



THE VALUE OF GENDER INCLUSIVENESS IN THE NOVEL *PELABUHAN TAK BERTEPI* AND ITS URGENCY FOR CHILDREN'S PSYCHIC DEVELOPMENT (SARA MILLS CRITICAL DISCOURSE ANALYSIS STUDY)

M. Fathurahman¹, Umi Kalsum²

^{1,2}Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo

Surel: m.fathurahman65@gmail.com

Abstrak

Penelitian ini mengangkat satu tema yang sesungguhnya memiliki relevansi kuat dengan perkembangan psikis anak. Hal tersebut adalah inklusivitas gender dimana tujuan dari materi ini adalah memberikan pemahaman basik tentang sikap yang harus dimiliki oleh anak kaitannya dengan relasi antara laki-laki dan Perempuan. Adapun pendekatan dalam penelitian ini menggunakan analisis wacana yang dibagi menjadi 3. (1) makro, yang mempelajari tentang makna global dari sebuah teks yang bisa diamati. (2) superstruktur, yakni wacana yang terkait dengan kerangka suatu teks. (3) struktur mikro, yaitu esensi wacana yang dilihat dari bagian mikro dari sebuah kalimat. Selanjutnya, secara umum yang dapat disimpulkan dari penelitian ini yakni misi yang hendak disampaikan subjek utama dalam penceritaan Novel. Pertama, perlawanan terhadap sistem patriarki. Kedua, eksplorasi sikap perempuan dalam menjalankan tanggung jawabnya baik di sektor domestik maupun publik yang sesungguhnya tidak perlu diposisikan sebagai orang nomor dua maupun sekian. Selain itu, materi ini juga selaras dengan teori yang dibangun oleh Vygotsky yakni pada konsep sosio kultural dan Scaffolding.

Kata Kunci: Anak, Inklusivitas Gender, Analisis Wacana

Abstract

This study raises a theme that actually has a strong relevance to the psychological development of children. It is gender inclusiveness where the purpose of this material is to provide a basic understanding of the attitudes that children should have in relation to the relationship between men and women. The approach in this study uses discourse analysis which is divided into 3. (1) macro, which studies the global meaning of a text that can be observed. (2) superstructure, which is discourse related to the framework of a text. (3) microstructure, which is the essence of discourse seen from the micro part of a sentence. Furthermore, in general, what can be concluded from this research is the mission that the main subject wants to convey in the storytelling of the novel. First, the resistance to the patriarchal system. Second, the exploration of women's attitudes in carrying out their responsibilities both in the domestic and public sectors, which actually do not need to be positioned as second or third. In addition, this material is also in line with the theory built by Vygotsky, namely the concept of socioculture and scaffolding.

Keywords: Children, Gender Inclusiveness, Discourse Analysis

A. INTRODUCTION

A timeless issue is the problem of gender. It is a discourse that still draws diverse responses and interpretations, even by definition is still widely debated. This is actually an indicator that this issue is always *up to date*, because it is discussed by many people from various backgrounds. One party defines gender as *sex*, which then gives consequences to the meaning of nature, while the

other party defines gender as a cultural concept that creates distinction, which means that something will be formed because of construction.

In fact, the consequence of construction is a widening distinction, especially when viewed from a socio-cultural aspect.¹ The next implication is the labelling and even the imposition of two subjects at once. A man must be masculine so he must be strong, inappropriate for domestic work and the like. Likewise, women must be feminine, must be gentle and proficient in domestic affairs. Yet without realising it, this is actually just a culture that is constructed by the human mind. If this applies, it will usually lead to discrimination.²

A concrete example in this case is the poem "*al-ummu madrasah, idza a'dadtaha a'dadtasha'ban thayyibal a'raq*" meaning: the mother is a madrasah for her child, if you prepare her well then the same way you prepare the nation well. The poem creates at least two things that can be identified. *Firstly*, the discussion of responsibility that seems to only exist in the mother. A mother must have a central role whose presence is no longer recommended but required. It is no exaggeration in this view if the cultivation of character, the formation of habits that occur in children will be born from the work of mothers.

Second, is the general societal construction of a mother's responsibility towards her child. Indeed, it can be said that the internalisation of a child's character is largely in the hands of a mother. However, at the same time, a mother has other responsibilities outside of childcare that are no less demanding, such as domestic household affairs, family economic management and other side jobs. Ironically, this construction of society does not touch the role of a father, so that a father is assumed to be in accordance with nature when he works outside the home.

