

## DEVELOPMENT OF MEDIA BASED ON GENDER AWARENESS AMONG ELEMENTARY SCHOOL STUDENTS

Agus Wahyudi<sup>1)\*</sup>,

<sup>1)</sup>Universitas Nahdlatul Ulama Surabaya, Indonesia

\*Corresponding Author, E-mail : [aguswahyudi@unusa.ac.id](mailto:aguswahyudi@unusa.ac.id)

### ABSTRACT

**Background.** Gender education in education circles often tends to be neglected by parents and the community. This happens because the community does not realize how important gender-awareness-based education is for children at the elementary education level as a provision for children to know their identity when they are adults.

**Research Purpose.** The purpose of this study is to create gender-awareness-based learning media that can be integrated with learning in elementary school educational institutions and carried out with the help of parents.

**Research Method.** Researchers use the Research and Development development research model with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The data analysis technique for this study comes from data from instrument validation results, namely descriptive data from material, language, media, and media implementation experts.

**Findings.** The findings in this study are that interactive edutainment media is feasible and contains an introduction to gender identity. In addition, the introduction of gender insight that is intended to be developed for elementary school students through this book is an understanding of the biological function of sex, body parts, introduction to genitals, and gender roles.

**Conclusion.** Gender education in education circles often tends to be neglected by parents and the community. This happens because the community does not realize how important gender-awareness-based education is for children at the elementary education level as a provision for children to know their identity when they are adults.

**Keywords:** ADDIE model, Gender Awareness, Elementary School, Media.

### BACKGROUND

Gender education in educational circles often tends to be neglected by parents and society. This happens because society does not realize how important gender awareness-based education is for children at the basic education level as a means for children to know their identity when they grow up [1]. The concept of gender provides an understanding of the differences between men and women from social and cultural aspects. So, it can be said that gender is a biological and non-biological perspective [2]. Based on preliminary research conducted by researchers, the results showed that understanding gender had not been carried out properly. This is motivated by society's perception that introducing gender identity in early childhood is a taboo matter. This is in contrast to what Kohlberg stated regarding the theory of gender learning in early childhood that forming gender identity requires an understanding of gender constancy [3]. Introduction to gender identity should be done from an early age. This is important because it influences a child's self-concept as male or female, which determines the child's gender identity.

The formation of self-identity in children influences the child's personality and behavior as an adult, so introducing gender identity must be done appropriately because it

will be stored in the child's long-term memory [4]. The concept of gender identity is an individual's identification of their gender differences. Based on the opinion of Papalia, Olds & Feldman that gender identity is awareness of their gender in the social environment [5], Berk expresses their attitudes and behavior based on their gender [6]. Parents play an important role in establishing gender identity regarding differences in the treatment of boys and girls which will have an impact on the child's growth and development and influence the concept of gender at a later age [2]. Therefore, the opinions above mutually support and complement the concept of gender that is understood by each individual, starting from identifying gender differences, defining gender awareness, and determining individual attitudes and behavior by their respective gender identities. At the age of 7 years there is a communication style, participation in different activities, but often playing with the same people [7].

Based on field findings in one of the schools in the Driyorejo Gresik area, it was found that several children asked questions regarding gender construction, such as the differences between girls and boys, regarding clothing, physique, roles, and functions in everyday life. The results of observations in the field found that educators tend to ignore gender learning for young children. This can be seen from the way educators respond to students' questions regarding the concept of gender, they are not given proper explanations and often use figurative language to indicate sexual identity such as genitals or other body parts. The existence of stereotypes perceived taboos and hesitation in providing gender-based sexual education to children creates opportunities for sexual harassment in children because children are not given a correct understanding of private areas that other people should not touch. Learning gender roles and understanding at the primary education age influences the way children see, assess, and position themselves and others, as a means of providing gender insight in primary education [8].

