

DEVELOPMENT OF TEACHING MEDIA THROUGH HIDDEN FIGURES FILMS BASED OF GENDER EQUALITY FOR STUDENTS

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ABSTRACT

gender equality is a social issue that occurs in society today, including students. this study aim to develop Hidden figures film as a gender equality based teaching media and to estimate the effectiveness of hidden figures film as a teaching media gender equality based The development model used in this research is a model development of ADDIE developed . This study had 40 participants with 87.5% agreeing that this material is in accordance with social issues and 62.5% agreeing that this material increases motivation to learn gender equality and 77.5% agreeing that this material is clear and effective for learning gender equality. The conclusion from the development of the hidden figure film for gender equality-based learning is that it is worthy of being used as a learning medium.

Key word : *gender equality; teaching media; students; development; teaching media*

Introduction

The teaching process is basically a process of interaction between the learner and the teaching source. The leaning process also requires teaching media as a tool to support the teaching process. The media has also of course experienced a lot of development and innovation. Researchers here will examine teaching media through films. Teaching media itself has an understanding. According to Depdiknas (2003), the term media comes from Latin which is the plural form of "medium" which literally means intermediary or introduction. The general meaning is anything that can channel information from an information source to an information recipient. The teaching and teaching process is basically also a communication process, so the media used in teaching is called teaching media. Teaching media is part of teaching resources which is a combination of software (teaching materials) and hardware (teaching tools)

The hidden figure film has been studied since the last 7 years. However, no study on development hidden figure as a teaching media. This has been proven by (Azhar 2018; wijaya 2018; Haryanti 2019; Lisyanti 2022; Lesyanti 2022). However, the research above only focuses on the representation of racism, feminism and discrimination.

The researcher will use the Hidden Figures film as an innovative teaching medium. The researcher chose the Hidden Figures film because it not only provides English teaching such as speaking, listening and pronouns, but the Hidden Figures film also teaches us how important gender equality is where women and men are. men have equal rights. (Farida, 2017) The most important thing about this research is that this research is a solution to educational problems regarding gender equality. This research will be a new reference for Pekalongan University students in studying gender equality

Based on the research above, the researcher knows the importance of teaching media and the difficulties in implementing it, the researcher will develop teaching materials based on gender equality according to Munasinghe et al (Hariadinata: 2019), respect for the dignity and capacity of women, as well as respect for human rights are basic provisions for a balanced and sustainable life. This social issue is still very hotly discussed and often becomes a theme in several discussion activities. Thoughts

about men are seen as more important and have more rights to pursue a higher level of education than women (Roziqin, Suwitri, Apriyanto, & Sihidi, 2019). According to research conducted by Muamaroh (2013), this idea emerged due to several factors such as low parental education, economic factors, as well as religious and socio-cultural factors which view women as only being housewives and male companions in the future. With the definition and expression of thoughts above, researchers will develop teaching materials based on gender equality through the film Hidden Figures. Researchers chose this film as a learning medium because the film raises issues of racism, gender equality where women and men receive different treatment in both public and work environments. By learning from this film, students not only learn and understand English speaking and listening but also understand the concept of gender equality. The advantage of this research is that this research positions the hidden figure film as a gender equality-based learning medium because previous research only examined this film which focused on feminism, racism and discrimination.

RESEARCH METHODS

The development model used in this research is a model development of ADDIE developed by Lee William (2004). Model ADDIE development is more appropriate for developing media Web or software based learning, development stages used systematically and easily understood when developing a instructional Media. There are five stages in the development of the ADDIE model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation

RESULT AND DISCUSSION

Result

1. Researchers will start from step 1, namely analysis.

Need analysis :

The researcher found several challenges from the analysis that the researcher conducted This can be found out through interviews or short questions and answers with several 6th semester students at the Faculty of Education and Teacher Training, Pekalongan University, such as the lack of media that raises films as learning media based on gender equality, as well as other problems, namely the minimal understanding of gender equality, especially among students at Pekalongan University. The researcher also conducted an analysis of the hidden figure film and selected 5 scenes that contain the values and principles of gender equality in the film.

