Relation Media Literacy and Perceptions of Gender Roles in Elementary School Students

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Abstract
This article describes the relationship between media literacy and gender perception of elementary school students. This research aims to describe gender perception based on the media literacy of elementary school students. This research was conducted using a survey method in two elementary schools in Purbalingga, Central Java, located far from the city center (outside). The population of this study amounted to 80 students. The sample used is a 100% saturated sample of the total population. The results showed that the tau Kendall correlation value of the two variables was 0.23 with a significance value of 0.03. This value indicates a positive relationship between media literacy and the respondent's gender perception. So, the higher the respondent's media literacy, the better the respondent's gender perception. Respondents' media literacy is formed through content and information from mobile phones, TVs, computers/laptops, radios, and newspapers or magazines. Respondents use mobile phones more often because accessing data is easy and fast. The content and information about the roles of men and women received by the respondents formed the respondent's gender perceptions.

Keywords: *media literacy, gender role perception, students, elementary school*

Paper type: *Research paper*

Cite this document: Ramadhani, Amalia Nur. et al. (2023). Relation Media Literacy and Perceptions of Gender Roles in Elementary School Students. *The Journal of Society and Media,* 7(1), 133-153. DOI: 10.26740/jsm.v7n1.p133-53

INTRODUCTION

Gender has become an exciting issue to date. All levels of society are still debating it in many discussions in education, economics, health, politics, and culture. One of the hot and actual discussions on gender issues is gender inequality. The debate on gender inequality begins with understanding the concept of gender, which is often confused with gender (sex). The society receives a lot of information about the different roles and rights of women and men. Perceptions of gender roles that apply in society are determined by society's views, namely masculine men and feminine women. The low perception of gender roles is because society still perpetuates stereotypes against women and men, causing different views on the behavior of the two sexes (Aprilianti, Nugraha, dan Silvia 2021).

The division of gender roles for women and men has been instilled in individuals based on societal socio-cultural values since birth. These gender roles affect the division of labor, power relations, and decision-making between women and men (Biscop, Malliet, dan Dhoest 2019; Gunawan 2016; Jackson dan Short 2018; Wiarsih dan Astawan 2021).

The media is one of the sources for accessing information that is considered cheap and fast. However, media users often access information that discredits certain groups associated with gender. For example, news of violence against women presented in the media describes female victims as "likes to wear mini skirts, work in bars, have plump bodies and so on," which can lead readers to negative opinions of women as victims. Conversely, perpetrators who are male tend to be described as "unemployed, school dropouts, and so on," which encourages readers to understand the perpetrator's actions (Marlina 2019; Mustika, Corliana, and Tiara 2021; Putra, Junaidi, and Fitri 2020). In addition, many media portray women as beautiful, weak, and emotional. Meanwhile, men are always portrayed as strong, brave, assertive, and independent.

The impact of the industrial revolution 4.0 has penetrated all areas of people's lives. All groups can access the development of various electronic and non-electronic media. The influence of the media on society depends on the quality and frequency of messages conveyed (Novianti and Riyanto 2018; Nuraida and Zaki 2018). The ability of individuals to access various media can foster media literacy which impacts their understanding of a matter or phenomenon.

Media literacy is a person's ability to access, understand, analyze, and evaluate content heard, seen, or read through the media. Thus the individual has the potential to become an object of media power. Efforts to fight media power can be carried out through media literacy as one of the strategies for protecting society (Fitryarini 2016; Hidayat dan Lubis 2021; Sari 2019). Media literacy causes different views and different understandings of things. In Indonesia, efforts to increase media literacy are an important agenda to counteract the negative impact of information from the media. The national survey states that digital literacy in Indonesia is not categorized as "good" because it has not yet reached 3 of the highest index, which is 5. Indonesia's media literacy position ranks 66th (Andika 2021).

Children also experience the negative impact of information conveyed through the media. Media technology in the digital era can change the mindset and behavior of children. Therefore, children must be able to sort information and understand the information correctly so that there are no misunderstandings of facts.