Based on basic learning principles, it is carried out by playing while learning using educational media. Based on the results of field studies, the learning media used as a means of introducing gender concepts still uses visual media in the form of non-interactive storybooks. Parents or educators use books as a means of telling stories in introducing gender concepts, this makes children bored in the learning process of introducing gender education. Learning media plays an important role in facilitating the learning process, increasing the effectiveness of the learning process, building relevance of subject matter and learning objectives, and providing student motivation in learning [9]. Based on this, interactive learning media is needed to motivate children to understand learning content [10].

Storytelling is one of the methods used in elementary school students' learning, one of the methods used is telling stories. This method aims to stimulate the development of receptive and expressive language so that children can capture messages in learning content and can express their opinions and ideas after children listen to the stories presented [11]. Based on observations in the field, children tend to feel bored with stories read by educators or adults around them because the techniques used are not interactive, children are only passive listeners. Because interactive media is needed in storytelling activities for elementary school students [12]. Based on the identification results above, the researcher developed an interactive storytelling book media to introduce gender identity to young children through the lift-the-flap book media. The lift-the-flap book is a type of interactive book that is designed by adding the lift-close concept. When the lift the flap section of the book is opened it can provide a surprise of information to the reader. This was confirmed by previous researchers who examined the book *Lift the Flap* by Nugrahani, namely the feasibility test analysis in this development research, getting results of 86.6% for material expert validation (very feasible with revision) and 70% for media expert validation (feasible

with revision). Meanwhile, the results of the feasibility test in the two classes were 87.5%, which is very good. So it can be concluded that the lift-the-flap flannel book is suitable for use as a learning medium at the research location [13]. This became the basis for researchers to develop a product in the form of a lift-the-flap book using the same book design concept but featuring content that is appropriate to the topic of this research.

Based on the discussion above, researchers are interested in developing media for introducing gender identity through the interactive book *Lift the Flap* for elementary school students. The introduction of the concept of gender to elementary school students is one of the concepts that must be given to children from an early age as a foundation for introducing self-concept to children which will influence the next stage of development. The use of *the lift-the-flap* book is expected to be able to provide play activities while learning to introduce gender concepts to young children because of the characteristics of this media which can attract children's interest through pictures and writing that can be opened and closed. Through the use of the book *Lift the Flap*, gender education learning content can be presented interestingly.

## RESEARCH METHOD

This research method is research and development (R&D Research). In this research activity, the lift-the-flap book product was developed which aims to introduce gender identity to young children. The data collection and development instrument are in the form of a questionnaire containing statements related to assessing the feasibility of the lift-the-flap book media product, adapted from the feasibility table of several relevant educational studies. Product feasibility is obtained based on instruments that have been validated by experts. The media development step in this research is to use the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model [14]. This research was carried out at the Driyorejo Gresik Islamic Elementary School with 22 participants.



**Figure 1. Stages of Product Development Adaptation of the ADDIE Model**

In the ADDIE model, the stages of research activities include; **1. Analysis**, this stage consists of several steps, 1) analysis of the needs of students and educators, 2) Determination of learning objectives, 3) determination of resources and targets, target characteristics, and

4) analysis of how to properly convey the targets that have been determined.

Next stages; **2. Design**, at this stage the identification of learning objectives begins, starting from the methods used during product development, designing the material that will become the content of the product in the form of a storyboard, suitability of the product being developed with the target characteristics, and selecting tools and materials to be used from the start of manufacture. to completion of product development. **3. Development**, at this stage, the developer creates content that will be developed. This content includes all lessons related to characters, illustration models to be used, coloring, and layout. This stage also produces real output that is used in research to obtain necessary corrections before implementing learning media. **4. Implementation**, at this stage is the realization of the previous stage. Product implementation is carried out by providing material through learning media to the learning objectives to be achieved. This implementation is carried out during the learning process by the teacher. **5. Evaluation**, this stage is the final stage, namely evaluating the learning media that has been developed. Viewed from the achievement of learning objectives, efficiency, technical problems that hinder learning, and new opportunities identified during the implementation phase.

