



## From Film to Classroom: A Feminist Analysis of Female Characters in “Home Sweet Loan” and Its Implications as Literary Enrichment Material in High School

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**Abstract:** This study aims to analyze the role of the main female character in the film Home Sweet Loan based on Naomi Wolf’s liberal feminist principles, which serve as a framework for interpreting the character’s representation, and to examine its implications as literary enrichment material in Indonesian language learning at the senior high school level. The feminist principles are identified through an analysis of the main character’s roles. This study employed a qualitative descriptive method to describe and interpret the meaning of the phenomenon in depth and systematically. The research data consisted of dialogues and scenes involving the main female character in the film Home Sweet Loan (2024). The researcher acted as the primary instrument (human instrument), while data were collected through observation and note-taking techniques. Content analysis was used to examine how the main female character performs various roles in life, which position her in a dual-role context. The findings indicate that the character’s roles can be classified into four domains of life as depicted in the film. From a feminist perspective, these roles reflect the principles of autonomy, equality, and rationality. The main character’s actions represent modern women who strive to determine their own life paths despite operating within a socially gender-biased system. These findings have practical implications for the development of literary enrichment materials in Indonesian language learning at the senior high school level, aligned with the learning outcomes of the Merdeka Curriculum, particularly in fostering students’ critical thinking skills in analyzing gender issues. The film Home Sweet Loan also addresses the limitations of existing literary teaching materials, which are often dominated by patriarchal perspectives, by offering a more contextual and gender-sensitive alternative.

### Article History

Received: 24-03-2026

Revised: 29-04-2026

Accepted: 18-05-2026

Published: 20-06-2026

### Key Words:

Feminism; Film Studies;  
Gender Equality; Literary  
Enrichment; Role of  
Female Characters.

**How to Cite:** Mumtaza, A. N., Yulianeta, & Damayanti, W. (2026). From Film to Classroom: A Feminist Analysis of Female Characters in “Home Sweet Loan” and Its Implications as Literary Enrichment Material in High School. *Jurnal Kependidikan : Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 12(2), 816-828. <https://doi.org/10.33394/jk.v12i2.20381>



<https://doi.org/10.33394/jk.v12i2.20381>

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## Introduction

In the social dynamics of Indonesian society, social and economic changes have influenced the position and roles played by women in daily life. Women are no longer confined to the domestic sphere but are also actively involved in the public sphere, particularly the workplace. However, this shift is not always accompanied by an equal distribution of roles. In this social context, women are often faced with demands to simultaneously fulfill multiple roles, both in family life and in the public sphere (Ihda et al., 2024; Tanjung et al., 2024). This situation gives rise to a phenomenon known as dual roles.

Roles are inherent in human nature, including women. When a person exercises the rights and obligations consistent with their position, they are fulfilling a role (Tobing, 2009; Junaidi & Sukanti, 2022). In the context of gender, the roles of men and women are often culturally differentiated, both in the domestic and public spheres. In reality, many women



experience a double burden, having to carry out domestic roles while also serving in the public sector. This aligns with Handayani's (2020) findings, which emphasize that women are often required to simultaneously carry out various complex roles. Therefore, women's roles in the social sphere are dynamic and multifaceted, in line with social and cultural developments in society.

To understand women's roles more specifically, this study refers to the concept of women's roles proposed by Ahdiah (2013), which divides women's roles into several forms, such as traditional, transitional, dual-role, egalitarian, and contemporary. This concept is then operationalized into several analytical indicators covering women's roles in the family, the workplace, social life, and as independent individuals. These indicators are used as the basis for identifying and analyzing the representation of female protagonists in films.

The phenomenon of women's roles is inextricably linked to the concept of dual roles, defined as cultural dualism, namely the domestic sphere and the public sphere. In practice, this situation often places women in an unequal position in the division of roles (Afrizal & Polelah, 2021). The issue of women's dual roles cannot be separated from the construction of gender ideology that develops in society. Yulianeta (2021) explains that differences in roles, access to power, rights, and positions between men and women in social life often give rise to gender inequality. This inequality results in various forms of injustice experienced more by women, one of which is excessive workload. In Women's journals, through its edition "Women Workers in the Midst of Crisis and Technological Change," highlights that working women face multiple burdens due to the increasingly complex demands of the workplace, while domestic responsibilities remain firmly placed on women (Sigiro, 2021).

