



The Exploring Gender Equity in Audiobook for Elementary School

Kisyani Laksono¹ Sjafiatal Mardliyah¹ Zulaikhah Abdullah¹
Ahmad Bayu Prastyo¹ Della Hauzaniah Hajidah¹ and Raras Tyasnurita²

¹ Universitas Negeri Surabaya, Indonesia

² Institut Teknologi Sepuluh Nopember Surabaya, Indonesia
kisyani@unesa.ac.id

Abstract. The independent curriculum books are interesting to observe. One of them is an audiobook. This study aims to identify gender equity in audiobooks for elementary schools, especially Bahasa Indonesia books for early grades. The method used is descriptive qualitative and quantitative. The data sources come from two audiobooks (subject matter Bahasa Indonesia) from elementary school (early grades: 1st grade and 2nd grade). The analysis uses gender equity instruments. In this case, there are two instruments used. The first instrument is related to the identification of male or female voices in the recording. The second instrument contains eight statements that need to be filled in according to the data in the audiobook. The results show that gender equity is reflected in 1st grade. The Audiobook of 2nd grade needs to pay more attention to gender equity. Audiobooks are very useful for practicing listening skills and helping children with special needs, especially blind children This is a kind of new textbook in Indonesian learning.

Keywords: First Keyword, Second Keyword, Third Keyword.

1 Introduction

Minister of Education and Culture Regulation 2016:008 states, among other things, [1] "the presentation of material in books must be arranged in an attractive, easy-to-understand way, has a high level of legibility, and fulfills positive values/norms that apply to society, including not containing elements of pornography, extremism, radicalism, violence, SARA, gender bias, and do not contain other deviation values." This argument shows that there is a global issue with gender equality. Sex is either specified or re-ordered.

The Independent curriculum, however, offers many works. Guidelines for the leveled book in Indonesia have been released by the Ministry of Education and Culture [2]. In connection with this, this research intends to identify gender equity in elementary-level audiobooks, particularly in Bahasa Indonesia audiobooks. This is crucial since gender mainstreaming should already have begun to be introduced and developed, giving kids solid gender insight notions from a young age. The documentation approach is applied in this situation. Information retrieved from <http://buku.kemdikbud.go.id/>

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katalog/buku-kurikulum-merdeka. data analysis for all postings using gender indicators. In this sense, the goal of this research is to identify gender equity.

1.1 Gender Equity

The ability to convey societal norms, information, and skills through education is the key to achieving gender justice in society. In other words, educational institutions serve as formal channels for socialization and the transmission of societal norms and values, particularly those related to gender. It is essential to work toward gender justice in educational settings and other spheres of social life from the beginning for this reason.

Gender may still be ascribed to superficial stereotypes. For example, guys are often encouraged to be dominant, assertive, brave, and powerful in order to be given leadership responsibilities, whereas girls are often encouraged to be submissive, courteous, and involved in less physically taxing jobs such as housework. domestic.

The division of labor is the product of a shared perception of women's and men's relative social status. There are a variety of settings where this occurs, the most common being the home and the public sphere[3].[4][5]. This is still a problem in Indonesian culture, making it difficult for women to fully realize their potential and establish their own identities.

Women tend to be portrayed in more stereotypical roles. Women are portrayed as those who take care of the home and its inhabitants by doing chores like cooking, washing, tending to children and spouses, and cleaning. On the contrary, men are often portrayed as authoritative characters who take charge of their personal and professional lives and are not afraid to express themselves in public. As far as I can tell, society as a whole and women in particular don't seem to notice this point of view [6].

From this, we may deduce that gender encompasses all that can be traded between the female and male forms, and that this nature can change through time and across social strata [5].

There are a lot of people doing research on gender equality. Gender concerns are reflected in textbooks even outside the domestic sphere [7]. Gender is addressed in Hong Kong's English elementary school textbooks [8]. The study uncovered the prevalence of female and male-specific vocabulary, as well as words with gender markers, personal adjectives, etc., in school textbooks. There are female mathematicians portrayed in German textbooks. Guidelines for the Implementation of Gender Mainstreaming in the Education Sector, Regulation of the Minister of National Education No. 84 of 2008, has been released by Indonesia.

A book may serve as a language in gender equality if it has characters that allude to (describe) gender in some way, whether via words, actions, or images. It's impossible to have a conversation on gender equality if no one in the book ever talks about or defines their gender.