On the other hand, the media can positively impact children's development, especially the group of children aged 6-12 years who have various genetic potentials because they are in their golden age. Children already have sensitivity when receiving various stimuli; children become reliable imitators, smarter, and more responsive to what they see. The development of intellectual, spiritual, emotional, and socio-cultural intelligence will influence and determine the development of children to adulthood (Caldeira, Ridder, dan Bauwel 2018; Palupi 2020).

Children aged 6-12 generally live with their parents or guardians. Parents or guardians have an important role in gender socialization in children. Gender socialization is an activity that involves an individual's learning process to become feminine or masculine according to constructions in their community environment (Martanti 2018; Nuraida and Zaki 2018; Susanto and Aman 2016; Warmiyati, Wijayanti, and Darmoyo 2018). Gender socialization will shape the attitude and character of the child. The development of media that children can easily access is one of the challenges for parents when accompanying children's development.

Elementary students are at the stage of introducing values, norms, and rules that apply in society. Currently, the media has a role in influencing children's behavior through content that teaches and introduces many things. The media can

also provide examples of behaviors that are under the values and norms of society. Children can implement or imitate behaviors that are socialized through the media. Children's behavior results from imitation by the media and the people around them (Fakhomah dan Fatimah 2019; Intan 2022; Rosyidah dan Nurwati 2019).

Perceptions of gender roles are observations about men and women obtained by summarizing information and interpreting the roles of men and women. Research on gender issues conducted by Ramadhani et al. (2021) concerning perceptions of gender roles in SMK students stated that gender socialization in the family shapes perceptions of gender roles. This perception is socialized through the father's role as a man and the mother as a woman. Apart from gender socialization within the family, there are other factors related to perceptions of gender roles that have not been analyzed in this research, namely, the mass media. Therefore, this study has a novelty for analyzing media literacy in forming perceptions of gender roles.

Another research was conducted by Harahap (2019) regarding aspects of children's social development regarding gender. The results of this study stated that society perceives children's behavior as male and female, influenced by biological and environmental factors. Culture, school, peers, media, and family influence children's perceptions of gender. According to Harahap, when children understand themselves as male or female, they will behave according to the gender that is constructed in society.

This research has a novelty from previous research references, namely explaining the relationship of media literacy to perceptions of gender roles. What is interesting about this study is that there are gender values that are absorbed and understood by elementary school students (SD) in grades V and VI who are still at the value recognition stage.

METHODS

The research was conducted at two elementary schools located in Purbalingga. The two schools are elementary schools located far from the city center (outskirts) at a distance of 12 km, and the school's location is difficult to access the internet, which impacts students' learning process.

This study uses a survey method. The objects of this research were students of grades V and VI from two elementary schools in Purbalingga. The population of

this study amounted to 80 students. The sampling technique is a saturated sample so that the research sample is 100% of the total population. The total sample is 80 students (Santoso and Madiistriyatno 2021).

The operationalized variables are perceptions of gender roles and media literacy. Perception of gender roles is an individual's view of the roles of women and men. Media literacy is an individual's ability to receive and process information.

The operationalized hypothesis is that there is a positive relationship between media literacy and the perception of the respondent's gender role. Research data were analyzed using a frequency distribution table to describe the distribution of data, a cross table to determine the trend towards the relationship between variables, and the tau-Kendall correlation to determine the correlation value between variables (Martono 2010).

RESULTS AND DISCUSSION

Media is one thing that cannot be separated from everyday people's lives. Society is required to follow the flow of media development. Media literacy is a person's ability to filter information and use digital devices that involve technical abilities and cognitive intelligence. Media literacy can be used as the key to creating an intelligent and critical society so that it is not easily eroded by the flow of information from social media (Limilia and Aristi 2019; Sari 2019; Utama and Irwansyah 2021). Media literacy indicates what media use individuals use, the frequency of media use, and what content individuals can see from the media.

The results of the study show that all respondents are able to use various media in everyday life. The following data describes the media used by respondents.

Table 1.

