

Development of Busy Book Media in Introducing Gender Roles to Children Aged 4-6 Years in Pangkalpinang City

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Abstract

This study aims to introduce gender roles to children using busy books. This study is a research and development study using the ADDIE method. The sample for this study consisted of 5 educators and 25 children in the city of Pangkalpinang. The educators planned the learning process quite well. Four methods were used, namely habituation, storytelling, and conversation. The media used was busy books. The changes in children's learning behavior included their ability to recognize the gender roles of boys and girls. The results of this study show that busy books are suitable for introducing children to gender roles.

Keywords: media; busy book; gender roles; children aged 4-6 years

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Introduction

Teaching children about gender roles can be implemented through various learning methods that require concrete learning activities oriented towards play. Gender issues are often discussed in all aspects of life, including Islamic education. The term gender refers not only to women but also to men. In reality, women are in a marginalized position, so most of the discussion here focuses on women's rights. Conversely, men are considered to be at a higher level in every aspect of life.

Hurlock (2007:172) reveals that the foundations for determining gender roles are laid in the first years of life. In line with Hurlock's opinion, Meece (2002:413) says that children have learned a lot about gender roles before they start school. Therefore, early childhood education needs to include learning about gender roles so that children can become fully aware of their self-concept as either boys or girls. The need to introduce gender roles to early childhood is closely related to the development and formation of children's behavior patterns and personalities in adulthood. Therefore, all accurate information related to gender roles should be instilled appropriately so that it can be stored in children's memories for a long time.

The introduction of gender roles should not only be taught to children in school but also at home. Parents are the people closest to their children, and they are always role models for their children, figures and personalities that will always be imitated by their children. (Arends, 2010) Teaching children is a task and obligation that must be carried out by educators so that parents' expectations can be realized. However, in practice, the task of educators to teach children about gender roles is difficult. As Hyde states in Santrock (2009:72), for years society has had strong gender biases and rigid views about the abilities of men and women, which prevent individuals from pursuing their interests and reaching their potential.

Education within the family environment has a very strong influence on the development of children's thinking processes, but the role of educators in early childhood education is also very important so that children's self-concept and personality can develop through learning about

gender roles. Rohman (2012:154) says that educators are role models and examples. Learning activities related to gender role recognition can be carried out by educators by applying methods and using learning media that are appropriate to the objectives to be achieved. The role of educators is very complex. In addition to being caregivers, role models, social workers, health maintainers, and examples, educators are also parents to children. Therefore, in efforts to introduce gender roles to children, educators are expected to have proper planning, mastery of learning methods, as well as preparation of learning media and learning evaluations that are appropriate and systematic in order to obtain the expected results.

Media plays an important role in learning activities, especially in early childhood education, considering that children think concretely at this early age. Therefore, based on reality is one of the principles of early childhood education, meaning that children can learn something according to reality. Media can be used by educators to provide information during learning activities so that the information conveyed can be absorbed or accepted by children optimally. This way, it is hoped that there will be behavioral changes, such as improvements in children's knowledge, attitudes, and skills.

This study focuses on gender role recognition, which aims to answer two questions: (1) How can busy books be developed to introduce gender roles to children aged 4-6 years in the city of Pangkalpinang? (2) How feasible are busy books in introducing gender roles to children aged 4-6 years in the city of Pangkalpinang? Santrock (2002:280) states that gender refers to the social dimension attached to a person's sex. Discussing gender cannot be separated from the terms gender identity and gender roles. Gender identity is a person's feeling of being male or female, which most children acquire by the age of 3. As stated by Papalia et al. (2001), gender identity is a person's awareness of their own gender and the gender of others, according to type, between the ages of 2 and 3. According to Papalia et al., gender roles are the behaviors, concerns, attitudes, skills, and considerations of social personality traits appropriate to males or females. Contrary to Papalia's opinion, Santrock says that gender roles are expectations of how a man or woman should think, act, and feel. Several factors influence children's gender development, such as hormones and heredity, social influences consisting of parenting patterns, psychoanalysis, peers, school and educators, and electronic media. In addition, there are also cognitive factors that can influence children's thinking about gender roles.