2. Design :

The concept of the product that the researcher created to create gender equality-based learning media through the hidden figure film is that the researcher first introduces the definition of gender equality and then continues by selecting 5 scenes from the hidden figure film that contain the values and principles of gender equality and then continues with material about gender equality. After going through editing and combining relevant materials, the researcher uploads the video results to Youtube and the video can be accessed via link : <https://youtu.be/c4WVq4-wqD0?feature=shared>

3. development

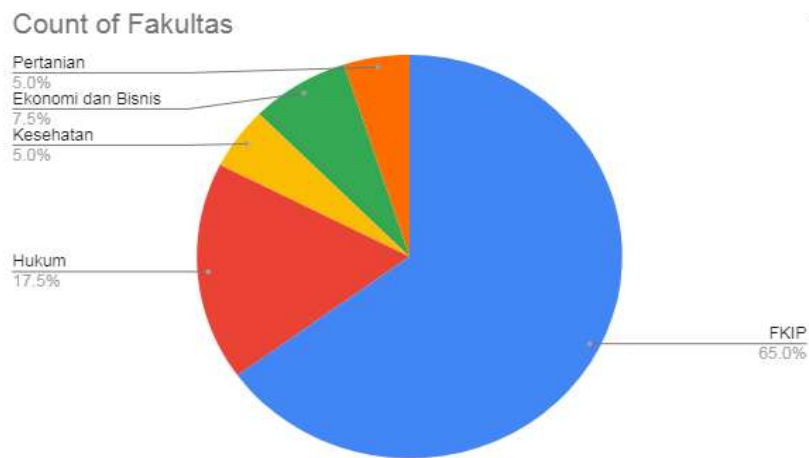
Researchers develop the hidden figure film into a gender equality-based learning media by making into a video filled with the definition of gender equality, choosing 5 scenes from the hidden figure film that contain the principles and values of gender equality, then providing an explanation or

description of the scene along with showing the values and principles of gender equality, then researchers edit the video with the cap cut application and make the video like a list, then add additional material about gender equality

4. Implementation

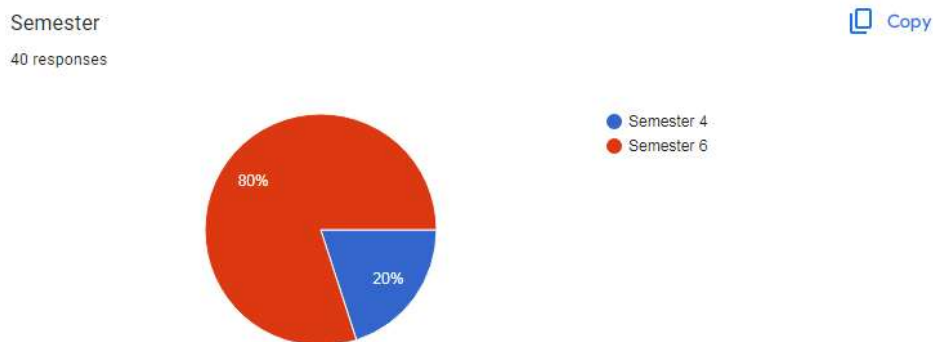
In this section, the researcher distributed the learning video that the researcher made to 40 Pekalongan University students in semesters 4 and 6 along with a questionnaire to find out the advantages and disadvantages of the gender equality-based learning video through the hidden figure film that the researcher made..

As the author explained above, the researcher collected and distributed videos to 40 students of 4th and 6th semester Pekalongan University students From the questionnaire that the researcher distributed, FKIP was the faculty that filled out the questionnaire the most, this can be seen in the diagram below:



From the data above, it shows that FKIP students at Pekalongan University are the largest participants with 65,0% participant in the research conducted by the researcher.

The researcher distributed this questionnaire with details as Pekalongan University students in semesters 4 and 6. Semester 6 students were the ones who filled out the questionnaire the most. This can be proven through the diagram below:



The research participants that the researcher created were dominated by 6th semester students (80%) and 4th semester students (20%).

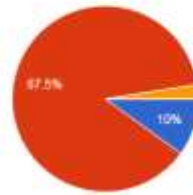
The questionnaire resulted in:

1. In the first number of the questionnaire, it is filled with the question "Is this material in accordance with social issues that exist in society?" This refers to the learning design aspect with the suitability of the material indicator.

Apakah materi ini sesuai dengan isu sosial yang ada di tengah masyarakat?

Copy

40 responses



5 (sangat setuju)
4 (setuju)
3 (kurang setuju)
2 (tidak setuju)
1 (sangat tidak setuju)

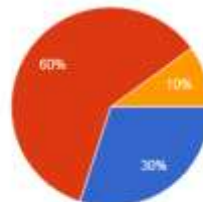
As many as 87.5% agreed that the video material that the researcher made was in accordance with social issues that exist in society, 10% stated that they strongly agreed and 2.5% stated that they disagreed.

2. In the second number, the questionnaire is filled with the question "does this material make learning about gender equality varied?" This refers to the learning design aspect with the learning process becoming varied indicator.

Apakah materi ini membuat belajar tentang gender equality menjadi bervariasi?

Copy

40 responses



5 (sangat setuju)
4 (setuju)
3 (kurang setuju)
2 (tidak setuju)
1 (sangat tidak setuju)

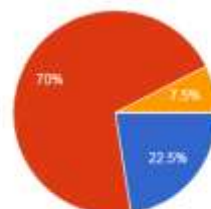
The results of the questionnaire that the researcher distributed were that 60% agreed that the learning videos that the researcher produced made learning about gender equality more varied and 30% strongly agreed and finally 10% disagreed.