Products that have been designed are then subjected to expertise testing which aims to validate the product. Product testing was carried out by 3 experts, namely media experts, material experts, and language experts. Expertise test criteria for products developed based on criteria; language, media, and content in the Lift the Flap book product developed. At the implementation stage of the product design, it was implemented for children aged 4-6 years in 2 different classes, grades 2 and 3 of elementary school. The final stage, namely the evaluation stage, is carried out through interviews, observation, documentation, and questionnaires given to educators.

## FINDINGS



The development of learning media in the form of the lift-the-flap book to introduce gender concepts to elementary school students was carried out based on the five stages of the ADDIE development model. For the introduction of gender identity in placing one's self-concept in the community through learning media in the form of the lift-the-flap book which is effective and suitable to be given to young children. The following are the results obtained based on the five stages of the ADDIE model.




At the analysis stage, researchers carried out qualitative research activities which aimed to obtain analysis at the research location regarding the implementation of gender learning in elementary school children. Based on field findings, gender introduction was carried out using storytelling and lecture methods using book media. The explanation given by the educator uses figurative language, which is not actual, for example, the male genitalia does not mention the penis, but uses the term bird. At the level of sexuality, it begins with an introduction to the female genitalia, not using the term vagina, only mentioning the genitals. From the analysis in the field, the researcher formulated the problem, namely the lack of understanding of young children regarding gender construction and the learning media used is one-way, educators explain, that students listen so that learning is not interactive and attracts children's attention to learn to recognize the differences between sex and gender.





The planning or design in the lift-the-flap book is to introduce gender identity through a book with an open and closed effect. Then the researcher formulated a book scenario script involving the characters and environment around the child and the design was



developed to be attractive according to the child's characteristics. Making media sketches with the help of the Clip Studio Paint application includes initial sketches, coloring, gradations, letter styles, and background finishing. In the book, there are 13 lift-the-flap pages with different lift-the-flap patterns according to the picture. Each page of the lift-the-flap book has an indicator objective according to the indicators in Table 1.

**TABLE 1. Visualization and The Meaning of The Lift-The-Flap  
Based on Gender and Sex**

VISUALIZATION	INFORMATION
	<p>The cover of the lift-the-flap book entitled "<b>Knowing My Identity</b>" displays a bright sky background with a green expanse and elements of boys and girls. These illustrations can illustrate the contents of the book and make children interested in opening it by looking at the book cover.</p>
	<ul style="list-style-type: none"> <li>• Introduction to characters in books so that children can easily recognize the differences between characters.</li> <li>• male and female characters</li> <li>• The lift-the-flap part lifts the flap. The names of the boys and girls are Adit and Difa</li> <li>• This section explains about myself/I am...</li> <li>• This page does not use lift the flap/ window</li> <li>• This page contains character introductions and explanations about me, namely...</li> </ul>

	<ul style="list-style-type: none"> <li>• The introduction of body parts at the beginning of a sentence invites you to like this visualization.</li> <li>• Introduction to the shape and names of human body parts</li> <li>• In The window / lift the flap section, in each picture of a body part being lifted, there is a simple word, the name of that body member, for example: in the picture of an eye being opened, the window has the word eye. This illustration is one page.</li> </ul>
	<ul style="list-style-type: none"> <li>• Illustrations Like these visuals</li> <li>• The window chart or lift-the-flap is that every part of the body that cannot be touched has a cross symbol</li> <li>• So when opened or lifted, there is a picture and writing of the name of the body part. For example, when the cross symbol is opened, there is a picture of the buttocks and the writing</li> </ul>
	<ul style="list-style-type: none"> <li>• Likewise, parts that can be touched with images and symbols such as the visualization described</li> </ul>