The data from the Central Statistics Agency (2025) recorded an increase in female participation in the workforce of 56.42%. This indicates that more Indonesian women are entering the workforce, even holding leadership positions. However, this involvement is often accompanied by domestic responsibilities within the family, creating a double burden in daily life. Discussions about women's dual roles are also rife on social media platforms like TikTok, where young women share their experiences of facing role demands that lead to injustice, psychological pressure, and limitations in realizing dreams due to being burdened with more than one role. This reinforces the fact that gender issues are not merely theoretical concepts but also a real social reality frequently experienced by today's generation.

One approach to gender studies is feminism, which focuses on the struggle for equal rights for women and efforts to eliminate inequalities resulting from social constructs. In feminist studies, this condition is understood as part of gender injustice arising from social constructs that place women in an unequal position. This situation also often causes emotional and psychological stress (Ardelia & Pramiyanti, 2025). Besides that, feminism not only questions gender inequality, subordination, and restrictions on women's movement in various spheres of life, but also fights for their rights to equality and transforms women's lives (Suhada, 2021). Over time, feminism has developed into several schools of thought, one of which is liberal feminism. Broadly speaking, liberal feminism emphasizes efforts to eliminate gender-based discrimination and uphold equality and freedom for women (Tong, 2010). This study adopts the liberal feminist perspective of Naomi Wolf's, a leading figure in liberal feminism, particularly the concept of power feminism, as an analytical framework. Compared to other feminist figures such as Simone de Beauvoir and Betty Friedan, Wolf's perspective is considered more relevant to the context of this study, as it highlights women's agency, independence, and self-confidence in navigating social and structural challenges. This approach is particularly suitable for analyzing the character of Kaluna as a



middle-class working woman who actively negotiates her roles in both domestic and professional spheres.

In her book "Gegar Gender" (1997), Wolf put forward five principles that focus on broad women's empowerment, including the equal significance of women and men in social life, women's right to self-determination, the importance of women's lived experiences, women's right to express their own truths, and women's right to access various aspects of life such as education, safety, and economic resources. Based on these principles, the analysis in this study focuses on how Kaluna's character reflects women's autonomy, decision-making power, and lived experiences in the context of family and society. These aspects are examined to understand how the film represents women's roles and how such representations can be interpreted through the lens of liberal feminism.

This dual role phenomenon not only occurs in social reality but is also represented in various literary and cultural products, one of which is through film. In literary studies, film is a type of literary work in the form of audiovisual media, combining elements of narrative, audio, and movement, and can be interpreted as an interpretation of reality. Furthermore, film also has great potential to be utilized in an educational context, as it contains educational, moral, and socio-cultural values that can be utilized in the learning process. Representations of women's dual roles are evident in the Indonesian film industry such as *Hijab* (2015) and *Noktah Merah Perkawinan* (2022). One recent film that interestingly addresses a similar issue is *Home Sweet Loan* (2024), an adaptation of a novel by Almira Bastari. This film depicts the struggles of the main female character, Kaluna, as a representation of young women bearing the financial burden of a large family (the sandwich generation) as well as domestic responsibilities in family life. Several previous studies have examined the film and novel "Home Sweet Loan" with various focuses, such as audience perceptions of the film (Alawyah, 2025), character ideologies (Hikmah & Burhan, 2023), and roles in family life (Hona & Dewi, 2024). Meanwhile, studies that specifically examine the role of female protagonists in various life domains comprehensively through a feminist perspective and their implications for literature learning are still limited.

Based on this description, this study aims to analyze the role of the main female character in the film *Home Sweet Loan* based on Naomi Wolf's liberal feminist principles as a reference in interpreting the role of the main character in the film, an examine its implications as literary enrichment material in Indonesian language learning in high school. In the context of learning Indonesian in high school, the use of contextual literary works is very important to increase student involvement. However, in practice, the literary teaching materials used in schools still tends to be limited to conventional texts and does not fully connected social realities close to student's lives. This results in literary learning to provide less space for students to develop critical thinking skills about the social phenomena around them. Furthermore, limited interesting learning resources and the lack of relevance of material to everyday life are also obstacles in literary learning (Mardi et al., 2025).

