



## Application of Early Childhood Learning Model with Gender Justice

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### ABSTRACT

This community service program is a follow-up to the programs and activities carried out in Batu Karut Hamlet, Cibeureum Wetan Village, Cimalaka District, Sumedang Regency. This program was created to maintain the sustainability of community empowerment activities through activities to strengthen the competence of ECCE practitioners as an effort to optimize the delivery of community education services, especially early childhood education. The target in this service is to increase the competence of ECCE practitioners in Cibeureum Wetan Village, especially the professional competence of ECCE practitioners related to the realization of gender-equitable ECCE education. The method used in community service for this Assisted Village is the Participatory Rural Appraisal (PRA) method based on local partnerships and potential. This method has an emphasis on community involvement in the overall activity. This model is carried out by identifying community problems and needs, planning activities with the community through FGD (Focus Group Discussion), preparing training activities, carrying out training activities for ECCE practitioners, implementing gender-sensitive ECCE learning models carried out by ECCE practitioners who have received training, evaluation and monitoring carried out by the service team by listening to the reflections of ECCE practitioners related to implementation The learning model in question.

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## 1. INTRODUCTION

Assistance in the Cibeureum Wetan Sumedang Village area was carried out through various service programs from 2013 to 2016, until now it has begun to show encouraging results. Development and assistance at one of the community institutions, Rumah Pintar Al Barokah Een Sukaesih, in Cibeureum Wetan Village went well. Several stages of achievement, which have been carried out, although still in process are, starting from the stages of physical construction of buildings, development of institutional organizational structures and various educational programs for the community from early childhood to old age. However, the results of analysis and discussion with the community and institutional managers, there is still a problem, namely the consistency or sustainability of programs carried out at each center. Various factors hinder the sustainability of the program, including location mileage, low public interest and participation (Sanam, 2019), lack of infrastructure facilities and lack of sense of belonging of managers are problems in achieving the goals of each program (Rofiana, 2015).

The majority of residents in the Cibeureum Wetan Village area have taken formal education and even achieved higher education. However, there is still a lack of knowledge about gender equality and justice (Perdana, 2015). In the Cibeureum Wetan Village area, there are places of educational services, both formal and non-formal. Al-Barokah Smart Home is one of the places for community education services that acts as a substitute, enhancer, and / or complement to education needed by the community (Shafa et al., 2022). Various programs can be done at Rumah Pintar including equality, courses, training, tutoring and others. Several programs have been carried out but have not been sustainable. This is what makes the team interested in doing service. This service activity is a service based on research results. The results of the research that will be used in this service are the results of research by Vina Adriany, et al on gender-sensitive learning models (gender justice) in early childhood education. This learning model has three implementation steps (Zakiah et al., 2019): 1) basic training on gender sensitivity for early childhood education practitioners, 2) training on the implementation of gender-sensitive ECCE learning models, 3) implementation of gender-sensitive ECCE learning in ECCE; 4) Evaluate the implementation of gender-sensitive ECCE learning models. The implementation of this gender-sensitive ECCE learning model is part of sustainable program assistance to the community (Hutabarat et al., 2020) around Rumah Pintar Al Barokah Een Sukaesih which is a target village of LPPM, Universitas Pendidikan Indonesia since 2013.

This community service program is a follow-up to the programs and activities carried out in Batu Karut Hamlet, Cibeureum Wetan Village, Cimalaka District, Sumedang Regency. This program was created to maintain the sustainability of community empowerment activities through strengthening the competence of ECCE practitioners as an effort to optimize the implementation of community education services, especially early childhood education (Emery et al., 2006). From the results of assistance carried out from 2013, with various educational and community empowerment activities, further efforts are needed on aspects of improving community activities that have not been sustainable (Zulkarnaini et al., 2019). The formulation of the problem from this service, namely what is the gender-sensitive ECCE learning model around the Al Barokah Een Sukaesih Smart Home?

The target in this service is to increase the competence of ECCE practitioners in Cibeureum Wetan Village, especially the professional competence of ECCE practitioners related to the realization of gender-equitable ECCE education. This service activity consists of:

1. Basic training for early childhood education practitioners on gender sensitivity and gender-sensitive ECCE learning models. This training will be carried out within 3 days.

2. Implementation of gender-sensitive learning models. After the training, participants will be given gender-sensitive learning tools and will be asked to implement them directly in teaching practice in ECCE.
3. Evaluation and monitoring will be carried out to explore implementation barriers and jointly improve learning model practices (Rojaki et al., 2021)

## 2. METHODS

The assistance that has been carried out in Cibeureum Wetan Village is in the area around the Al-Barokah Een Sukaesih Smart House, with eight centers that have been built. The method and strategy that will be carried out is to provide *assistance for sustainable development* to the community through literacy activities, namely 6 basic literacy, especially those fostered by Al-Barokah Smart Home. Literacy activities are synchronized with the center program to be developed in the community. The method used in community service for this Assisted Village is the *Participatory Rural Appraisal* (PRA) method based on local partnerships and potential. This method has an emphasis on community involvement in the overall activity.