	<ul style="list-style-type: none"> <li>• Illustrations Like these visuals</li> <li>• The window or lift-the-flap is found in the cupboard</li> <li>• After opening the cupboard there were pictures of clothes worn by men</li> </ul>
	<ul style="list-style-type: none"> <li>• Illustrations Like these visuals</li> <li>• The window or lift-the-flap is found in the cupboard</li> <li>• After opening the cupboard there are pictures of the clothes worn by women</li> </ul>
 <p>ayo memasangkan pakaian</p>	<ul style="list-style-type: none"> <li>• The lift-the-flap section is part of the clothing element that is pulled according to the position of each clothing item</li> <li>• Example of a hijab being pulled over a girl's head</li> </ul>
 <p>ciri-ciri aku perempuan</p> <p>ciri-ciri aku laki-laki</p>	<ul style="list-style-type: none"> <li>• Feminine in nature</li> <li>• Wearing the hijab</li> <li>• Wearing a skirt</li> <li>• Wear long sleeves</li> <li>• Beautiful</li> <li>• Masculine in nature</li> <li>• Handsome</li> <li>• Short haired</li> <li>• Wearing pants</li> <li>• Wear a hat or cap</li> </ul>

	<ul style="list-style-type: none"> <li>• Illustration Like the picture</li> <li>• The window or lift the flap is in the purple part and then behind it there is information related to the private parts, namely pictures and text sentences</li> <li>• The window or lift the flap is on the white part and then behind it, there is information related to the private parts, namely pictures and text sentences</li> <li>• This section is made into 1 page</li> </ul>
	<ul style="list-style-type: none"> <li>• Illustration Like the picture</li> <li>• The part of the window where the child's picture is opened has a picture of a mother and the boy's side has a picture of a father.</li> </ul>

Researchers developed the lift-the-flap book in two steps, namely: 1) the preparation stage for the lift-the-flap book and 2) the validation test stage. In the preparation stage, the book lift-the-flap was developed in print media. The type of paper used is Art Cartoon 310gr on the cover and 260gr on the contents with a size of 19 cm x 19 cm per sheet. The lift-the-flap book has 13 pages with each page applying a different lift-the-flap technique to give the reader a different surprise when they open it. Setting the image pattern for the lift-the-flap application using the Adobe Photoshop application. The formats produced by this application are \*.jpeg and \*.jpg.

Then the illustrations and characters are printed separately because in making the lift the flap it takes effort to cut the image pattern, considering its size. Once all the patterns are cut, they are assembled by applying a specified type of lift-the-flap to each page. Each sheet is given a thickness of around 0.3 cm to make it easier for readers to turn the book page to the next page. After developing the product to the finished product, validation tests are then



carried out by media, material, and language experts. The following are the results of the validation assessment by experts:

**Table 2. Validation Assessment by Material Experts for the Lift-The-Flap Book**

No.	Content	Score	Max Score	Percentage	Criteria
1	Gender	12	15	80%	SB
2	Limb	8	10	80%	SB
3	Clothes	13	25	52%	C
4	Private parts	8	10	80%	SB
5	Gender Roles	8	10	80%	SB
	TOTAL	49	70	70%	B

**Table 3. Validation Assessment by Linguists of the Lift-The-Flap Book**

No.	Assessment Aspects	Score	Max Score	Percentage	Criteria
1	Language Presentation	17	25	68%	B
2	Language Layout	11	25	73.33%	SB
3	Simplicity of language	13	15	66.66%	C
	Total	41	65	63%	B