Gender roles are a concept used to identify differences between men and women in terms of their way of thinking, acting, and social personality. Gender in this sense identifies men and women from a non-biological perspective. Diana in Nilmayani is a fabric book containing sheets with various activities packaged in book form (Nilmayani, 2017). Busy Book is a fabric book consisting of various children's activities presented in a simple manner. In line with the above opinion, Lela Nur Laela said that the Busy Book contains simple activities for children to do, including mazes, puzzles, putting on socks, buttoning clothes, and so on (Nurlaela, 2018). Based on the above opinions, the researcher can conclude that the Busy Book is a colorful cloth book containing various simple activities for children.

Method

This research is a type of research and development (R&D). This research produced a Busy Book media for introducing gender roles to children aged 4-6 years. Developmental research is a process used in developing and validating educational products. The product was produced through a validation stage by several experts in their fields and product testing. Product testing was conducted to determine whether the Busy Book media developed was suitable for use in introducing gender roles to children aged 4-6 years. Product testing in the initial field trial was conducted in 1 class of group A and 2 classes of group B at the Tamasha Valaq Pangkalpinang Early Childhood Education Center. The product testing in the main field test was conducted on 1 class of group A and 1 class of group B at Al-Kindi Preschool, Griya Bermain Preschool, Jasmine Kids Preschool, and Babel Kids Kindergarten in Pangkalpinang. Product development is not used

in one field, but covers various fields, one of which is education. The research and development model produces new products or improves existing products. The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. The Analysis stage involves analyzing the situation and environment. The results are data on teacher needs and student needs, which determine what products should be developed.

The data collection techniques used in this study are: (1) Direct observation technique conducted on objects at the location where the events took place, so that the observer was in the same place as the objects being observed. The researcher used participant observation with data collection tools in the form of observation guidelines and field notes. (2) Unstructured interviews are a method of collecting research data in which the researcher determines the focus of the issue but does not provide alternative answers for the informants to choose from (Musfiqon 2012:118). The interviews were conducted face-to-face between the researcher as the interviewer and five educators in the city of Pangkalpinang. The researcher also interviewed the school principal to obtain additional information to enrich the research results. (3) Documentation technique is a method of collecting data through written records, especially archives and books containing opinions, theories, arguments/laws, and other matters related to the research problem (Nawawi 2007:141). The data analysis process in the field used the interactive model developed by Miles and Huberman. Data analysis consisted of three simultaneous activities: data reduction, data presentation, and conclusion drawing/verification (Miles and Huberman 1992: 16).

Results and Discussion

The following will discuss the results of observational studies, documentation, and interviews regarding gender role recognition using busy books.

Analysis Stage

In the needs analysis, the researcher first observed the school and observed how educators taught children and also observed the school, especially regarding the educational toys available at the school. Not only that, the researcher also interviewed educators about how they teach the six aspects of child development on a daily basis. Previously, the researcher also asked educators for their opinions on gender role learning in children and aspects of child development. Based on the results of the observations and interviews, the researcher created a busy book learning medium by referring to theory and in accordance with the KD KI for children aged 4-6 years according to national education standards. In introducing gender roles, educators said that the activities held by educators to introduce boys and girls through pictures did not really stimulate the children's enthusiasm, with only about 30% of children seriously participating in these activities. Based on this, learning resources that present something concrete and interesting are needed, as this will stimulate children in the learning process.

Design Stage

The creation of the busy book media, including expert validation to determine its suitability, took approximately two months, from June to August 2023. The design and specifications of the busy book media contain material introducing gender roles as learning media for early childhood. The busy book media was made using flannel fabric for the pages.



Figure 1 Required Tools and Materials



Figure 2 Media Design

Development Stage

During the development stage, researchers created a busy book as a medium for introducing gender roles to children, then sought input and suggestions from subject matter experts and media experts to provide advice or improvements and assessments of the busy book by filling out a busy book feasibility instrument sheet.