The development of this kind of belief will undoubtedly give birth to discrimination between the roles of husband and wife. An expression that results in the compartmentalisation of roles and responsibilities, whereas if you look comprehensively, it is not necessary to create a binary opposition for both of them.³ Ironically, there will then be an equally wrong paradigm that always faces each other in this case. None other than because of the wrong assumptions of the two opposing parties, namely related to the domain of nature and construction, which immediately appear to overlap as if they get their own version of the truth. The balance between the demands of roles in work, family and social life is an issue that challenges modern society.⁴

This real condition is also depicted in the novel *Ghadan Tuladu Syamsun Ukhro* by Husain Mu'nis, an Egyptian writer, which in the Indonesian version is titled *Pelabuhan Tak Bertepi*. The novel criticises the Egyptian tradition that is highly inclined to patriarchal practices where the husband or son is transformed into a "visible god" and cannot be denied his command and will. However, at the same time, the girl in the story is required to have *skills* in domestic and other matters. It is in this position that she always gets a defence from her mother, who is none other than the main character in the story. Therefore, the various defences that contain the value of gender inclusiveness are worth learning.

From here the authors analyse that the values of inclusivity need to be studied because in fact it has a positive impact on the psychological development of children. In addition, the value of

¹ Siti Zubaedah, "Mengurai Problematika Gender Agama," *Jurnal Studi Gender dan Anak* 5, no. 2 (2010).

² Siti Nur Alfia Abdullah, "Analisis Wacana Sara Mills Tentang Kekerasan Perempuan Dalam Rumah Tangga Studi Terhadap Pemberitaan Media Kumparan," *Jurnal Dakwah dan Komunikasi* 4, no. 2 (2019).

³ M. Fathurahman, "Menelusuri Nalar Binnary Opposition Sebagai Akar Lahirnya Ekstrimisme Paham," dalam *Islam Moderat* (Ponorogo: CV. IKAS, 2018).

⁴ Yuli Salis Hijriyani, D. Budiarti, dan Risma Dwi Arisona, "A Work Family Balance Contribution to Children's Education (A Descriptive Study on Women's Dual Roles)," *Early Childhood Education* 7, no. 1 (2022): 54–60.

inclusiveness is to convey that the practices of marginalisation and subordination of wives and daughters are no longer relevant in this era where the principle of equality should be applied.

The next question is whether this tradition has positive implications today? Or is it the opposite, that the tradition of the superiority of the role of the husband (male) will cause unending mafsadat? Therefore, considering the importance of expressing the values of inclusiveness in the novel, especially analysed with Sara Mills' critical discourse analysis, the authors propose a research entitled "The Value of Gender Inclusiveness in the Novel Pelabuhan Tak Bertepi and its Urgency for Children's Psychic Development (Sara Mills Critical Discourse Analysis Study)".

B. METHODS

In this study, the authors applied the *library research* method, which is research that comes from literature such as books, journals, diktat, newspapers and others. Because the main source is literature, it is possible that the quality of the research is influenced by the reading texts studied and used as references. In fact, it is not surprising that the quality also depends on the existing references.⁵

Furthermore, this research is descriptive-qualitative, which means that it wants to examine the content of the text in the form of symbols and main ideas in related themes.⁶ Descriptive-qualitative in this context is intended to identify the value of gender inclusiveness in the novel Pelabuhan Tak Bertepi and its urgency for children's psychological development. Furthermore, the method will produce descriptive data which in Moleong's opinion are written words from texts, informants and behaviours observed by researchers.⁷

The approach in this research is to use Critical Discourse Analysis carried by Sara Mills. The analysis is used to examine and analyse critical discourse, both in the form of race, hegemony, gender, class, social class and others. The way critical discourse analysis works is by looking at a text that consists of several structures where each part actually has an interrelation.

In addition, discourse analysis is divided into 3 parts: (1) macro, in this section is the global meaning of a text that can be observed from the theme carried. (2) superstructure, this part is a discourse related to the framework of a text, in other words how the text can be arranged in the news as a whole. (3) microstructure, which is the essence of discourse seen from the micro (small) parts of the text such as words, sub-sentences, and sentences. Sentences the variety of paraphrases, as well as images.