1.2 Audio Books

A recording of a book or other work being read aloud is known as an audiobook (sometimes called a talking book). The term "una-bridged" is used to describe a reading of

the whole book, whereas "abridgment" is used to describe readings of shorter versions. Young people with specific needs, such as blind youngsters, may benefit greatly from listening to audiobooks, which are also great for honing listening skills.

2 Method

With a descriptive qualitative approach [10], counting becomes secondary to providing context for the narrative. The Bahasa Indonesia audiobook (two books) for Grade 1 and Grade 2 were listened to, downloaded, and printed as part of the documentation method of data collecting. There were 8 gender indicators included in the tabulation and analysis of the data [11, 12]. Thereafter, the information is organized to promote gender parity. At last, an interpretation is made in light of the study's aims. The more evidence of sexism in a book, the more likely it is to be sexist.

3 Discussion

3.1 Gender Equity from Recording

The recordings in the audiobook are divided into several parts. The three Indonesian audiobooks for the elementary level also consist of several recording parts. Below is a breakdown of the number of recordings in the audiobook.

Table 1. Count of Recording Men and Women's Voices

Heading level		Count of Recording	Man Voice	Women Voice
Books				
Bahasa	Indonesia	42	36	38
Grade 1 st				
Bahasa	Indonesia	47	37	37
Grade 2 nd				

In one part of the recording, there are male and female voices (dominant), there are only male voices, there are only female voices, but there are also those without sound (the recording is silent or blank). In terms of gender, the audio that contains male and female voices looks balanced. Even though in 1st Grade and 2nd Grade audiobooks, there are more female voices (2 points) than male voices. This shows that from a sound standpoint, these Indonesian language books for the elementary school level have mainstreamed gender

3.2 Gender Equity from Book Content

Eight indicators for gender equity and the tabulation are shown in the Table below.

Table 2. Gender Equity in Book

No	Indicator	1 st grade	2 nd Grade
1	Images and text including just women.	x	x
2	Men-only content (images, text, etc.).	x	x
3	We identified examples of male and female figures (in photographs) that are treated differently.	v	v
4	We discovered an inequity in the representation of male and female characters in the text.	x	v
5	We looked for images that portrayed women only (without males) in the roles of housewife, child caretaker, or submissive.	x	v
6	Words, phrases, and sentences were uncovered which refer to women's roles (without making any connection to men's duties) in the home, in games of safety, in servitude, or in fear.	x	v
7	Images depicting males exclusively (without reference to women) in the workplace or a game involving risk or bravery are prohibited by law.	v	v
8	We discovered some terms, phrases, and sentences that only refer to men's roles (with no mention of women's roles) in the workplace/game sector including difficulties/courage (as a law):	x	v
Amount		2	6

Table 4 shows that Book 1 has two indicators (from eight indicators) that refer to gender inequity. This shows that the 1st-grade book is gender-friendly. Any book for grade 2nd has six indicators that refer to gender inequity. This shows that the 2nd-grade book needs to pay more attention to gender equity.

Grade 1st Book Notes (248 pages).

Some of the pictures have paid attention to gender equity, for example, some of the pictures in the market show women and men (this is good because so far there has been an assumption that the market is a place for women to shop); girls and boys play ball together and dragons play together. There are also pictures of female police officers and female doctors (two professions that are usually identified with men).

It's just that there are still some pictures showing toy car sellers in the market surrounded by boys; boys in the room playing with cars and robots.

Grade 2nd Book Notes (224 pages).

Some of the pictures have paid attention to gender equity, for example, boys and girls playing together, playing sports together; There is a picture of a worktable which states that the father is in charge of cooking and washing dishes besides working, while the mother is washing clothes, ironing and cooking besides working.

It's just that there are still some pictures showing women in the domestic sector (cleaning kitchen utensils by hanging cloth napkins over their shoulders), while men watching them drinking; crying women, and boys playing in the rain; there are pictures of men doing *silat* 'martial arts' and there are also pictures of women doing *silat*; pictures of men playing ball, while women playing the violin or dancing. The cover image shows two children riding happily together and the two children are all girls.

Apart from that, there are also sentences such as "Mother is good at making food; The (brother) likes to play ... (filled with soccer) with his friends

4 Closing

Based on the goals that have been set and the analysis results, it can be seen from the two audiobooks (Bahasa Indonesia) in elementary school. Gender equity is reflected in Bahasa Indonesia Grade 1st. In terms of content, Bahasa Indonesia grade 2nd needs to pay more attention to gender equity.

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