The PRA method aims to make community members as researchers, planners, and implementers of development programs and not just objects of development (Maslihaha et al., 2022). With the Participatory Rural Appraisal (PRA) method, namely with community participation, the implementation of gender-sensitive learning will be adjusted to the needs and cultural profile of the local community with assistance so that the goals of gender equitable ECCE learning can be achieved (Hochfeld et al., 2007). The *Participatory Rural Appraisal* (PRA) method is built based on 3 (three) components (Ridwan et al., 2019) The capabilities of local village communities; 2) Use of facilitative and participatory techniques, and 3) Empowerment of local village communities in the process.

The PRA method is generally used to evaluate 4 (four) kinds of processes, namely: 1) Appraisal and participatory planning; 2) Participatory implementation, monitoring, evaluation of programs; 3) Investigation of various topics (e.g.; natural resource management, food safety; and health, etc.); and 4) Training and orientation for researchers and village communities. In this method, feedback is also obtained as an evaluation of the implementation of assistance provided to the community. In the implementation process, this activity involves partner institutions to support activities and explore local potential in village communities (Husni, 2020). As for the development of this mentoring model, through the PRA method, a *participatory action research approach will also be carried out, that is, the development stage will continue to make improvement efforts based on the findings and input results of the implementation that has been implemented and the community is treated as a subject who also determines the direction of assistance* (Arisaputra, 2013). This is also expected to be an input for how the mentoring model in sustainable community empowerment can be implemented to achieve the expected results.

## 3. RESULTS AND DISCUSSION

The sustainability of the program, especially after the death of Mrs. Een Sukaesih, is still very much needed to further develop and make Cibeureum Wetan Village an independent pilot village in various aspects. The proposed service is related to advanced programs in community literacy programs that still need community assistance and empowerment, especially through the development of basic literacy activities. Based on studies and analysis during the UPI team's mentoring in Cibeureum Wetan Village since 2013, one of the most basic programs that must be developed is the activity of increasing the competence of ECCE

practitioners in the local area and community interest and participation to be involved in smart home programs. The training for ECCE practitioners, which will be conducted through this community service program, will turn the smart home into a center for competency development of local ECCE practitioners.

The implementation of community service activities around Rumpin Al Barokah related to improving the ability of ECCE practitioners to implement gender-sensitive learning was carried out for 8 months in 2022. For preparatory activities, identify. Coordination, instrument preparation, and training have been carried out as planned. The location of service activities is carried out in Sumedang Regency, precisely at Rumah Pintar Al Barokah Een Sukaesih, as for the implementation of the service location in accordance with the initial plan. Facilities and infrastructure that are planned at the beginning, both those that have been written in the Draft Cost Budget and those that are not written are in accordance with the original plan, even if there are additions while in the field can be fulfilled properly and easily. Human resources involved both from the Community Service Team, Team members and partners can all coordinate and work well together in this service activity during training activities for ECCE practitioners around Rumah Pintar Al Barokah.

### *Planning*

The planning steps carried out are: a. Identify community problems and needs regarding the competence of ECCE practitioners related to gender education. The team conducted mapping and conducted data analysis to determine the next steps. b. Carry out Activity Planning with the community through FGD (Focus Group Discussion). This activity is carried out by involving the community (ECCE community) and related stakeholders in planning programs and activities. c. The team prepares training activities as needed by local ECCE practitioners. Training content in the gender-sensitive whale learning model will be tailored to the characteristics of local communities

### *Implementation*

The planning steps carried out are: a. Conduct training activities for ECCE practitioners to equalize perceptions of gender-sensitive learning and prepare skills needed by ECCE practitioners to implement gender-sensitive learning models. b. Implementation of gender-sensitive ECCE learning models.

### *Evaluation*

Evaluation The implementation of gender-sensitive ECCE learning models will be carried out by ECCE practitioners who have received training. Evaluation and monitoring will be carried out by the service team by listening to the reflections of ECCE practitioners regarding the implementation of the learning model. To then find problems and solutions to the problems experienced by ECCE practitioners related to the implementation of gender-sensitive ECCE learning models.

### *Follow-up*

For the sustainability of the program, a follow-up plan is needed that will be used as a guideline for ECCE practitioners to carry out follow-up activities. The RTL is prepared by a service team with local ECCE practitioners after all service processes are completed. The basis

for the preparation of RTL is the activities that have been carried out during the service and how these activities are followed up by local ECCE practitioner groups.

