Development of Critical Listening Teaching Modules Based on Gender Equality in the FETT of Muhammadiyah University Makassar

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ABSTRACT

This research aims to produce a Critical Listening teaching module based on gender equality that is valid and practical in the Critical Listening Teaching Course. This research product development procedure is based on the ADDIE model (Analyze, Design, Develop, Implement, Evaluation) and is limited to the third stage. This is due to the limitations of researchers. The first activity is the analysis process. This activity is carried out in two stages, namely problem analysis and needs analysis. Validation of teaching modules is carried out by listening subject experts and language experts. The practicality of the teaching module is seen through filling out a questionnaire for users of the teaching module, namely lecturers and students. The effectiveness of the teaching module is seen from the results of activities and student learning outcomes. The product was tested on students of the English Language Education Study Program. Based on the results of the student needs analysis, it was stated that students need learning resources that can support Critical Listening. However, this teaching module still requires further development because it is related to inserting material about gender equality in it.
Keywords: Teaching Module; Critical Listening, Gender equality

INTRODUCTION

Inserting gender equality material in English learning is not as easy as turning the palm of the hand, there are many challenges that need to be faced by a teacher. Some teachers have a phobia of gender equality issues (closing themselves to everything related to gender because they think it is a western doctrine to destroy the order of society); 2. hesitate to discuss gender equality issues for several reasons, they do not know for sure and are also not sure they can teach English with this material; 3. Lack of time to prepare materials related to gender equality, because this issue is specifically difficult to find in teaching modules; 4. Not having space to speak freely about this issue due to pressures related to social culture (Yoshihara, 2016 and Vandrick, 1995). This factor is a challenge for educators when they want to include material related to women's issues in learning.

However, among all the debates among educators, an expert from Japan, Yoshihara, issued a strong statement that the task of English teachers is not just to teach

grammar, vocabulary and communication skills but also how to raise students' awareness of social phenomena that occur in society such as equality, justice, freedom and peace (Yoshihara, 2013). This statement is also in line with her predecessor that this issue should be discussed and even made a separate theme in the lesson because female students have never been taught about gender issues, let alone how to fight for their rights or fight against abusers/sexism out there. If left unchecked, they will live with the same stereotypical and patriarchal views of their predecessors. Or in other words, gender equality will not be achieved and anti-gender views will remain.

In the education system, there are several components that interact and interrelate with each other. They are educators-teachers, learning citizens-students, learning resources and the environment. When educators do not have a qualified understanding of gender, education will produce a society that is not gender fair (Hasanah et al. 2021). Likewise, if educators have understood gender equality but are not supported by gender-fair learning resources, the results will not be maximized.

The case that occurs at the university level is that there is no module package or media provided specifically for each subject. The lecturers are only equipped with RPS (Semester Learning Plan) which refers to the National Higher Education Standards. Unlike the case with elementary, middle and high school students, they are equipped with teaching modules that have been researched and compiled as a reference, although it is also still lacking in terms of discussing gender equality issues. But at least they have a guide or reference. Of course, the absence of a handbook module for students has a negative side and a positive side. The disadvantage is that the lecturers do not have a "ready-made" module, but the lecturers are free to hone their creativity to process teaching materials or media that will be used in the teaching and learning process.

Therefore, in this study, our research team will develop Critical Listening teaching materials for students based on gender equality. This is considered important because the higher the level of education, the greater the responsibility of educators to raise women's issues so that students later when entering the world of society already have a gender-equitable perspective.

LITERATURE REVIEW

English teaching modules with gender-biased content are one of the causes of not achieving gender equality (Leach, 2003). A researcher conducted an investigation related to the content of the teaching module used by junior high school students in Indonesia entitled When English Rings the Bell for grade VII junior high school. The result of the research is that in some places GENDER BIAS content is still found (Ariyanto, 2018). There are 2 elements studied by researchers, namely images (visual) and verbal writing. The results show that the male figure is depicted as more dominant and more often appears as the opening material (initial image)

while women are depicted as passive. In terms of verbal writing, it can be interpreted that men are expressive, active, egocentric and like things that smell of adventure while women are seen as loving, happy to serve, too focused on others and often neglect their own interests. Similarly, men are portrayed as hard workers in the fields and also as teachers (professional jobs) while women appear with jobs of feeding pets and serving family members.