3. In the third number, the questionnaire is filled with the question "does this material create new variations when learning about gender equality?" This refers to the learning design aspect with the learning process becoming varied indicator.

Apakah materi ini membuat variasi baru saat belajar tentang gender equality ?

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40 responses



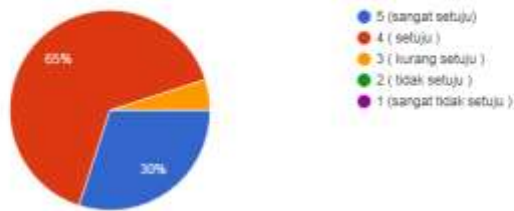
5 (sangat setuju)
4 (setuju)
3 (kurang setuju)
2 (tidak setuju)
1 (sangat tidak setuju)

The results of this question were that 70% agreed that the learning video that the researcher produced made learning about gender equality a new variation and 22.5% stated that they strongly agreed and 7.5% stated that they did not agree.

4. In the fourth number, the questionnaire is filled with the question "Do you have the motivation to learn about gender equality?" This refers to the learning design aspect with

indicator by providing motivation.

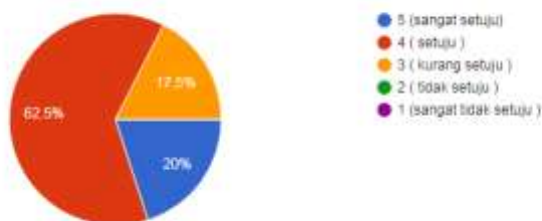
Apakah saudara/saudari memiliki motivasi untuk belajar mengenai gender equality? [Copy](#)
40 responses



The results of this questionnaire stated that 65% agreed that students had the motivation to learn about gender equality, then 30% strongly agreed and 5% stated that they did not agree.

5. In the fifth number, the questionnaire was filled with the question "Does this material increase motivation to learn about gender equality?" This refers to the learning design aspect with the indicator providing motivation.

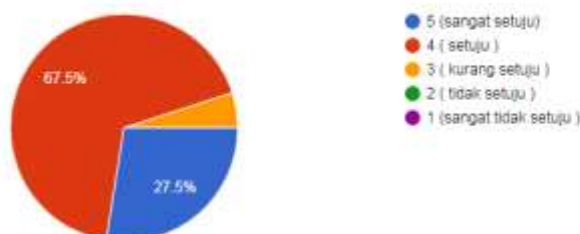
Apakah materi ini membuat motivasi belajar tentang gender equality meningkat ? [Copy](#)
40 responses



This questionnaire resulted in 62.5% agreeing that this learning video increases students' motivation to learn about gender equality, 20% stated that they strongly agree and 17.5% stated that they do not agree.

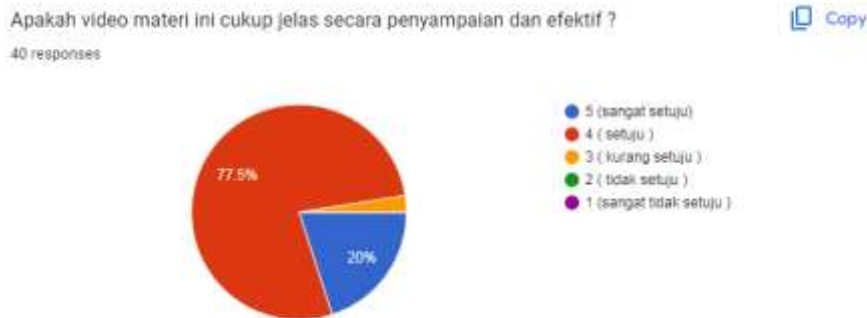
6. In the sixth number, the questionnaire was filled with the question "Does this material help you understand gender equality?" This refers to the learning design aspect with the indicator help understand gender equality

Apakah materi ini membantu saudara/saudari memahami tentang gender equality? [Copy](#)
40 responses



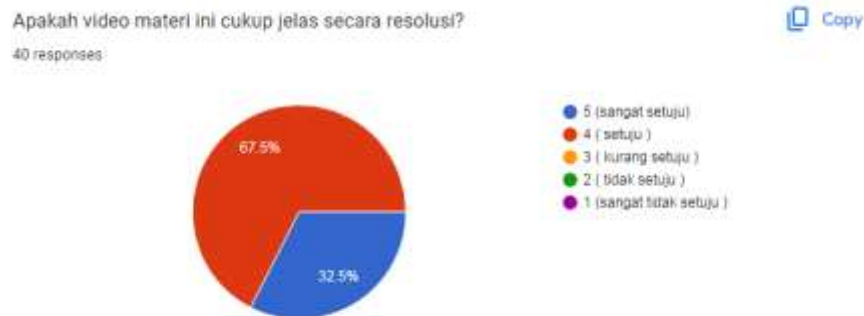
The results of this questionnaire were that 67.5% agreed that this material helps students understand gender equality, 27.5% strongly agreed and 5% stated that they did not agree.