Media Used

Media	Amount	%
Handphone	80	100.0

Television	79	98.9
Computer/ Laptop	46	57.5
Radio	45	56.3
Newspaper/ Magazine	38	47.5

Table 1 shows that all respondents use mobile electronic media. Other electronic media that are used by almost all respondents are television 98.9%, computers/laptops 57.5%, and radio 56.3%. There are conventional media that respondents still use are newspapers/magazines, 47.5%. Newspapers/magazines are used less by respondents than other media.

Comparison of the use of electronic media with conventional media looks much different; this illustrates that the development of easily accessible electronic media is more widely used than conventional media, which is increasingly lagging as technology develops.

The big use of media will impact respondents' media literacy when viewing and hearing content containing various information. Therefore, the use of media can influence respondents' understanding of the content delivered (Hirji 2021; Purwaningtiyas 2019).

All respondents use mobile phones, along with data explaining the respondent's personal Handphone ownership.

Table 2.

Handphone Ownership

Handphone	Amount	%
One's Own	55	68.8
Belongs to someone else(Parents, Siblings)	25	31.3
Total	**80**	**100**

The data in Table 2 shows that more respondents have personal cell phones compared to respondents who do not have personal cell phones. Respondents who have personal cell phones will be more flexible when using and accessing various social media, get more information from content presented on social media, and

have the opportunity to be exposed to negative information because they are freer to access social media.

Respondents who do not have a personal cell phone use the cell phone belonging to their parents or siblings. Therefore, respondents will spend less time using mobile phones than those with personal mobile phones.

Parents or siblings can control the frequency of cell phone use and the content accessed by respondents. With these controls, children can avoid content that is not suitable for children. Therefore, children's media literacy must be a concern so that they can sort out which information is useful for them.

Handphones have become the basic need of respondents to communicate and surf social media. Handphone also provides various facilities or services that users can use easily. For example: Whatsapp, Line, Instagram, Tik Tok, Youtube and Facebook (Juariyah and Tyanta 2021).

Respondents use media daily, which becomes a routine activity for respondents. The following data is the frequency of media use by respondents in a day.

Table 3.

Frequency of Media Use

Media	< 1 Hour (%)	1 – 3 Hours (%)	> 3 Hours (%)	Amount (%)
Handphone	25 (31.3)	16 (20.0)	39 (48.8)	80 (100.0)
Television	21 (26.3)	21 (26.3)	37 (46.3)	79 (100.0)
Computer/ Laptop	41 (51.3)	4 (5.0)	1 (1.3)	46 (100.0)
Radio	40 (50.0)	5 (6.3)	0 (0)	45 (100.0)
Newspaper/ Magazine	36 (45.0)	2 (2.5)	0 (0)	38 (100.0)

Every day respondents use the media to access various information. Based on Table 3, many respondents accessed mobile phones 48.8% and television 46.3% for more than 3 hours. Respondents more often use the use of mobile phones and television because audio and visuals are more attractive to children.

Media accessed in less than 1 hour are computers/laptops 51.3%, radio 50%, and newspapers/magazines 45%. Computers/laptops are electronic audio-visual media as interesting as television and mobile phones for children, but their use is more limited because they are less practical. Radio and newspapers/magazines are currently rarely used by respondents because they are rarely available and less attractive to children.

Respondents stated that a lot of information or content was obtained when they accessed the media. The following is an explanatory table.

Table 4.

Information or Content in Media

Information	Amount	%
News	52	65.0
Lesson	10	12.5
Information about Game	5	6.3
K-Pop	5	6.3
Film dan soap opera	3	3.8
Sport	3	3.8
Cartoon	1	1.3
Gossip	1	1.3
Total	**80**	**100.00**

Table 4 shows various information or content obtained by respondents, including; news, lessons, information about games, K-Pop, movies and soap operas, sports, cartoons, and gossip. Respondents often obtain information or content about news, lessons, games, and K-Pop when using the media. Respondents stated that the news accessed was the latest, such as natural and man-made disasters and criminal acts. Information or game content accessed by respondents is the latest online games that are currently being widely used. The K-Pop information that respondents accessed was the bands they liked and the latest Korean dramas.