**Table 4. Validation Assessment by Media Experts for the Lift-The-Flap Book**

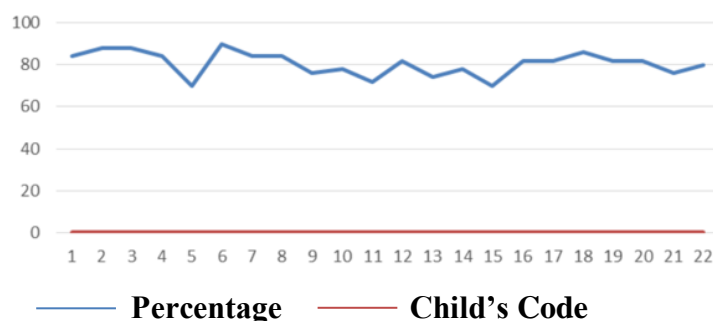
No	Assessment Aspects	Score	Max Score	Percentage	Criteria
1	Multifunction	8	10	80%	SB
2	Safe	5	5	100%	SB
3	Creativity	13	15	86%	SB
4	Suitability	13	15	86%	SB
5	Use	4	5	80%	SB
	Total	43	50	86%	SB

Based on the validation results determined based on Tables 4, 5, and 6, the material expert validation results show an overall score of 49 out of a maximum of 70 points with a percentage of 70%, indicating good criteria. Based on the language validation results, it has a total of 41 points with a maximum score of 65 and an ideal percentage of 63%, indicating good criteria. Based on the validation results from media experts, a total score of 43 out of a maximum of 50 points was obtained with an index of 86% which corresponds to the "very good" criteria. In development, product versions are created according to expert test input. Repairs will be made for invalid products. After the product is declared valid, the next step is implementation.

The implementation stage is carried out using the teacher's storytelling method, then giving the children the opportunity to play the lift-the-flap part to receive the surprise information behind it and finally recalling to find out the extent of the children's

understanding regarding the topic presented. After validation was carried out by media experts, and material and language experts, the media was then implemented by implementing the media with students at the Islamic Elementary School, Driyorejo District with 22 participants.

Implementation Results in Class 2



Graphics 1. Knowledge of Childs After Implementation

Based on the results of the media implementation carried out, the percentages obtained were 81.63% and 79.45% with the criteria "Very Good and Good". Therefore, it can be said that the learning media that introduces gender identity through the lift-the-flap book is suitable for use in learning.

## DISCUSSIONS

The concept of gender is closely related to sex, men and women, nature and culture. the process of gender type development or gender role acquisition in children is the result of children's gradual learning of the contents of their culture's gender schema [15]. According to Shepherd-Look, children will go through three stages in gender development, namely: a. development of self-beliefs about gender identity. b. development of attitudes about desired gender and gender privileges. c. the development of gender determination, namely the biological, permanent, and unchangeable determination of gender beliefs [16]. The research activities carried out through the development of lift-the-flap book media discussed gender concepts including; understanding gender, clothing, private parts, and gender roles according to gender. This is fundamental to Lawrence Kohlberg's concept, emphasizing the importance of the development of gender roles of understanding what it is to be a man and a woman. Kohlberg explains three stages of gender role development in children, first children learn their own identity – for example, "I am a boy" –, then gender stability – "I will always be a boy and I will grow up to be a man" –, and finally gender determination – "Even if I wear a dress, I am still a boy." This occurs when the child is six years old [17].

The gender concept built through this research is 1) children's understanding of the biological function of sex, the biological function of sex is to connect them with different activities and social sanctions [18]. Apart from this, the biological function of gender is one of the first labels they learn about themselves. By the time they are in preschool, children have attitudes and stereotypes about how girls and boys should look, think, and behave [19]. Gender shapes how parents, teachers, and peers interact with each child. Based on this theory, this research provides an understanding of the biological function of gender by categorizing physical characteristics and naming gender. 2) body parts, in the early childhood education learning material the theme of me with the sub-theme of my body includes an introduction to the parts of the human body [20]. The human body functions to

fulfill needs in daily activities and consists of many parts that come together to form a harmonious whole. From head to toe, the human body has many parts that have different functions with their respective biological advantages and disadvantages [21].