In another study, Yoshihara (2013) showed that students showed interest in discussing issues related to gender equality but contrary to the attitude shown by their lecturers. Students are excited, tend to be curious about a variety of women's issues and after getting material related to women's issues, it contributes to the maturity of their thinking. Conversely, lecturers show anxiety and lack of confidence in discussing such sensitive matters (Yoshihara, 2013). Therefore, research on the development of teaching modules based on gender equality must be carried out to bridge students' curiosity and complete the responsibilities of lecturers and educators in shaping sensitive student personalities for social cases as agents of change.

Even though one of the important courses in English learning is Listening. These facts become the red thread why the Critical Listening teaching module based on gender equality is worth considering the writing process. It should also be understood that Listening as one of the language activities is a basic skill in communication activities, in addition to other skills. Atmazaki (2007, p. vii) explains that everyone has been given capital in the form of the ability to listen, speak, read, and write. However, all four skills need to be developed. Rixon (Nursaid, 2001, p. 29) states that hear or listening is an extensive activity, different from listening which must focus on listening with the aim of understanding speech, and in general there is no difficulty in carrying it out (hear). Achsin (Nursaid & Munaf, 2010, p. 40) says that Listening can be seen as a mental activity that is more active than hearing activities. Listening is an active process that occurs in a complex manner due to the stimulation of sound waves. Effective listening is necessary in learning (Salirawati, 2008).

RESEARCH METHOD

Design and Sample

This research was conducted using Research and Development (R&D) methode. There are 3 stages used:

Stage 1. Analyze

This analysis stage includes the following activities: a. conduct a competency analysis, b. analyze the material in line with competency demands, c. analyze student characteristics including their learning experience, knowledge, skills and attitudes that students already have, and c. conduct interviews to find out the

teaching experience of lecturers who have taught Critical Listening courses. These four points must be analyzed in depth and accurately so that they can become a reference for developing teaching modules that are easy to understand and help improve students' listening skills.

Stage 2. Design

This design stage includes activities with terms of reference; a. for whom the teaching module is formulated, b. what abilities are to be learned, c. how the subject matter or skills can be learned properly, and d. how to determine the level of mastery of the lesson that has been achieved.

Stage 3. Development

This development stage is an activity of translating design specifications into physical form. Development stage activities include finding and collecting all the sources or references needed for media development. The development of Critical Listening teaching modules based on gender equality was validated by two expert lecturers and 17 4th semester students of the English Language Education Department at Muhammadiyah University of Makassar.

This research was conducted at the University of Muhammadiyah Makassar. This university is located on Jl. Sultan Alauddin No. 259, Makassar. The research subjects consisted of 1 Listening learning expert, 1 learning media expert and 17 fourth semester students who were active in Critical Listening courses.

Instrument and Procedure

The data collection techniques used are observation (non-participant), document study and data distribution. Therefore, the instruments that will be used are observation sheets, document study sheets, interview guidelines and questionnaire sheets.

Data Analysis

The data analysis technique used in this research is qualitative analysis and quantitative analysis. Both analyses run simultaneously.
   a. Qualitative data
      Qualitative data in this study are in the form of comments submitted by validators of learning media experts (teaching modules) and lecturers who teach listening comprehension courses. These data will be analyzed and then used as a basis for improving and knowing the feasibility of the products produced.
   b. Quantitative data

The data analyzed in quantitative descriptive data processing is obtained from a questionnaire that has been given to experts as validators and users (students) as respondents.

RESULT AND DISUSSION

Based on the data analysis that has been done, it can be concluded that the Critical Listening teaching module based on gender equality is valid, practical, and effective for use in learning. Data analysis can be explained through three stages, namely defining, designing, and developing. The implementation of teaching module development begins with the analysis stage. What is done at this stage is to look at the initial conditions regarding the learning of teaching Listening Skills. This stage aims to find out the basic problems needed to prepare teaching materials. The analysis process is carried out through two stages, namely the problem analysis and needs analysis stages. The problem analysis process is carried out based on direct observation and analysis of interview results.

