

Multiliteration Learning Model For Women as an Effort to Promote Gender Equality

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MULTILITERATION LEARNING MODEL FOR WOMEN AS AN EFFORT TO PROMOTE GENDER EQUALITY

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ABSTRACT: The ability of multiliterate women opens broad opportunities for women to actively participate in the development, democratic life, and strengthen cultural identity. This study aims to analyze gender equality in the development and design multiliterate of women in tourist villages. This research method uses a gender mainstreaming approach with the Longwe Model to examine the equality and empowerment of women in interrelated analytical categories. The research subjects were 40 women involved in the development of tourist villages. The findings of this study are (1) gender equality in the level of welfare, access, awareness, participation, and control an equal and fair increase in the development of rural tourism, (2) multiliterate design in women based on conservation values including financial literacy, literacy health, cultural literacy, and media literacy as manifestations of literacy villages. This multiliterate makes rural women have a very important strategic role in the development of their villages, which has implications for (1) capacity building, meaningful development of women, (2) cultural change, cultural change in favor of women, and (3) structural adjustment, structural adjustment in favor women through multiliterate based on conservation values.

KEYWORDS: gender equality, multiliterate, rural tourism development

I. INTRODUCTION

Gender mainstreaming is a key strategy in the Gender and Development approach. The United Nations Population Fund states that women are still more likely to be poor and illiterate than men. Although many international policies and treaties emphasize human rights, women still have narrower access from men to get jobs, training, property ownership, and so on. Jalovaara's research results[1] explained that in Europe, women's income is lower than men. In the Middle East, Arab and North Africa (MENA) Muslims who support gender equality are lower than non-Muslims, due to the socialization of Islamic patriarchy[2].

Community culture so far is a culture created by men, where men are the decision-makers on various occasions[3]. Historical differences between men and women occur through the process of socialization, strengthening and socio-cultural construction, religious and even through state power. The sexual division of labor places women in the domestic sector or around the household, with the main tasks of caring for children and serving their husbands[4].

Gender equality is not giving equal rights and obligations between men and women without exception. The concept of gender is not something absolute, a lot of negotiation can be done to get the right role together. Women fight for their lives to get the same education and opportunities as men. Women are human beings who have a part in society without the dominance of men who can participate in the political, social and economic fields. With the union of women and men, good harmony in the development of the country and the world will be created. Because women are capable of bringing change and must have the opportunity to determine life.

Women need to involve themselves in the political and development process in their villages. This is important so that women are not merely the target of discussion and the object of development alone. His job is not only as a woman playing a central role in the household and national food security, food producers, household food managers, and consumers[5]. Village development is still gendered biased and does not pay attention to important aspects needed by women to live healthy, prosperous and open active roles. For this reason, women

need to fight for their role in village development. Along with the implementation of the village law and village funds, more and more people are aware of village authority based on origin rights and local scale village authority. The embodiment of these two powers is driving the village movement towards a prosperous village through a tourist village. The role of women in the development of rural tourism must accommodate women's aspirations and needs.

The rapid and complex development of rural communities in Indonesia requires community commitment to always learn, follow and anticipate development. Literacy is no exception, it does not only shift basic literacy (reading, writing, counting) needed by women but also requires double literacy or multiliterate. The lack of literacy competence in reading, writing, and arithmetic will hamper the development of both community members individually and society as a whole. This is because in entering the 21st century the meaning of literacy has changed to become broader, not just reading, writing, and arithmetic but the concept is broader and developing to respond to changing patterns of communication that are increasingly developing.

The main obstacle to the helplessness of rural women in literacy is because the government has so far dominated literacy education through programs aimed at women. As a result, the implementation of literacy education that is implemented is still limited to basic literacy so that rural women who are declared free of illiteracy have not been able to utilize their literacy. Besides, literacy education has been oriented towards structured modules, not oriented to the reality of women's needs. This study aims to analyze gender equality by examining women's welfare, access, awareness, participation, and control in development and designing the multiliterate of women in tourist villages.