Therefore, an alternative enrichment material is needed that is able to present current issues, such as gender equality through more relevant media, one of which is films. The use of films as teaching material not only helps students understand the intrinsic elements of the work, but also encourages the ability to analyze, interpretive, and reflective on the social values contained in it. In the line with this, this research is also directed at developing literary enrichment materials in the form of digital books that can be used in Indonesian language learning in high school. This enrichment book is intended for high school students as accompanying reading material and a reference to support independent and guided learning. The selection of enrichment books in digital form was also prepared taking into account ease



of access for readers. Through digital format, this book can be accessed anytime and anywhere without any limitations of space and time.

Theoretically, this research is expected to enrich feminist literary studies, particularly in understanding the representation of the role of female protagonists in films. Practically, the results of this research are used as a basis for developing books to enrich literature in high school through the use of films as a contextual learning medium, thereby encouraging students' critical thinking skills on gender equality issues. The selection of high school students is grounded in a critical literacy perspective, as they have the cognitive ability to analyze, interpret, and question meanings embedded in various texts, including audiovisual media. Through this perspective, students are not only expected to understand the content of a text, but also to critically examine underlying ideologies, such as gender representations. In this context, the film *Home Sweet Loan* becomes an important enrichment material, as it provides opportunities for students to deconstruct gender ideology and reflect on women's roles in both domestic and spheres (Napsiyah, 2023).

### **Research Method**

This research used a qualitative approach with descriptive methods. Qualitative approaches are methods for exploring and understanding the meaning derived from social phenomena holistically through descriptions in a natural context (Creswell, 2019). Meanwhile, Roosinda et al. (2021) explain that descriptive methods are methods used to describe or analyze research findings without the intention of drawing generalizations or broadly applicable conclusions. This approach was chosen because it was relevant to the research objective. It sought to deeply understand the representation of the role of the main female character in the film *Home Sweet Loan*. Primary data consists of scenes and dialogue from the film, while secondary data is obtained from literature related to feminist theory, women's roles, and literature learning materials.

Data collection was conducted through non-participatory observation techniques by repeatedly watching the film, noting relevant scenes and dialogue, and identifying sections that reflect the roles of the main female characters. Istinganah et al. (2021) define non-participatory observation as observation conducted without personal involvement and solely as an independent observer, aimed at identifying narrative elements in the film that reflect the roles of the main female characters. In this study, the researcher acted as the primary instrument (human instrument).

Moreover, data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawing. The collected data were classified based on indicators of women's roles and then interpreted using a feminist perspective to uncover the meaning contained in the representation of the main female characters and their implications for literature learning in high school. To ensure the credibility of the data, this study applies theoretical triangulation by comparing the analysis with relevant feminist theories and previous studies. This approach helps to strengthen the interpretation and minimize potential bias in analyzing the data. Apart from producing analysis, this research also develops enrichment books designed to support literary learning in high school by containing material related to films, character analysis, the value of feminism, and reflective activities for students. Furthermore, the enrichment book developed was also validated by experts to determine the level of feasibility by referring to the assessment instrument which includes several aspects of assessment, namely, suitability of book content, completeness of content, suitability of learning support, and appropriateness of presentation (Ulumudin et al., 2017).

## Results and Discussion

### Movie Overview

The film *Home Sweet Loan* is directed by Sabrina Rochelle Kalangie, and produced by Visinema Picture, was released in late 2024 with a running time of 1 hour, 51 minutes 47 seconds. This romantic comedy drama film starred actor Yunita Siregar as Kaluna, a young woman navigating career, family responsibilities, and personal life in a middle-class urban setting. The story developed linearly, with the main conflict centered on the burden of dual roles that leads to her awareness of the gap between life's realities and her hopes for personal freedom and dreams.

### The Role of the Main Female Character in the Family

The research results showed that the main female character played a dominant role in family life, both emotionally and economically. Economically, Kaluna was responsible for and provided for the family's financial needs. Emotionally, Kaluna played an active role in domestic chores at home. These roles are reflected in Kaluna's actions in the following scene.



