature, and knowledge about gender can be accepted by the community. Although the training was conducted online, the participants remained enthusiastic during the series of events. From the program that has taken place, there are recommendations for follow-up programs, namely “Introduction to Multimedia Children’s Stories” and “Member Development through WhatsApp Groups” by continuing

to work together with literacy experts and the literacy community.

Family literacy training using children’s literature as a gender-aware effort provides motivation for the participants to express their opinion and criticize the inequality that occurs in society. It also tries to offer solutions to create a gender-aware society. Family literacy and gender awareness are things that can be done together as an educational effort for the community to create a better universe for men and women.

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