II. METHODS

This study examines gender equality and designs multiliterate in women. The research approach uses qualitative with gender analysis. Gender analysis techniques use gender mainstreaming with the Longwe Model or Women's Development Criteria. The Longwe Model is used as a method to see the role of women who use interrelated analytical categories, namely welfare, access, awareness, participation, and control.

The subjects of this study were 40 women driving development in Ngrawan Tourism Village, Getasan District, and women in Lerep tourism village, Ungaran Utara District, Semarang Regency. Instruments and techniques used to collect data include interview guidance instruments, observation, and documentation. Besides, a focus group discussion was also held. Data were analyzed by gender analysis of the Longwe model. Data analysis begins during the process of data collection, data reduction, data presentation, and concludes with drawing conclusions and verifications. To design multiliterate using research and development approach[6]. Based on the findings of the data further developed the multiliterate design, conducted an expert test used to provide assessments and suggestions for improvement of prototype multiliterate designs in the development of tourist villages.

III. RESULTS AND DISCUSSION

The results showed that the village head still dominated village policymaking. Despite gaining support, gender issues are still placed as the second priority among village development priorities. There are still many policies, programs and development activities that do not gender sensitive, that is, they have not paid attention to the experiences, aspirations, and interests of men and women, and have not set gender equality as the ultimate goal of development.

The presence of a tourism village has a direct impact on increasing gender equality. The Village Law has identified gender equality as a principle for village recognition, representation, and redistribution. Village women live in poverty and have a double workload in their daily lives. Formal affirmation to improve gender equality through the application of the Village Law is an important breakthrough to promote justice and welfare for village women. The implementation of the Village Law has proven that women have been offered greater opportunities to participate in village decision-making and development.

Development goals require that Extension Services recruit and train women professionals, develop programs for women farmers, specifically target women to provide access to Extension Services, establish linkages with rural women's groups, and encourage women farmers[7]. However, there is still a tendency to place women in supporting roles rather than core roles. Progress has been made in the village of Lerep in Central Java Province, Indonesia, the village head has appointed a woman as head of the village tourism manager. There is an important need for village governments to strengthen their consultation process and enable women to be more active in the

village decision-making process. Besides, village women are allowed to understand their rights in decision making in village development and their equal position as partners for village decision-makers.

Lerep Village and Ngrawan Village have village institutions and organizations that function to assist the smooth and sustainable running of the village administration. These institutions include Village Community Resilience Institute, Village Consultative Body, dan Family Welfare Empowerment. The Longwe framework focuses directly on creating the problem of inequality, discrimination, and subordination. Five different levels of equality as the basis for criteria for assessing the level of empowerment of women in various fields of social or economic life, starting from the lowest: welfare, access, awareness, participation, control. In the framework of the Longwe model using two tools namely Equality level and empowerment level.

1. Equality Level

The main purpose of this tool is to assess whether development can promote women's equality and empowerment. The basic assumption is that equality between women and men indicates the level of empowerment of women. There are five levels of equality, including (1) Control; In village development, control is the highest level of gender injustice and empowerment. Village women have played an active role in the development and were given recognition by having their respective contributions. (2) Participation; women have reached the level of decision making besides men organizing themselves working in groups, then they will get a representation of what methods should be used. (3) Critical Awareness; the awareness that problems are structural and stem from institutionalized discrimination. Awareness of their role in strengthening or changing adverse circumstances with what must be done. (4) Access: concerns equality of access to resources and the benefit of the awareness that lack of access is an obstacle to improvement and prosperity why we have problems. (5) Welfare: only deal with basic needs without trying to solve structural causes that are at the root of empowerment problems including the desire to understand the problems faced and needs. Based on this, the main assumption is that all women's issues are related to equality in social and economic roles.

2. Empowerment Level

Women's empowerment is an effort to realize the roles, access, and control of women and men in all fields of development. The women's empowerment programs carried out by the village government and the community have been an effort to always realize the creation and distribution of development benefits for men and women equally. Various steps were taken by the tourism village to create equality between men and women. This tourism village between men and women together in developing the family economy to achieve family welfare. Therefore, in all fields, it is still necessary to empower women to realize equal access, participation, benefits, and control between men and women as members of the community. The following table is the level of empowerment in the family economy.