Meanwhile, in more detail, in conducting discourse analysis Sara Mills can be divided into three levels: a) analysis at the word level, namely sexism in language and its meaning, b) analysis at the phrase or sentence level, namely about naming, harassing women, or raising things that are considered taboo, c) analysis of discourse which includes characters or roles, schemata.⁸

C. RESULT AND ANALYSIS

1. Definition of Value

The word value (English: Value) is taken from the Latin *vale're* which means useful and *applicable*, so the word value can be interpreted as something that has benefits. In addition,

⁵ Subaidi Ahmad Saefudin, "Pendidikan Nilai: Upaya Mengatasi Konflik Identitas dan Krisis Nilai," *Jurnal Intelegensia* 3, no. 1 (2015), 67.

⁶ Aris Badara, *Analisis Wacana: Teori, Metode dan Penerapannya pada Wacana Media* (Jakarta: Kencana Prenada Media Grup, 2013), 63.

⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017), 5.

⁸ Umar Fauzan, "Analisis Wacana Kritis dari Fairclough hingga Mills," *Jurnal Pendidik* 6 (2014), 107.

value is anything that is considered good and has benefits.⁹ Meanwhile, in the Big Indonesian Dictionary (KBBI), the definition of value is something that has benefits for humans in general, in other words, everything that has good and useful implications is called value.¹⁰

2. Grade Classification

In theory, values can be classified into several parts as below:

- a. Material value, which is value that is usually used to fulfil human material or physical needs.
- b. Vital value, which is the value that underlies an action or can be said to be motivation.
- c. Spiritual value is value that has benefits for the spiritual (inner) side of humans. Spiritual values are categorised into four types:
 - 1) The value of truth, which is a value born from human intellect
 - 2) Aesthetic value is a value that is born from human feelings or something that is created as a result of feelings towards something.
 - 3) The value of goodness, is the value that comes from the inner will of man.
 - 4) Religious value is a value that comes from beliefs that are usually sourced from a belief.¹¹

However, in the context of this study, the emphasis that will be elaborated in related research is more on the value of goodness. This means that the value of goodness that comes from human will becomes the main element because it is an activity that can be endeavoured together. In addition, gender inclusiveness is a human construction whose existence can be planned and built in such a way.

Gender Inclusivity

Gender in lexical studies comes from many languages, namely English (Gender), German (Glesclecht), French (Genre) and Spanish (Genero), which means like kind, race or class.¹² Meanwhile, in the Oxford Advanced Learner's Dictionary, the meaning of gender is *Classification noun or pronoun as masculine or feminine; sexual classification; sex: the male or female genders*.¹³

However, in the discussion of gender, including gender equality and gender justice, there are often three schools of theory at once, namely Nature theory, Nurture theory and Equilibrium theory. First, the *Nature* theory is a natural and natural difference, which means that this biological difference indicates different roles and functions. Indeed, in social studies, many roles are interchangeable, but in certain circumstances there are tasks that cannot be exchanged with each other, including the reproductive function.

Secondly, *Nurture* theory is built on the basis of constructions that occur in certain societies. Its existence then becomes a building that is believed to be true, where what is unfortunate is that women become objects that are oppressed and left behind and their contributions are neglected and less considered in the family, society and even in the order of a nation.

The third is *equilibrium* theory, which is considered the most logical and humanist theory because it is characterised by a compromise between men and women. This theory is based on

⁹ Subaidi Ahmad Saefudin, "Pendidikan Nilai: Upaya Mengatasi Konflik Identitas dan Krisis Nilai," *Jurnal Intelegensia* 3, no. 1 (2015), 67.

¹⁰ Kementerian Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, vol. 5 (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 1001.

¹¹ Sutarni, "Manusia Moralitas dan Hukum," *Jurnal Hukum Kaidah* 18, no. 1 (2018), 57.

¹² Donna J. Haraway, "Gender for Marx's Dictionary: The Sexual Politic of a Word," dalam *Women, Gender and Religion*, ed. Elisabet A. Castelli (New York: Palgrave, 2001), 5.

¹³ A. S. Hornby, *Oxford Advance Learner's Dictionary* (Oxford: Oxford University Press, 1989), 512.

harmony and partnership. So that the roles of both individuals can be united and there is no need to elevate and demean each other. Differences are an indisputable fact, but finding similarities is a mission that must always be voiced by related theories.¹⁴

Meanwhile, Heddy Shri Ahimsa emphasises the differences in the meaning of gender into several definitions. 1) gender as a foreign term that has a certain meaning; 2) gender as a dynamic socio- cultural phenomenon; 3) gender meaning a social awareness; 4) gender considered as a cultural problem; 5) gender meaning a tool to analyse; 6) gender as an effort to provide a perspective on social reality.¹⁵

This understanding has been in common use since at least the fourteenth century. However, a new understanding was introduced by British sociologist Ann Oakley which offered a progressive take on the broader meaning of gender as it is understood today.¹⁶

According to him, gender is no longer understood as a distinction based on biological form alone. However, gender is a social construction that arises because it is built and shaped by people who are interested.¹⁷ The consequence that often arises from this kind of construction is the spread of assumptions based on the interests and desires of certain social buildings, or at least from the strongest voices where the social construction is built.

