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Gender Education Concept for Elementary Age Children

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ABSTRACT

Gender education is an effort to instill a sense of tolerance and tolerance in children from the start. This study attempts to analyze the concept of gender education for elementary age children. The formulation of the discussion of this research includes how to internalize the values of gender in children from a very early age, educate children about the urgency of gender and events about influencing factors. This study uses an approach to the literature study method. The data source and analysis of this research study use research material data obtained from SINTA or Google Scholar. The results of this study found that (1) efforts to internalize the value of gender behavior in children can be done through a sense of equality (without anything special or not special), giving children freedom (democracy), exemplifying tolerance and equality in children (exemplary), and respecting children. other people's feelings; (2) educating children through parenting regardless of gender, fostering children's self-confidence, appreciating children's positive traits, and facilitating children's development and skills; and (3) factors that influence gender development, namely biological, social and cognitive aspects.

ABSTRAK

Pendidikan gender merupakan upaya menanamkan rasa kesetaraan dan toleransi kepada anak sejak usia dasar. Penelitian ini berupaya menganalisa konsep pendidikan gender bagi anak usia dasar. Formulasi pembahasan penelitian ini meliputi bagaimana upaya menginternalisasikan nilai kesetaraan gender pada anak sejak dasar, mengedukasi anak tentang urgensi kesetaraan gender dan uraian tentang faktor yang mempengaruhi gender. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kepustakaan. Sumber data dan bahan analisa kajian penelitian ini menggunakan bahan data penelitian yang diperoleh dari SINTA atau Google Cendekia. Hasil penelitian ini menemukan bahwa (1) upaya internalisasi nilai kesetaraan gender pada anak dapat dilakukan melalui rasa setara (tanpa ada yang spesial atau tidak spesial), memberi anak kebebasan memilih (demokrasi), mencontohkan perilaku toleran dan setara pada anak (teladan), dan menghargai perasaan orang lain; (2) mengedukasi anak melalui pengasuhan tanpa berdasarkan jenis kelamin, menumbuhkan rasa percaya diri anak, mengapresiasi sifat positif anak, dan memfasilitasi perkembangan serta keterampilan anak; dan (3) faktor yang mempengaruhi perkembangan gender, yakni aspek biologis, sosial dan kognitif.

PRELIMINARY

Children is a term for individuals (regeneration) who need education and guidance from adults (parents, teachers, community). The child's needs are based on the aspect of debriefing the child in facing life in the future (Sejati, 2019). Furthermore, children are also given complete reinforcement in the form of intellectual, emotional, and spiritual intelligence. Thus, the preparation of superior human resources will be realized through the implementation of quality education since childhood.

Children's needs for quality education are generally classified into 3 (three) parts, namely religious studies, educational sciences, and social sciences. Religious knowledge is needed as a child's "spiritual intake" so that he becomes a person with God who is obedient to worship. Educational science is seen as

material that is needed to be "intellectual intake" for children. Social science is needed as a child's "emotional intake" (Assingkily & Hardiyati, 2019: 19-31).

Children's development is certainly different from adults (Prasetiawan, 2016: 50-60). For this reason, appropriate strategies and materials are needed for teaching children, so that they are in accordance with the stage of development of the child's age. Creativity and imagination at a child's age can be the target of parental stimulation. Children's hobbies and interests are also a benchmark for the creation of natural (natural) talents and skills. In turn, children have major and minor skills needed in the future (commonly called soft skills) (Suhendro, 2020: 133-140).

Reality in society shows that parents often dispute gender education at the age of their children. Parents send messages to children that color has a gender, work has a gender and so on. Call it, that the president or engineer is a "ration" of the male profession, football is a men's game, while women are cooking or beauty activities (Hermina, 2015).

This kind of treatment certainly clashes with the concept of gender education for children. Because children will limit themselves from things that are believed to be activities of the opposite sex, so they are embarrassed to do it (Zadugisti, 2009). In addition, girls will feel that they lose their independence and freedom as a result of gender mistreatment. Therefore, appropriate education for children related to gender is needed.

Responding to this phenomenon, the author tries to analyze the concept of gender education for children from elementary age. This is done as a form of belief that children's understanding of gender as early as possible will be a solution for the realization of an egalitarian, tolerant, and caring human being in the future. Furthermore, gender education instills the importance of the meaning of collaboration in global competition, so as to avoid apathy and hedonism in the younger generation. Furthermore, this research is summarized in the title, "*The Concept of Gender Education for Elementary Age Children*".

METHOD

This research uses a qualitative approach with a literature study method. The focus of the discussion is the concept of gender education for elementary age children, in terms of internalization efforts, education, and the factors that influence gender education for children. Sources of data and study analysis materials were obtained from searches on credible pages such as SINTA and Google Scholar. The reference sources in question include scientific articles, books, proceedings and final assignments (thesis/thesis/dissertation). Finally, the validity of the data was also tested using scientific reference materials (Assingkily, 2021).