The problem analysis was divided into two, namely problems related to students' gender equality insights and the implementation of Critical Listening learning. From the results of interviews with students, it was found that both aspects needed further handling. Students do not know enough about gender equality. They can be said to just "go with the flow" regarding this topic. This is caused by two things, first because it is considered taboo, second because they think this is not related to them. This is in accordance with the researcher's hypothesis at the beginning that in general, English learning focuses on language skills only, so that strengthening values and adding students' insights is slightly neglected. Whereas both English language skills and students' insights are very important to be used as their provision to face the world.

Regarding the analysis of learning outcomes, based on our direct observation, this course is filled with practical and theoretical activities so that the learning is not only theoretical but also conducts practical activities in the Listening laboratory. In theoretical activities, the teaching materials used rely on power point slides prepared by the lecturer, the assignments carried out are also still limited to the task of making papers so that they do not develop much student competence as prospective educators. Based on the results of interviews with lecturers teaching Listening courses, it is found that the implementation of learning has not been carried out effectively. This is because the lecturer has not found the right learning strategy or learning approach to practice Listening learning.

Based on the analysis of student needs, it is found that the basic needs of students are interesting and effective teaching modules. So far, students learn only from text modules and teaching materials that do not make students interested in learning. Thus, the Critical Listening teaching module is designed so that in the learning process students participate actively and participate to create a conducive atmosphere. Critical Listening learning material can be mastered by students and

the competencies expected in this lecture can be achieved. As stated in the Semester Learning Plan (RPS) of listening skills, namely general competence and specific competence that after taking this course, students are expected to be able to master the material presented and practice it (hardskill competence) and after taking this course, students have fighting power, attractiveness, independence, and creativity (softskill competence).

To find out more clearly the needs of students for teaching modules, a questionnaire of student needs for teaching modules was distributed. Table 1 presents the results of the student needs questionnaire.

Table 1

No	Questions	Students Answer	Persentage
1	Anda belajar Critical Listening dari media apa?	Slide ppt	96%
2	Apakah anda setuju jika Critical Listening memiliki modul ajar?	Setuju	100%
3	Materi apa saja yang harus ada dalam modul ajar Critical Listening?	Materi yang menarik dan menambah wawasan	90%
4	Contoh soal seperti apa yang cock untuk materi Listening?	runtut	70%
5	Apa harapan anda terhadap bahan ajar Critical Listening?	Semoga bahan ajar dapat digunakan dan lebih simpel	95%
6	Apa pengertian kesetaraan gender?	Laki-laki dan Perempuan setara	85%
7	Apakah menurutmu topik kesetaraan gender penting untuk diketahui?	Penting	80%

8	Apa pendapatmu tentang Q.S Annisa bahwa Laki-laki adalah pemimpin Perempuan?	Setuju	90%
9	Apa pendapatmu tentang kesetaraan laki-laki dan Perempuan dalam agama Islam?	Setuju	81%
10	Bagaimana pendapatmu jika ada yang memintamu berhenti memakai parfum karena kamu adalah Perempuan?	Ya, saya ikuti	96%

Based on the results of the questionnaire above, we can understand that students agree that Critical Listening teaching modules are needed in learning (100%). Students also want the material included in it to add insight not just material that focuses on Listening skills (90%). This condition can be understood because at that age most students prefer learning that is active rather than passive. If students only receive theoretical explanations from lecturers, it will cause boredom, not serious, and unable to understand the theory given. Students easily adapt to the environment, if there are new things in the classroom, for example, learning approaches or new discussion themes, students tend to be enthusiastic in participating in learning.

Regarding students' understanding of gender equality, we can see that their percentages related to several questions look inconsistent or look confused. At points no. 8 and 9 they said they agreed, whereas if examined more carefully these two questions are contradictory things. On the one hand, they recognize that men are leaders for women, but on the other hand, they also convey the basic values of social life, namely equality between men and women. And the last question is the key to why this material should be included in the Critical Listening teaching module. No. 10 is the suggestion for them to stop wearing perfume or fragrances because there is a hadith saying that. I explained further about the hadith and without asking many questions they immediately agreed because "what can I do, it's a hadith" so it must be implemented. This is the result of doctrine whose impact is very dangerous. They may be easily influenced to do A and B just because there is a verse or hadith. Without thinking, they will follow it and consider anyone who does not do it wrong. This is one of the reasons it is important to think about students' insights related to gender equality.