**Figure 1. Dialogue of Kaluna Asked to Pay the Electricity Bill at Home**



**Figure 2. Kaluna Playing a Role in Domestic Work**

(Source: Researcher screenshot: <https://www.netflix.com>)

The scenes depicted in Figure 1 and 2 illustrate women's domestic roles and responsibilities, which can serve as a pedagogical trigger for students to identify unequal distribution of household tasks and reflect on similar situations in their own families. This aspect is school enrichment materials because it encourages students to develop a critical awareness of gender roles in everyday life. In the first scene, Kaluna was seen as responsible for paying for the electricity bill at home. This is evidenced by the following dialogue:

*Kanendra: "Kal, the electricity token is out of stock. Please buy some." (Kaluna doesn't answer; she sighs heavily, as if overwhelmed). (HSL, 2024, 00:05:37)*

Then, in the second scene, Kaluna's involvement in domestic work was demonstrated. This demonstrated the traditional roles still attached to women. As the child of the family, it was Kaluna's responsibility to perform domestic work at home, but she felt that all forms of domestic work were solely assigned to her, even though her extended family had many other members. This situation made her feel unequal and constantly treated unfairly in her family life. This is reinforced by the dialogue in the second scene:

*Kaluna: "After eating, don't you think about helping with the dishes, Sis?" (She asks Kamala as Kaluna's older sister). (HSL, 2024, 00:04:26)*

*Kamala: "Yes, can't you even help a little, Kal? I just finished eating. Later, in the middle of the meal, Lala will need to go to the toilet and she won't be able to eat quietly. You'll experience this yourself when you have children."*

*(As she leaves the kitchen). (HSL, 2024, 00:04:38)*

The dialogue above illustrates how Kaluna is often placed in a difficult position when expressing her concerns. Rather than imposing her will, she tends to respond calmly and encourage more mature understanding from other family members. This reflects the complexity of women's roles in the family, particularly in negotiating emotional and domestic responsibilities.

### **The Role of Female Main Characters in the Workplace**

Research results showed that Kaluna played an active role in the workplace as an independent, professional individual who strived to excel in her field and contributed productively. The following scene demonstrate Kaluna's role in the workplace.



**Figure 3. Kaluna helping Tanish with work matters and Figure 4. Shows a dialogue from one of the office employees.**

(Source: Researcher screenshot: <https://www.netflix.com>)

The scene depicted in the second image above illustrates the lives of women in the public sphere, both professionally and in their responsibilities in the workplace, which can serve as a pedagogical trigger for students to analyze the role of women in the workplace and challenge gender stereotypes. This aspect is important to include in high school enrichment materials to encourage students to develop critical thinking awareness about gender equality and career aspirations in society. In the first scene is reinforced by the following dialogue:

*Tanish: "Kal, meeting room B5 will be used by my team. Is it available?"*

*(HSL, 2024, 00:06:01)*

*Kaluna: "Well, Nish, it's already booked... Is room B3 okay, right?"*

*(HSL, 2024, 00:06:25)*

In the second scene, she is instructed by one of her office employees to prepare a purchase report. The following dialogue relates to the scene:

*Office Employee: "Kal, I need you to prepare yesterday's purchase report."*

*(HSL, 2024, 01:45:38)*

Based on the depiction of the scene and the dialogue excerpt above, Kaluna's efforts to continuously improve herself and work productively are evident in both scenes, where she focused on completing office tasks, took on additional responsibilities, and strived to demonstrate her best performance.

### **The Role of the Female Main Character in Social Life**

In social life, the female main character was portrayed as a supportive and reliable individual for those around her. She provided emotional support to her friends and can maintain social relationships despite the pressures of life. These roles are reflected in Kaluna's actions in the following scene.



**Figure 5. Kaluna and Tanish Support Each Other in Their Life Problems and Figure 6. Kaluna Helps Tanish Take Care of Dri**

(Source: Researcher screenshot: <https://www.netflix.com>)

The scenes presented reflect Kaluna's social interactions and support systems, which can serve as pedagogical triggers for students to examine the role of social relationships in shaping individual perspectives and emotional resilience. The aspect is important to include in secondary school enrichment materials because it encourages students to reflect on their own social environments and develop empathy and critical awareness of interpersonal dynamics. From the image above Kaluna portrays a caring and concerned figure regarding the well-being of Tanish, one of her friends. She is also often a reliable figure when needed by her social circle. The following dialogue relates to the above scenes:

*Tanish: "I'm sorry, Kal. I didn't know you were having such a big problem. I was too busy with my own." (HSL, 2024, 01:26:14)*

*Kaluna: "It's okay. I understand. How are you doing now?..." (HSL, 2024, 01:26:26)*

Based on the scenes and dialogue above, Kaluna showed the equal and significant position of women in social relationships despite facing life's challenges.