Tabel 1. Level of Empowerment in welfare areas

Level of Empowerment	Description	Action for Empowerment	Problem
Welfare	The level of family welfare in the middle to lower economic level and received less attention from the local village government	The attention of the village government to be more comprehensive up to remote villages.	Lack of family knowledge in resolving economic needs
Access	Lack of information about business opportunities	Open access to the widest possible information in all levels of society	Inactivity of village government and community stores in promoting health
Awareness	Lack of wife and husband awareness about efforts to improve the family economy	Provide ongoing counseling about economic efforts	Change the mindset of the family of the importance of understanding the increase in the family economy
Participation	Village women are not involved in the decision-making process.	Involve women in decision making	Provide an explanation to families about the productive economy
Control	The occurrence of gender equality especially in	Oversee the progress of the steps that have been	Monitor the development of gender equality in

	families	made	society.
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3. Multiliteration design in women based on conservation values

The development of a multiliterate model design that refers to the participation of women, is a special emphasis that often becomes the basis and basic principles. Therefore, the multiliterate of women developed would be more appropriate if based on conservation values. This can be seen from the objectives to be achieved always adjusted to the demands of the growing needs of the community. Referring to this, the multiliterate of women based on character values emphasizes more on the learning needs of rural residents and on the other hand also emphasizes developing motivation, modern attitudes, vocational skills, and skills related to jobs that exist in the community. Thus, rural women are expected to have several abilities that can later be used as capital to develop their lives through independent businesses to obtain better benefits in economic, social and cultural aspects.

Participation is an important component for the generation of independence and empowerment processes so that the women involved can have more confidence, self-esteem, and knowledge to develop new skills. The goal to be achieved from gender equality is to shape individuals and women to become independent. Women's independence is a condition experienced by women which are characterized by the ability to think, decide and do something that is considered appropriate to achieve solutions to the problems faced by using women's abilities. The learners participating in the learning process should understand the objective of learning to be achieved corresponding to their needs about problem-solving to adapt to their environment[8].

Multiliteration learning involves many learning models and strategies so that it always involves women to actively ask questions or make their conclusions. Through multiliterate learning that is challenging it is expected that women can have confidence, smart, communicative, brave and have character. The learning materials including reading, writing, listening, and numeracy which were integrated by functional skill[9]. Multiliteration has three objectives, namely: (1) Ownership of and enhancement of 21st-century learning skills. (2) A deep understanding of various concepts, processes, and attitudes towards development, and (3) Improvement and development of women's multiliterate skills. Multiliteration provides opportunities or opportunities for women to develop themselves starting from the skills, understanding, and character of women.

4. Characteristics of the Multiliteration Model

Multiliteration is one of the learning designs used in answering the challenges of the industry 4.0 era. Multiliteration is designed to answer the skills needed in the 21st century. Multiliteration learning is designed to be able to connect 4 multiliterate skills (reading, writing, spoken language, and IT) with financial literacy, health literacy, cultural literacy, and media literacy. Digital literacy instructors face the challenge of teaching students to compose in the technologies currently available, while also supporting students' future literacy acquisition in technologies that do not yet exist[7].

Women are liberated if they can communicate the information, they obtain based on a clear line of thinking that is neither accepting nor believing the information crudely. In processing information from various disciplines, logical thinking is needed, for example by criticizing, analyzing, or evaluating. Multiliteration that has been integrated with 21st-century skills certainly provides a different learning condition than before. Lifelong learning for all is the key in the building of a learning city, for it involves all citizens to learn and participate, and in return, it enhances the overall development of a city[10]. It applies to all forms of organized educational activities including education for adult literacy, supplemental learning, vocational training, liberal arts, cultural arts, and citizenship[11].