After the analysis stage is complete, the next stage is the design stage. This stage aims to design and prepare learning activities and develop teaching module formats. The first step taken to design the teaching module is to determine the subject matter that is adjusted to the basic competencies and indicators that have been formulated.

The subject matter aims to assist students in completing learning indicators and add insight to students. The materials presented in the teaching modules developed include Domestic Violence, Gender Pay-Gap, Aura Ambra (gender equality movie), fighting child marriage. discusses matters related to listening skills. This course is given to improve the ability to analyze information in English both through short conversations and discourse.

This Critical Listening teaching module is prepared based on the teaching module format by considering the efficiency and effectiveness of the learning process as outlined in several parts, which include the cover page, supporting pages (preface, table of contents, table of tables, bibliography, and about the author), and the contents page. On the contents page, the teaching module contains competency standards to be achieved (SK), basic competencies (KD), learning objectives, approaches used, material, exercises, summaries, tests/evaluations, answer keys, and bibliography. The use of teaching modules will facilitate lecturers in lectures by providing opportunities for students to construct their own knowledge and experience by being actively involved in the lecture process.

No	Bagian Modul	Isi Modul
1	Bagian Luar	Sampul depan
2	Bagian Depan	Kata Pengantar Daftar Isi Pendahuluan
3	Bagian Isi	BAB I : Gender Roles and Identity BAB II : Gender Roles are not determine by biology BAB III : Considering the Meanings of the terms Rights and Equality BAB IV : Exploring the implementation of gender equalities within the culture BAB V : Identifying issues of gender inequality in the school
4	Bagian Penutup	Daftar Pustaka

Since this is the first time we are applying material on gender equality, the basic thing that students must understand is Gender Roles and Identity. However, previously the lecturer must have a deep understanding of this so that if in the learning process there is a discussion, the lecturer can direct students. After students understand the differences between Gender and Sex, then we discuss issues related to gender injustice in the culture of society and in the surrounding environment. The audio material is 2 minutes to 4 minutes long.

After carrying out the defining and designing stages, the next stage is the development stage (develop). Activities in the development stage include validation

of teaching modules. Teaching module validation aims to assess the feasibility of teaching modules before being tested. The development of listening learning materials is said to be feasible to be tested if it has been assessed. The aspects assessed in this Critical Listening teaching module are aspects of content feasibility (material), language aspects and presentation aspects.

The results of validation in the presentation aspect have an average of 77.00 (valid). This means that the teaching module has complete components and has been presented based on the components mentioned above. The results of validation in the linguistic and graphical aspects are an average of 81.25 and 85.41. Both are included in the very valid criteria. The overall average is 80.48 (very valid). However, inserting gender equality material in listening courses is still tricky. Even more so if it is enforced in conditions where students and the environment have different views regarding gender. The breath of gender equality is justice which at first glance is unlikely to conflict with Islamic ideals. However, again, if the lecturer lacks a strong understanding of this, it can create other problems. Therefore, although it is considered valid, the insertion of this material and its implementation must be preceded by equalizing the perception of lecturers first.

CONCLUSION

Based on the research results, the following conclusions were obtained. First, the Critical Listening teaching module based on gender equality is quite valid both in terms of content and construct. Second, the teaching module developed has met the practical criteria in terms of implementation, convenience, and time required. This can be seen from the prediction of practicality test by experts and empirical data, namely questionnaire data on practicality test according to students. Third, the Critical Listening teaching module developed has met the effective criteria both according to experts and student learning outcomes. However, inserting gender equality material in listening courses is still tricky. Even more so if it is enforced in conditions where students and the environment have different views regarding gender. The breath of gender equality is justice which at first glance is unlikely to conflict with Islamic ideals. However, again, if the lecturer lacks a strong understanding of this, it can create other problems. Therefore, although it is considered valid, the insertion of this material and its implementation must be preceded by equalizing the perception of lecturers first.

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