The Value of Gender Inclusiveness in the Novel

Some of the narratives that show the value of gender inclusivity are found in the statements and dialogues below. They indicate the obligations, attitudes and responses of parents in educating their children. The goal of education is to develop a healthy and mature psyche.

	Narratives of Gender Inclusivity	Analysis of Inclusivity Value
1	<i>"Mothers and children are often alone together and understand each other"</i>	This narrative describes the closeness between Nadia and her daughter, Susan. Nadia tries to build as close a relationship as possible with her daughter in the hope that there is no distance between the two. So that what is built is closeness and mutual understanding between the two. The indicator that can be included in this category is participation, that parents and children have the same responsibility in carrying out their roles in family relations, and of course what happens next is their alignment in carrying out their responsibilities.
2	<i>"We've prepared the best food we can"</i>	This dialogue also occurs between Nadia and Susan, where it happens in their daily routine of working in the house. They both have tried to do their best in fulfilling their responsibilities, which is to serve all family members. The indicator in this context is their participation in carrying out their roles.
3	<i>"You must realise that you are part of this family."</i>	Nadia said this to her son Thariq in order to make him realise that all children have their own responsibilities. In the family, no one is privileged over the others. Moreover, these words were Nadia's defence to Susan who often fought with her brother. In this way, Nadia wanted to practise that the culture of inclusion should be applied in the family. In addition, the dialogue also aims to give the three children a projection of the future, that they will not always be with their parents. There will be a time when they will live independently and be required to solve their own problems as well.

¹⁴ Ade Kartini dan Asep Maulana, "Redefinisi Gender dan Seks," *Annisa': Jurnal Kajian Perempuan dan Keislaman* 12, no. 2 (2019), 227-228.

¹⁵ Mochammad Sodik dan Inayah Rohmaniyah, *Perempuan Tertindas: Kajian Hadits-Hadits Misoginis* (Yogyakarta: PSW IAIN Sunan Kalijaga, 2003), 22.

¹⁶ Inayah Rohmaniyah, "Gender dan Konstruksi Perempuan dalam Agama," *Jurnal Studi Ilmu Al-Qur'an dan Hadits* 10, no. 2 (2009), 210.

¹⁷ Letty M. Russel dan Clarkson J. S., *Dictionary of Feminist Theology* (Kentucky: Westminster John Knox Press, 1996), 214.

	Narratives of Gender Inclusivity	Analysis of Inclusivity Value
4	"We all help each other so that we can succeed"	The purpose of Nadia's statement is to make them realise that they are one family and have a responsibility to help each other. In this context, the role of all family members is equally important, so there is no such thing as a helper to each other, especially to the mother. This is because the negative thing that has already become a tradition in the family is that the role of mothers who work in the domestic field is equated with domestic servants. Nadia tries to get rid of this bad habit by saying the above sentence. It was also in response to Thariq's attitude of being the most important child in the family and having to fulfil all his wishes.

D. CONCLUSION AND RECOMMENDATION

In this research, the authors divide the conclusion into several parts. The first part is about the value of inclusivity which is found in many narratives in the novel *Pelabuhan Tak Bertepi*. The inclusivity indicators are divided into four namely; Participation, Rights Services, Accessibility and Inclusive Culture, all of which are found in the dialogue that occurs.

Second, related to the urgency of gender inclusiveness for children's psychological development can be found in the content of the novel which is in line with the theory built by Vygotsky. The relevance between the value of inclusiveness and the theory of children's psychological development is in the concept of sociocultural and scaffolding.

Furthermore, in general, what can be concluded from this research is the mission that Nadia as the main subject wants to convey in the storytelling of the novel. First, the resistance to the patriarchal system, which in Egyptian tradition has been running for years. Second, the exploration of women's attitudes in carrying out their responsibilities both in the domestic and public sectors.

Therefore, although the novel is called a fictional story, the social setting is a reality that really happened. Hence, the novel also aims to provide constructive-solutive social criticism.

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