FINDINGS AND DISCUSSION

Gender education is an important material needed for child development. In this context, the researcher describes it in 3 (three) parts, including internalization efforts, education, and a description of the factors that influence it. Further, it is explained in the following sub-headings:

INTERNALIZATION OF GENDER EQUALITY VALUE IN PRIORAGE AGE CHILDREN All Children Equal (No Discrimination)

Children are divine gifts that are rich in their respective potentials. That is, every child is special and has a different uniqueness (Rahman, 2015: 234-255). Likewise, every child needs the same treatment, without being discriminated against (act of discrimination) (Yusiyaka & Safitri, 2020: 232). Thus, children will grow up as individuals who believe in their potential and look at others as equals, so that there are no degrading differences between individuals regarding race, ethnicity, skin, nation and religion.

The expression of separation between boys and girls is often used by parents or educators in schools. For example, jobs as pilots, presidents, engineers are assigned to boys, while women deserve to work in the field of beauty, teacher, or chef (cooking). In addition, related to color is also classified as a difference, where pink (pink) is a female marker while blue or red is a male marker (Efendy, 2014: 142-165). This habit of grouping between sexes makes children feel very different and do not want to cooperate or clash with the opposite sex.

Grouping of children is also carried out in game activities, such as playing with dolls, dancing or cooking are women's activities, while playing football is a men's activity (Kurnia, 2019: 501-510). Even though nowadays reality proves that dancing or cooking is also done by boys in general (performing in front of the public), on the other hand women also have their own world football game event. This shows

that all children are equal and should not be discriminated against (differentiated) (Werdiningsih, 2020: 1-16).

In fact, the differences between the sexes certainly exist, and have become information between individuals. However, the problem is the effort to discriminate between the sexes, thus limiting the activities of men or women. Furthermore, several ethnic groups in Indonesia even differentiate between career levels and gender-based child recognition. Where, the son as the successor of the “family line” is respected and valued more than the girl, even though both have the same rights in the family (Roziqoh & Suparno, 2014: 86-100).

Based on the description above, it is understood that every child has the same rights (no discrimination). Privileges exist in every child with various potentials, so they deserve the same treatment. Efforts to view children in an egalitarian (equal/equal) way will foster mutual respect in children for existing differences, and appreciate children for growing and developing according to their potential. Thus, gender education from the beginning in children helps children to develop independently as tolerant and appreciative human beings.

Freedom of Choice (Democracy)

Democratic education is the dream of every child. How come? In the process, children feel valued and given space to express their opinions. Likewise, children are still taught the values of politeness towards older people. The democratic attitude that is imprinted on the child also makes the child sensitive to the social environment. Children are concerned about the difficulties that befall friends (others) (Prastiyani, 2017: 69-88).

Efforts to provide opportunities for children are the main factor in implementing follow-up actions on children. Because, if a child is given a punishment as a form of reprimand or a deterrent effect so as not to do something without prior consideration, then the child will feel tortured so that they fight against their parents. Vice versa, if the child is given appreciation without any previous struggle or sacrifice, the child will be spoiled and lazy to try. For this reason, the initial opportunity in an effort to give children an understanding of the impact of their actions is to create a fair play attitude in children.

The reality in society, children are often given a gender classification of games. This is because children are often taught that certain games have a gender (specifically specific to a certain gender). In fact, the game can be used by every child, for entertainment purposes. In fact, through play, children will be free to express, imagine and be creative according to their potential. Thus, the role of parents and teachers is very much needed in internalizing democratic values in children, so that in every activity children do it wholeheartedly, and are responsible for their performance.

Tolerance and Respect for Others

Children are a part unit in the wider community. The presence of children shows the importance of adaptive and innovative treatment for regeneration. In addition, children are also a reflection of the quality of the future society. The quality of education provided to children will reflect the quality of a nation's human resources (Sa'i, 2015: 118-138). Therefore, ensuring the quality of education for children is the responsibility of teachers, parents, and the community.

The social life of children is influenced by the engineering of the surrounding environment. Every education received by the child will be a provision for the formation of the child's personality, spirituality, emotional and intellectual. For this reason, the attitude of limiting socializing should be avoided by parents, so that children can get association from various groups which of course have their own uniqueness and characteristics (Putra, 2014: 327-344).

Usually, children like to hang out with the same sex for games that are considered gendered, such as football, volleyball, and other types of games. However, this kind of treatment will block the game between genders, so that boys and girls are reluctant to play together. Furthermore, the assumption in learning is also often classified, where girls are considered more capable in learning mathematics while boys master social science. This kind of assumption must certainly be avoided in children, so that children have a sense of self-confidence and view equality to learn skills (Ampera, 2012: 229-246).