Learning is a process of student interaction with educators and learning resources in a learning environment[12]. This participatory learning model is a series of events in the learning process involving the learners to contribute actively to learning activity from planning, implementation, and assessment[13]. Multiliteration learning involves many models and learning strategies so that it always involves women to be active in asking questions or making their conclusions. Challenging multiliterate is expected that women can have self-confidence, are intelligent, communicative, brave and have character. Based on these explanations, multiliterate was indeed developed in line with the demands of 21st-century learning.

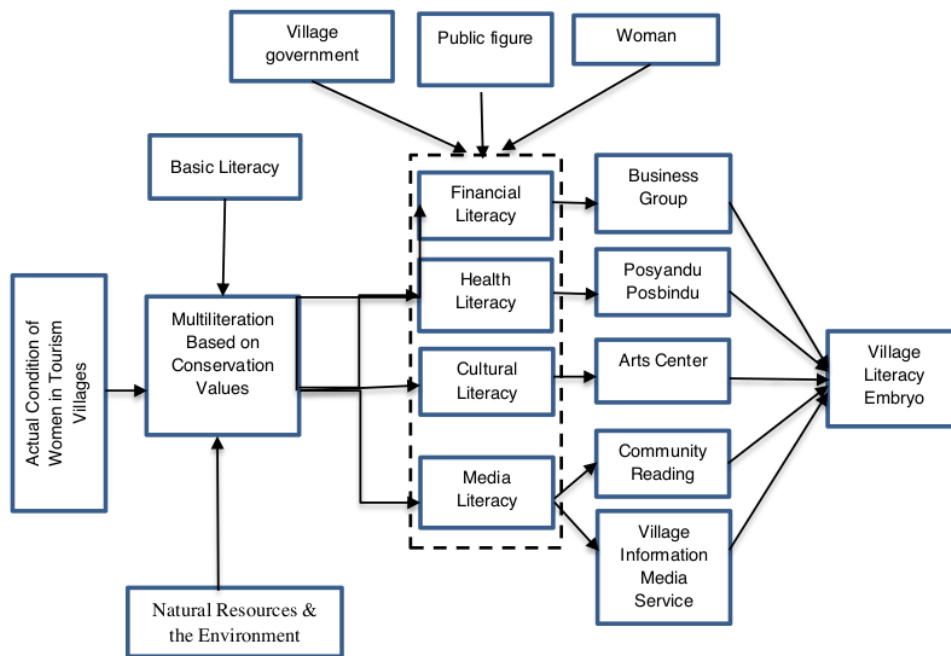


Figure 1. Design of Multiliteration Models in Women

Multiliteration of women emphasizes more on the learning needs of rural women and on the other hand also emphasizes the development of motivation, modern attitudes, vocational skills, and skills related to work that exist in society. Rural women have several abilities which in the future can be used as capital to develop their lives through independent business so that they can gain better economic, social and cultural benefits. Multiliteration provides a strong basis for poverty alleviation and sustainable development in achieving a democratic and stable society. Women's rights to land and other productive resources are outlined in several international legal and policy instruments including the Universal Declaration of Human Rights[7]. Multiliteration is the basis for upholding human rights, the rights of children to get basic education, conflict resolution, adequate nutrition, and overall quality of life improvement. Literate mothers can make decisions about responsibilities in terms of affecting their families, children and themselves, such as health practices, household income, education and the welfare of their children. Literate farmers can be more productive and open to further learning.

Multiliteration referred to in this study includes media literacy, health literacy, cultural literacy, financial literacy. In this research, multiliterate based on conservation values include inspirational, humane, caring, innovative, sportive, creative, honest and fair. These conservation values will be developed by the multiliterate of women in tourist villages. Multiliteration based on conservation values is expected to be able to solve problems in daily life and increase the participation of women in community development. Schematically, the literacy of the UNESCO (2003) definition of literacy "Literacy is as a continuum of learning that enables individuals to develop their knowledge and potential, pursue and achieve their goals, and participate fully in society[14]. In the article titled *Pedagogy of Multiliteracy: A Design Social Future* find three realities that change from literacy education to multiliterate. This reality does not only apply to developed countries but developing countries like Indonesia. The reality of change towards multiliterate for rural communities includes the complexity of community work, personal life which ultimately becomes a strong reason why rural communities also need multiliterate education. This is following the recommendations of the results of Ogato's (2013) study in Ethiopia to achieve the goals of the millennium, supporting gender equality policies[15], and research Crespi[16] which encourages women's participation in development, women's access and control of productive resources, information, training and education, employment, and decision making. Longwe bases on