In this study, the introduction of body parts in early childhood starts from the head (hair, eyes, nose, ears, and mouth), upper body (shoulders, chest, and stomach), lower body (buttocks and genitals), and hands (arms). and fingers), and parts of the legs (knees and feet). 3) intimate parts, in the introduction of gender identity, one of which is the habit of covering the private parts and explaining its boundaries [22]. In QS. An-Nur verses 30-31, that Allah commands men and women to take care of their private parts properly and by Islamic law. In general, the order to cover the intimate parts is an obligation for the mukallaf marked by the arrival of the aqil and puberty periods. Meanwhile, young children, do not yet have the demands and obligations to cover their private parts [23]. Imam Hanafi believes that children who are more than 4 years old have their private parts considered to be adults, but children under 4 years old do not have private parts but are not permitted to touch their private parts. Imam Maliki's opinion is that there is no aurat for boys under 8 years old. In contrast to girls, there are no private parts for them at the age of 2-8 months and even at the age of 34 months, but they cannot be touched by those who are not their masters [23]. Therefore, in this research, in line with the introduction of gender, teaching young children to cover their private parts is a form of education and habituation that is instilled in children to wear clothes that cover their private parts. 4) gender roles, according to Santrock " Another key to child development is Gender" The key to behavioral and developmental patterns in forming a child's adult personality is the introduction of gender roles from an early age [24]. From an early age, children adopt the decisions and behaviors of other people's gender roles. At the same time, they organize their experiences into gender schemas, or categories of male and female by interpreting their world [25]. In the end, children classify gender roles by labeling their own gender 'men play the role of father' and 'women play the role of mother'. This research highlights the role of gender in categorizing oneself according to gender.

Considering the importance of this in optimal child development, teachers should choose interactive learning methods and media. Based on the results of the implementation that has been carried out, the learning media of the lift-the-flap book can help teachers stimulate the introduction of gender identity in children who receive surprise information or images behind it in the basic scope of gender with a system of opening a window to obtain surprise information or images according to with age development [26]. By providing knowledge through books that are more interesting to children.

The lift-the-flap book learning media can be used flexibly so it can be taken anywhere. The materials used in the book are safe for children. learning that can motivate children by using the lift-the-flap storybook [13]. This is reinforced by Blaine & Rule who state that "... the lift-the-flap project was engaging to students and motivated them to focus their attention ...". This statement can be interpreted that the interactive concept of lift the flap in books can make learning more interesting and encourage students to focus their attention during the learning process [25]. The concept of combining images and text in the lift-the-flap story book can also provide benefits for students, as stated by Mayer & Moreno, namely that " Their motivation to focus attention can involve interactive lift-the-flap ". This opinion shows that the combination of text and images can reduce students' cognitive load. This means that when the story and pictures are placed on the same page, students can immediately see how the story is conveyed visually, thereby reducing the burden during the learning process. Efforts to introduce gender identity to children should use interactive media. This is because media that is interactive and interesting will be able to focus children's attention by presenting real information that can be seen repeatedly so that the information

will be easy to remember [27]. Thus, using the lift-the-flap book in introducing gender identity can provide interest and focus attention in the implementation of the learning delivered to students.

## CONCLUSION

The lift-the-lap book media is a type of interactive book that is designed by adding a lift and close concept to explain the part of the information the author wants to convey. The lift-the-flap book is suitable for use as a learning medium given to early childhood institutions. In this research, the book is packaged with interesting creative criteria following the characteristics of early childhood. From the results and implementation, a score is produced based on the criteria that this media is appropriate and contains recognition of gender identity. Apart from that, the introduction of gender insight that we want to develop for elementary school students through this book is understanding the biological functions of sex, parts of the body, recognition of the private parts, and gender roles. For this reason, further research can be carried out to develop a lift-the-flap book that introduces other basic gender concepts.

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## Conflict of Interest Statement

The authors declare no conflict of interest regarding the publication of this paper. All research activities, including the development and implementation of the “Lift-the-Flap” book media, were conducted independently without any financial, commercial, or other conflicts of interest that could influence the results or interpretation of this research. The authors have no affiliations or involvement with any organization or entity with a financial or nonfinancial interest in the subject matter discussed in this manuscript.

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