The content presented in the media has the opportunity to influence respondents' understanding, especially regarding the roles of men and women. This can be obtained when respondents see content that shows the activities of men and women through the media. There are some of these activities that respondents often

see. The following is content in the media that describes the activities of men and women that respondents can see.

Table 5:

Activities watched in Mediamedia

Activity	Amount	%
Man Cooking	71	88.8
Man Sweeps the floor	69	86.3
Women reading newspaper	67	83.8
Men take care of children	67	83.8
Man washes dishes	64	80.0
Women become drivers	57	71.3
Man shopping vegetable	51	63.8
Women become a security guard	45	56.3
Women become mechanics	37	46.3
Women hoeing	32	40.0

The data in Table 5 shows the content that has been seen in the media, namely, what activities men and women do in soap operas and advertisements. The activities that respondents saw most often were men cooking, men sweeping floors, women reading newspapers, men taking care of children, men washing dishes, women driving, men shopping for vegetables, and women acting as security guards. Activities that are rarely seen by respondents in the media are women becoming mechanics and women hoeing.

Table 5 shows that all respondents have seen activities that are more often carried out by men and women. Therefore, the roles of men and women can be understood by respondents through the content they see in the media.

Gender can be understood as the roles of men and women. Gender explains how women and men are valued and expected when they behave so that they are associated with femininity for women and masculinity for men. The media that individuals access is very powerful when constructing the behavior of men and women (N. Nurbaidah, G. Pricilia 2020).

Respondents' ability to interpret each content presented in the media is not always the same. Some respondents rated the content as positive, and they could apply it in their daily lives. Other respondents see content in the media as negative. Differences in the ability of respondents when interpreting each content can indicate the perception of the respondent's gender role.

Respondents are children aged not more than 13 years. Not all respondents have heard of the term gender. The following is data on respondents who have heard the term gender.

Table 6.

Heard the Term Gender

Term Gender	Amount	%
Have	30	37.5
Have Never	50	62.5
Total	**80**	**100**

Based on Table 6, respondents have heard the term gender from various sources such as teachers, television, and cell phones. Based on research data, respondents who had heard the term gender did not understand the meaning of gender precisely. However, they will understand gender based on what they hear and see from these sources. On the contrary, the results of the research also show that some respondents who have never heard of the term gender can actually explain that the roles of men and women in society are the same. Respondents who have and have never heard of the term gender cannot be used as a reference for assessing respondents' perceptions of gender roles (Haruna 2018; Qomariah 2019).

Respondents' perceptions of gender roles can be seen from their interpretations when looking at the work done by men and women. The following table describes the opinions of respondents regarding the work of men and women.

Table 7.

Men's and Women's Job

Job differences	Amount	%
Distinguished	61	76.3
Not Distinguished	19	23.8

Total	80	100

Respondents' perceptions of gender roles can be seen from their opinion regarding "Should the work of men and women be differentiated?" based on Table 7 data, the majority of respondents (76.3%) stated that the work of men and women must be distinguished based on their biological condition. Respondents understand the difference in these roles based on what they see every day in society, that the jobs that are more often done by men and women are different.

The respondent's knowledge is said to be a gender role or gender stereotype. Awareness of stereotypes is embedded from an early age. Gender stereotypes refer to characteristics or behaviors that are often performed by males or females. Respondents as children will indirectly understand gender stereotypes through the various media they use (Harahap 2019).

Table 7 data states that the work of men and women must be distinguished, showing the respondents' interpretation of the appropriate or inappropriate work done by men and women.

Table 8.

Appropriate and Inappropriate

Work	Appropriate	(%)	Inappropriate	(%)	Total (%)
Men do women's work	45	56.3	35	43.7	80 (100)
Women do men's work	29	36.3	51	63.7	80 (100)

Table 8 shows that more respondents, 56.3% stated "men deserve to do women's work", and 63.7% of respondents stated that "women are not suitable for men's work". Women's jobs that are appropriate for men include sweeping/mopping, washing dishes/glasses, washing clothes, cooking, and ironing. Jobs for men that are inappropriate for women include: making a living, washing motorcycles/cars, and hoeing.