the importance of development for women, how to handle gender issues as obstacles to empowering efforts to meet women's needs and efforts to achieve gender equality.

Gender is a socio-cultural variable in which there is a set of assumptions that determine how men and women behave[3] so that the portion of the burden cannot be used as an indicator of equality, even though women still have the right to choose the activities they want even if it is hard work. Then gender equality should not be narrowly defined, not men should be able to be women, then women should be able to be men because equality does not shape individuals into artificial figures. Empowerment is defined as something that allows women to take the same place as men, and be involved equally in the development process to achieve control over the factors of production on the same foundation as men. Has a very strong political perspective. Development means overcoming the inequality of women and men in every field. Development is defined as the possibility of a person/ group of people moving out of poverty caused by oppression and exploitation.

Gender mainstreaming or gender mainstreaming is an interrelated effort regarding planning and regulation of policies in gender-responsive development, it aims to achieve equality and justice in all development fields, in this case, the main concern is women. Women's Human Rights in development as a form of advancement of Human Rights continues to be popularized globally, this is marked by the recognition of Human Rights consciously, to realize complete integrity for all humanity. *Convention on the Elimination of All Forms of Discrimination against Women* in principle, emphasizes the aspects of equality and justice between women and men, namely equality inequality in opportunity and access as well as equal rights to enjoy benefits in all areas of life and all activities[17].

Multiliteracies pedagogy is an approach to teaching language and literacy that takes into account the complex and dynamic nature of global communication[18]. Multiliteration is the skill to use various ways to express and understand ideas and information using conventional text forms as well as innovative texts, symbols, and multimedia. " Multiliteration learning is one of the learning designs used in the context of the 2013 curriculum[19]. Impact assessments of adult literacy programs can be grouped into two kinds: one set that measures the direct effects, namely, the acquisition of literacy or numeracy, and the other that measures the indirect or extended effects, such as intrahousehold sharing or child health outcomes[15]. The concept of multiliterate is designed to answer the skills needed in the 21st century.

Multiliteration learning is designed to be able to connect 4 multiliterate skills (reading, writing, spoken language, and IT) with 10 specific 21st-century learning competencies. The ten competencies are (1) creativity and innovation, (2) critical thinking, problem-solving, and decision making, (3) metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology literacy, (8) citizenship attitudes, (9) life and career, and (10) personal and social responsibility, including awareness of competence and culture[19].

Ivanic[19] stated, "Multiliteration learning is challenging learning so that women can study and apply practical literacy, this has a role as a liaison for learning various concepts across the curriculum". Multiliteration concept learning is an embodiment of the scientific learning process that optimizes skills in literacy, namely in literacy in reading, writing, speaking and mastery of information and communication media. The implementation of this functional literacy education was an effort of lifelong learning implemented by socialization, planning, and organizing stage that involved related people[20].

IV. CONCLUSION

Five levels of equality as a basis for criteria with the Longwe model to assess the level of empowerment of women in various fields of social and economic life, starting from the lowest: welfare, access, awareness, participation, and control. This level of equality is in a hierarchical relationship, so equality of control is more important than the equality of well-being. A higher level of equality is automatically a higher level of development and empowerment. Multiliteration of women based on conservation values is expected to increase women's empowerment. Women's empowerment is an effort to realize the roles, access, and control of women and men in all fields of development. The women's empowerment programs carried out by the government and the community so far are an effort to always realize the creation and distribution of development benefits for men and women in a balanced manner.

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