Based on the description above, it is understood that tolerance and respect for others are important characters to be internalized to children from an early age. In this effort, parents must be able to provide opportunities to associate or socialize with children with the surrounding community and

peers, so that children are able to develop themselves independently and know the character of the people around them well. Thus, gender education for children from an early age is very useful for internalizing the value of tolerance and respect for others.

EDUCATION OF CHILDREN ABOUT THE VALUE OF GENDER EQUALITY

The family is the first “informal institution” for children's education. The smallest unit of a nation called the family is also a place for children to acquire knowledge. Usually, parents educate their children regarding religious knowledge (rituals and spiritual attitudes) and social life (knowledge insight and emotional readiness). This shows the great role of parents in educating children about the values needed for the future (Hasan, 2019: 46-69).

The values that are important for parents to educate their children from an early age are about gender equality. Through the value of gender equality, children will grow up with a tolerant spirit and respect for others. Furthermore, the researcher describes 4 (four) points related to the education given to children about gender equality.

Parenting Regardless of Gender

Gender is the nature of humanity, including men and women. Ideally, parenting patterns are not based on gender (gender). Gender itself includes the nature, behavior, roles, responsibilities, and duties (profession/job) between men and women. In addition to biological factors, gender is also determined by society, prevailing norms, parenting patterns and the media that influence parenting. It shows parenting regardless of gender (Wiyani, 2017: 327-350).

The introduction of gender issues will affect a child's self-concept, to determine his identity as male or female. Meanwhile, gender is the difference in biological reproduction of a child. For example, giving birth and breastfeeding can only be done by women because they have been blessed with them since birth (Wibowo, 2010). In this context, the role of parents to be able to educate children according to the correct values is very necessary.

Gender stereotypes can limit children's roles in such a way. Until finally the role affects their individual interests and abilities in the future. For example, women cannot become soccer athletes due to gender stereotypes that think football is a game for men. The main step for parents is to become more aware and knowledgeable about gender roles, and to become more considerate in conveying messages to children.

Growing Children's Confidence

Self-confidence is the main capital for children in developing self-skills and socializing with the surrounding community (Ulya, 2018: 11-32). Children's need for self-confidence is very high, where independence and freedom of expression make children have strong intrinsic motivation since elementary age. Furthermore, the growth of self-confidence in children will lead children to the view that every individual has privileges that must be supported since childhood.

Children have the potential to do positive and negative. The child's ability to optimize good (positive) actions and avoid bad (negative) actions requires direction or guidance from parents. In this context, parents should appreciate the good behavior of children and reward them for bad deeds. Here lies the balanced and democratic role of parents in educating children's behavior (Jatiningsih, *et.al.*, 2021: 147-157).

Self-development in children from an early age will help children to be skilled in certain fields. The child's expertise in a field will lead the child to a job or profession that he is interested in. In this context, parents must educate children that work has no gender, so that children dare to dream and realize their goals according to their interests and talents. Efforts to foster children about gender also include providing developmental facilities and skills for children from a basic age (Rahayu & Wigna, 2010).

Based on the description above, it is understood that the potential of children is unique and must be developed effectively. The role of teachers and parents is very central in guiding children related to fostering a sense of self-confidence as an effort to educate gender equality. Thus, it is understood that efforts to educate children about gender equality through instilling self-confidence can be carried out by appreciating children's positive actions and providing development facilities for children's skills.

FACTORS AFFECTING GENDER DEVELOPMENT

There are three things that affect gender development, namely biological, social, and cognitive influences (Utami & Yonanda, 2020: 144-149). First, biological influence is understood through the biological factors of heredity. Second, social influence is understood through the factors that arise from the interaction between a child and his environment, both in the family, culture, community, media and school. Third, cognitive influence which is understood that the gender division of children occurs after children think that they are male or female, after they consistently realize that they are male or female by choosing activities, objects, and attitudes that are consistent with this label.

After knowing the classification, we can conclude that the family influence is classified as a social influence on gender. Discussing social roles cannot be separated from the interaction of individuals with individuals, individuals and with society, individuals with culture, individuals with schools, and individuals with the media. The role of parents in gender development is an important beginning in a community because it is the smallest and closest sphere in an interpersonal relationship. This role will be a pattern that shapes the character of an individual towards the development of his gender. The behavior of parents towards their children will be an identity construction that is recorded in a child.

CONCLUSION

Based on the description above, it can be concluded that first, efforts to internalize the value of gender equality in children can be done through a sense of equality (without anything special or not special), giving children freedom of choice (democracy), exemplifying tolerant and equal behavior in children (exemplary), and respect the feelings of others. Second, educating children through parenting regardless of gender, fostering children's self-confidence, appreciating children's positive traits, and facilitating children's development and skills, and thirdly, factors that influence gender development, namely biological, social and cognitive aspects.

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