Respondent's statements regarding work that is appropriate or inappropriate for men and women will show the views of respondents regarding activities that are appropriate for men as follows.

Table 9.

Activities Appropriate for Men

Activities	Appropriate	%	Inappropriate	%
Wash motorbikes/cars	79	98.8	1	1.2
Playing kites	79	98.8	1	1.2
Sweeping/mopping	69	86.3	11	13.7
Washing dishes/glasses	63	78.8	17	21.2
Washing clothes	62	77.5	18	22.5
Cooking	56	70.0	24	30.0
Ironing	54	67.5	26	32.5
Smoking	51	63.8	29	36.2
Go out till midnight	48	60.0	32	40.0
Shopping	46	57.5	34	42.5
Crying	21	26.3	59	73.7
Ornate	9	11.3	71	88.7
Playing doll	5	6.3	75	93.7

Table 9 shows almost all activities appropriate for men, including washing motorcycles/cars 98.8%, flying kites 98.8%, sweeping/mopping 86.3%, washing dishes/glasses 78.8%, washing clothes 77.5%, cooking 70%, ironing 67.5%, smoking 63.8%, going out late at night 60%, and shopping 57.5%.

Few respondents stated that the following activities were inappropriate for men, including crying 26.3%, decorating 11.3%, and playing with dolls 6.3% were activities which were seen as feminine and weak. These activities are more often carried out by women in everyday life in society and are inappropriate for men who are seen as strong, strong, and assertive. Views and assumptions about the role of men who are patriarchal and women who are weak creatures cause society to legitimize and apply these thoughts in everyday life. This has had various impacts on women, namely marginalizing women's rights, giving women a negative image,

and placing an excessive burden on women (Dianita 2020; Haruna 2018). The following is the respondent's interpretation of activities that are appropriate for women to do.

Table 10.

Activities Appropriate for Women

Activity	Appropriate	%	Inappropriate	%
Washing clothes	80	100.0	0	0
Washing dishes/glasses	80	100.0	0	0
Ironing	80	100.0	0	0
Cooking	80	100.0	0	0
Shopping	79	98.8	1	1.2
Playing doll	78	97.5	2	2.5
Ornate	77	96.3	3	3.7
Sweeping/Mopping	77	96.3	3	3.7
Crying	69	86.3	11	13.7
Washing motorbikes/cars	38	47.5	42	52.5
Playing kites	31	38.8	49	61.2
Go out till midnight	5	6.3	75	93.7
Smoking	5	6.3	75	93.7

Table 10 shows that 100% washing clothes, 100% washing dishes/glasses, 100% ironing, and 100% cooking are appropriate for women. Activities that are more appropriate for women include: shopping 98.8%, playing with dolls 97.5%, ornate 96.3%, sweeping/mopping 96.3%, and crying 86.3%.

Inappropriate activities were carried out by women washing motorbikes/cars 47.5%, playing with kites 38.8%, going out late at night 6.3%, and smoking 6.3%.

Respondents interpreted various activities that were appropriate and inappropriate for men and women according to their perceptions of gender roles. Respondents' perceptions of gender roles are indicated by their daily life activities and the media they use.

Respondent's statements in Table 10 regarding differences in activities that are appropriate and inappropriate for men and women show gender bias. This has an impact on respondents' responses regarding the following male and female activities.

Table 11.

Respondent's Responses Regarding Men's and Women's Activities

Activities	Appropriate	%	Inappropriate	%
Men sweeping the floor	68	85.0	12	15.0
Men washing the dishes	67	83.8	13	16.2
Men cooking	58	72.5	22	27.5
Men take care of children	51	63.8	29	36.2
Men shopping vegetable	44	55.0	36	45.0
Women reading newspaper	70	87.5	10	12.5
Women become mechanic	32	40.0	48	60.0
Women become driver	29	36.3	51	63.7
Women become a security guard	27	33.8	53	66.2
Women hoeing	21	26.3	59	73.7

Based on Table 11, not all respondents view that all activities are appropriate for both men and women. Activities that are appropriate include: women reading newspapers 87.5%, men sweeping the floor 85%, men washing dishes 83.8%, men cooking 72.5%, men caring for children 63.8%, and men shopping for vegetables 55%. Respondents stated that activities that were inappropriate were carried out, including women becoming mechanics 60%, women becoming drivers 63.7%, women becoming security guards 66.2%, and women hoeing 73.7%.