The obstacles faced during Community Service activities include: The targets in this activity are still quite common related to gender sensitivity, so for implementation in ECCE learning it is necessary to carry out more intensive stages so that practitioners are able to implement it optimally in their respective ECCE units and community participation, especially ECCE practitioners around Al Barokah Smart Home is still quite minimal, at the time of service implementation, participation is quite in line with the target, but hopefully there can be more practitioners from other ECCE units so that the benefits are wider.

This community service program is a follow-up to the programs and activities carried out in Batu Karut Hamlet, Cibeureum Wetan Village, Cimalaka District, Sumedang Regency. This program was created to maintain the sustainability of community empowerment activities through activities to strengthen the competence of ECCE practitioners as an effort to optimize the delivery of community education services, especially early childhood education. From the results of mentoring carried out from 2013, with various educational and community empowerment activities, further efforts are needed on aspects of improving community activities that have not been sustainable. The target in this service is to increase the competence of ECCE practitioners in Cibeureum Wetan Village, especially the professional competence of ECCE practitioners related to the realization of gender-equitable ECCE education. This service activity consists of: a) Basic training for early childhood education practitioners on gender sensitivity and gender sensitive ECCE learning models. This training will be carried out within 3 days, b) Implementation of gender-sensitive learning model. After the training, participants will be given gender-sensitive learning tools and will be asked to implement them directly in teaching practice in ECCE, and c) Evaluation and monitoring will be carried out to explore implementation barriers and jointly improve the practice of learning models.

This gender-sensitive ECCE learning model was developed against the background that gender justice issues are rarely considered in early childhood education. A series of studies conducted from 1970 to 1980 showed how schools reinforced the idea that there were fundamental differences between boys and girls even for things that were not actually different. Other researchers such as Clarricoates (1978) show that gender injustice has also been born since early childhood. Teachers often ask boys to be leaders more than girls (Mukhlis, 2019). Boys are more often given the opportunity to play blocks than girls (Lestari, 2020). Boys dominate open areas compared to girls (Windijarti, 2011).

This difference in treatment of boys and girls seems to continue until adulthood (Pous, 2019). In Indonesia to this day, for example, we see that the number of women in parliament is still less than the number of men (Wahyudi, 2018). The male education participation rate at the high school level is also still higher than the female participation rate. The difference in treatment between boys and girls in ECCE is often perpetuated through the hidden curriculum (Alawiyah, 2021). The materials in kindergarten, the symbols used in kindergarten, to the way of teaching teachers are inseparable from the gender content earlier. In other words, ECCE curricula are often insensitive to gender issues. Gender-sensitive education needs to be taught from the ECCE level in order to achieve justice between men and women.

The implementation steps carried out are: a) Identification of problems and community needs regarding the competence of ECCE practitioners related to gender equitable education. The team conducted mapping and conducted data analysis to determine the next steps, b) Carrying out Activity Planning with the community through FGD (*Focus Group Discussion*). This activity is carried out by involving the community ( ECCE community) and related *stakeholders* in planning programs and activities, c) The team prepares training activities according to what is needed by local ECCE practitioners. The training content in the gender-sensitive whale learning model will be tailored to the characteristics of the local community, d) Carry out training activities for ECCE practitioners to equalize perceptions of gender-sensitive learning and prepare the skills needed by ECCE practitioners to implement the gender-sensitive learning model, e) Implementation of gender-sensitive ECCE learning models and evaluation of implementation. The implementation of the gender-sensitive ECCE learning model is carried out by ECCE practitioners who have received training. Evaluation and monitoring will be carried out by the service team by listening to the reflections of ECCE practitioners regarding the implementation of the learning model. To then find problems and solutions to problems experienced by ECCE practitioners related to the implementation of gender-sensitive ECCE learning models, f) Develop a Follow-up Plan (RTL). For the sustainability of the program, a follow-up plan is needed that will be used as a guideline for ECCE practitioners to carry out follow-up activities. The RTL is prepared by a service team with local ECCE practitioners after all service processes are completed. The basis for the preparation of RTL is the activities that have been carried out during the service and how these activities are followed up by local ECCE practitioner groups.

#### 4. CONCLUSION

This gender-sensitive ECCE learning model was developed against the background that gender justice issues are rarely considered in early childhood education. This model is carried out by step 1) Identify community problems and needs regarding the competence of ECCE practitioners related to gender equitable education. b) Carry out Activity Planning with the community through FGD (*Focus Group Discussion*), c) The team prepares training activities according to the needs of local ECCE practitioners, d) Carries out training activities for ECCE practitioners to equalize perceptions of gender-sensitive learning and prepare skills needed by ECCE practitioners to implement gender-sensitive learning models, e) Implementation of ECCE learning models that Gender sensitive is carried out by ECCE practitioners who have received training. F) Evaluation and monitoring are carried out by the service team by listening to the reflections of ECCE practitioners regarding the implementation of the learning model.

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