7. In the seventh number, the questionnaire is filled with the question "Is the video material clear enough in terms of delivery and effective?" This refers to the visual communication aspect with the video quality indicator.?



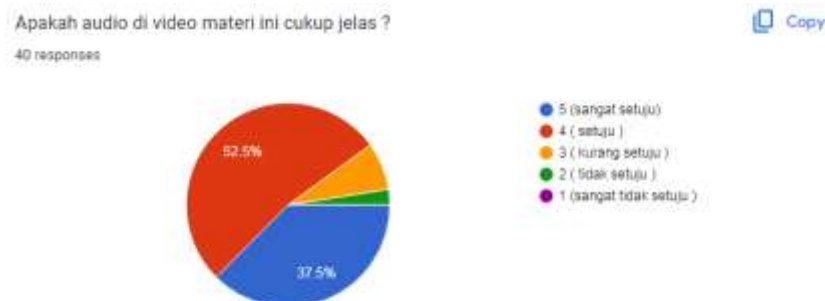
The results of this questionnaire stated that 77.5% of students agreed that this learning video was quite clear and effective in its delivery and 20% strongly agreed and 2.5% stated that they did not agree.

8. In the eighth number, the questionnaire is filled with the question "Is the video of this material clear enough in terms of resolution?" This refers to the visual communication aspect with the video quality indicator.



The results of the questionnaire above stated that 67% of students agreed that the video material was clear enough in terms of resolution and 32% stated that they strongly agreed that the video resolution was clear.

9. In the ninth number, the questionnaire was filled with the question "Is the audio in this video material clear enough?" This refers to the audio communication aspect with the audio quality indicator.



The results of the questionnaire above show that 52.5% of students agree with clear audio video, 37.5% strongly agree, 7.5% disagree and 2.5% disagree.

10. In the tenth number, the questionnaire was filled with the question " Do the audio and subtitles on this video material work properly?" This refers to the visual communication aspect with the audio quality indicator ?



The results of the questionnaire above show that 42.5% agree that the audio in this video material is not clear and 22.5% disagree, 25% disagree, 5% strongly disagree and finally 5% strongly agree.

Discussion

The data reveals that FKIP students at Pekalongan University were the largest group of participants in the research, accounting for 65.0% of the sample. The research was mainly dominated by 6th semester students (80%) and 4th semester students (20%). Among the participants, 97.5% agreed that the video material produced by the researcher was relevant to social issues and 2.5% disagreeing.

Regarding the effectiveness of the learning videos on gender equality, 90% of the respondents agreed that the videos made learning more varied, and 10% disagreed. Additionally, 82% agreed that the videos introduced a new variation in learning about gender equality and 7.5% disagreed.

When asked about motivation to learn about gender equality, 95% of the participants agreed that the videos increased their motivation and 5% disagreed. In another response, 82.5% agreed that the videos boosted their motivation and 17.5% disagreed.

Concerning understanding gender equality, 85% agreed that the material was helpful and 5% disagreed. Furthermore, 97,5 % of students agreed that the videos were clear and effective in delivery, and 2.5% disagreed. In terms of video resolution clarity, 99% agreed it was clear.

Regarding audio clarity, 90% agreed it was clear, 10% disagreed,. Conversely, 43% agreed that the video subtitles were appropriate and clear and 74.5% disagreed.

Overall, by interpretation the data reveals a highly positive reception of the video material among FKIP students at Pekalongan University, with strong approval for its relevance, effectiveness, and ability to motivate learning about gender equality. However, there are areas for improvement, particularly concerning subtitle clarity and audio quality, to further enhance the learning experience

5. Evaluation

The evaluation of the learning video that the researcher made was that the audio and subtitle quality was still lacking, some of the students already knew about the values and principles of gender equality, then another evaluation was that there were already several YouTube videos that discussed gender equality, this made the video that the researcher made less competitive in terms of viewers, although none of them had used the hidden figure film as their main basis.

Conclusion

From the data obtained by the researcher, the conclusion of the results of this study is that in terms of content and relevance, the film is said to be worthy and successful as a learning media based on gender equality. Of course, the product that the researcher made is far from perfect. This is evidenced by the quality of the audio in the video which still needs to be improved. The researcher hopes that the product that the researcher made will be a useful learning material to better understand and implement gender equality in society.

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