The respondents' responses showed a gender bias. The activity of reading newspapers is the only activity that is considered appropriate for women. The activities of women as mechanics, drivers, security guards, and women hoeing show a male bias. The respondent's response shows the respondent's perception of gender roles formed through media literacy. Respondents' perceptions of gender roles towards men indicate that men deserve to do activities that are more often done by women at home, such as sweeping floors, washing dishes, cooking, raising

children, and shopping for vegetables. Respondents' perceptions of gender roles towards women indicate that women are inappropriate to do activities that are more often done by men, such as being a mechanic, drivers, security guard, and hoeing.

Respondents' perceptions of gender roles show that men and women are differentiated based on their activities. Activities carried out by men are physical activities that are considered heavy, and women's activities are considered light. The differences in the activities of men and women are stereotypes instilled in society through their daily activities and the content or information that respondents receive from the various media they use.

The media literacy of each individual is different; this is due to various factors, including; willingness to understand the contents of the content; attention and understanding of the message conveyed in the content; ability to respond and act on content; knowledge to recognize the contents of the content; the ability to think critically about the contents of the content; and the ability to understand its influence (Novianti and Riyanto 2018). Respondents' media literacy determines the quality of perceptions of gender roles that each respondent has.

All respondents have used mobile phones, and almost all respondents have accessed the Internet. Activities carried out by respondents when accessing the internet can lead to a negative understanding of the roles of men and women, which can be applied by respondents in their daily lives. This can perpetuate stereotypes that harm men and women because of gender inequality (Dewi, Sunawan, and Muslikah 2018; Sutjipto, Putri, and Putri 2018).

The following data shows the relationship between media literacy and respondents' perceptions of gender roles.

Table 12:

Relation Between the Media Literacy Respondent's Perception of Gender Roles

Media Literacy	Perception of gender roles

	Low (%)	High (%)	Total (%)
Low (%)	24 (66.7)	12 (33.3)	36 (100.0)
High (%)	19 (43.2)	25 (56.8)	44 (100.0)

Table 12 shows that there is a relationship between media literacy and respondents' perceptions of gender roles. Based on the results of the Kendall Tau test, the relationship between media literacy and the perception of the respondent's gender role has a positive relationship of 0.23 with a significance value of 0.03. So, the higher the respondent's media literacy, the better the respondent's perception of gender roles.

Respondents have perceptions of gender roles based on what they see and hear from the media. The existence of content or information regarding the differences in the activities of men and women that the respondent accessed indicated the respondent's view that activities that are more often carried out by men can also be carried out by women; activities that are more often carried out by women can also be carried out by men. The views on gender are shown in Tables 7 and 8.

Media literacy is a factor that is considered in the formation of respondents' gender role perceptions. All respondents using mobile media spend a lot of time accessing content or information, which always encourages respondents to understand men and women in accordance with the societal construct that men have dashing and strong attributes, while women have weak attributes and are seen as lowly creatures. The content or information accessed by respondents shows that men deserve to do activities that are done more often by women, but women are not worthy of doing activities that are done more often by men.

CONCLUSION

The results of the study stated that there was a relationship between media literacy and the perception of the gender role of the respondents, with a correlation value of 0.23 for the two variables and a significance value of 0.03. This means that

respondents who access more content or information through the media understand the roles of men and women who are not differentiated. Respondents' media literacy is formed through activities when accessing the internet using mobile phones. The content and information on the roles of men and women received by respondents influenced respondents' responses regarding appropriate and inappropriate activities carried out by men and women. The respondent's response shows the perception of the respondent's gender role.

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