Figure 3
Media busy book

Material Validation

In this study, Mrs. Pebriyanasari, M.Pd and Mrs. Dilla Yunesti, M.Pd acted as subject matter experts. From the two validations that were carried out, an average score of 4.243 was obtained. The average score, which is quantitative data, will be converted into qualitative data containing categories, with reference to the existing table. Media Validation From the validation results, an

average score of 4.367 was obtained. The average score, which is quantitative data, will be converted into qualitative data containing categories, with reference to the existing table. The results of the media expert and material expert validations are 4.243 and 4.367, respectively. Both results fall into the "very good" category. It can be concluded that the validated busy book media is suitable for testing.

Implementation Stage

The revised product that has been declared feasible by the validator will then be tested. The implementation of this development research is limited to practical testing. The testing was conducted in five schools in the city of Pangkalpinang, namely Al-Kindi Preschool, Babel Kids Preschool, Griya Bermain Early Childhood Education Center, Jasmine Kids Early Childhood Education Center, and Tamasha Valaq Preschool. The sample used in this trial consisted of five educators, one educator from each school. The practicality test was conducted to determine the educators' response to the use of busy books as a learning medium for introducing gender roles to children aged 4-6 years.

Evaluation Stage

At the evaluation stage, researchers observed that busy books could be tested on a large group. If busy books were not yet suitable and did not demonstrate their purpose as a learning medium for introducing gender roles to children aged 4-6 years, then it would be the researcher's task to reconsider why busy books were not yet suitable and why this purpose had not yet been achieved. Based on the results of the feasibility test that has been conducted, the busy book learning media developed by the researcher is declared suitable for implementation in the next test, namely the large group test.

The media used for gender role recognition in learning at Al-Kindi Preschool Pangkalpinang is busy books. The busy book media used is in accordance with the characteristics, needs, interests, and learning objectives. This is in line with what Subana and Sunarti (2010: 323) stated. The objective of using busy book media in introducing gender roles through learning can be achieved if the pictures in the busy book media meet the following requirements: "1) Good, clear, attractive, and easy to understand. 2) Suitable for the learning material. 3) Correct and authentic, meaning they depict real situations. 4) Appropriate for the age/ability level of the students. 5) Although not absolutely necessary, the pictures should use attractive colors so that they appear more realistic and stimulate students' interest in observing them. 6) The size of the pictures should be proportional to the size of the objects they depict. 7) To make students more interested and understand the images, they should show people performing actions. 8) The selected images should contain pure values in social life." Based on the above explanation, the researcher introduced gender roles to children through busy books. After conducting large-scale trials, no improvements were made to the busy book product, and it was decided that no further revisions would be made. Therefore, the development of the busy book media has been completed, from assembling the books to conducting trials.

Conclusion

After the researchers conducted the research stages, the study entitled "Development of Busy Books in Introducing Gender Roles to Children Aged 4-6 Years in Pangkalpinang City" finally concluded that the development of busy books for children aged 4-6 years was categorized as very good. This conclusion was reached based on the results of the questionnaire scores, which were validated by media experts and subject matter experts, as well as the results of the recapitulation of gender role recognition abilities in children aged 4-6 years. For the busy book media, after the first stage of validation was carried out by two media expert validators and two material expert validators, the average results of each validation were found to be 4.367 (media experts) and 4.243 (material experts). Next, the second stage of validation was carried out, which had gone through

a revision stage before being validated again. The average results obtained from the second stage of validation were 4.872 (media experts) and 4.941 (material experts). From the average results of the second stage of validation, the product feasibility percentage was obtained, with a result of 97% for the media feasibility criterion and 99% for the material feasibility criterion. Furthermore, based on the trials that have been conducted, the average result was 3.21 in the small-scale trial. The percentage of children's responses reached 64% with a good criterion. And in the large-scale trial, the average result was 4.63. At this value, the percentage of children's responses reached 92% with a very good criterion.

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