### **The Role of the Main Female Character as an Independent Woman**

Kaluna also showed the character of an independent woman capable of making independent decisions. This was evident in her courage in facing conflict and her efforts to persevere in difficult situations without relying on others. These roles are reflected through Kaluna's actions in the following scene.



**Figure 7. Kaluna Pressured to Change Cars for the Sake of Her Identity as Hansa's Lover and Figure 8. Kaluna's Financial Records**

(Source: Researcher screenshot: <https://www.netflix.com>)

The second scene above includes the independence and decision-making of the Kaluna character which pedagogically can serve as a trigger for students in analyzing the autonomy and role of women in determining their life choices. This aspect is important to be included in high school enrichment materials as it encourages students to critically understand the importance of self-determination and gender equality in contemporary society. In the picture, it shows one of the characters, Hansa's mother commenting on Kaluna's frustration with changing her appearance and everything she owns to fit Hansa's family standards and not live so simply. The following dialogue relates to the scene above:

*Hansa's mother: "You don't want to change your car, Kal? You've had it for a long time. They say it's a model, but it's still a model." (HSL, 2024, 00:19:41)*

*Kaluna: "...it's a waste of your money, Auntie..." (HSL, 2024, 00:19:53)*



Hansa: *You're too stingy, Kal. You keep saving. What for? To buy a house? Is it possible now? No, right?* (HSL, 2024, 00:21:28)

Kaluna: *"...So someone who's barely getting by doesn't deserve to buy a house?"* (HSL, 2024, 00:21:52)

Based on the quote above, Kaluna had a stance against discrimination against men. This stance has shaped Kaluna's thinking, emphasizing that women did not always have to submit to men. Through her strong stance, Kaluna can choose her own path in life.

## Discussion

The findings of this study revealed that the character of Kaluna in the film *Home Sweet Loan* represented a woman who performs multiple roles in both the domestic and public spheres, while still experiencing the burden of dual responsibilities. This depiction reflects the ongoing tension between women's access to public roles and the persistence of traditional expectations. This analysis is grounded in the liberal feminist perspective proposed by Naomi Wolf, which emphasizes women's rights to freedom, autonomy, and self-determination. In this context, Kaluna is depicted as an individual who is aware of her rights, however, her ability to fully exercise them remains constrained by family pressure and social expectations.

Within the family sphere, the research findings indicated that Kaluna fulfilled the role of the family breadwinner and domestic worker. This situation reflected the principle that "Women and men are equal in social life". It also showed that women's experiences in fulfilling domestic roles were significant. However, the dominance of responsibility that Kaluna faced also identified role inequality within the family.

In the workplace, Kaluna was portrayed as an independent and professional woman. This aligned with the principle of liberal feminism, which emphasized that "Women's right to self-determination." In the film *Home Sweet Loan*, Kaluna consciously chose her career path to finance her life, planned for her future, and showed abilities equal to those of men. However, this autonomy was not fully achieved because her personal decisions were still influenced by family demands, demonstrating an ambivalence between independence and social engagement.

In her social life, the relationships Kaluna built with her friends showed a space for expression and emotional support for women. This finding reinforced the principle that "The importance of women's lived experiences." Because this film depicted women's social experiences, such as interaction, cooperation, and emotional support, as crucial in shaping relationships and social structures.

Furthermore, the findings also confirmed the representation of independent women as part of contemporary roles. This independence was evident in Kaluna's ability to make decisions, manage finances, and face life pressures without relying on others. From a liberal feminist perspective, this reflected the principle of "Women's right to self-determination." However, this independence was not entirely free from social pressures, demonstrating that women's struggle to achieve autonomy is still a gradual process. Overall, the findings of this study indicated that the representation of the character Kaluna reflected various principles of liberal feminism proposed by Naomi Wolf. Thus, *Home Sweet Loan* represented the paradox of feminism: women have access to public space but are not yet fully free from structural inequality.

From a pedagogical perspective, *Home Sweet Loan* is relevant as a literary enrichment material in high school because film-based literary learning can provide contextual and meaningful learning experiences for students. According to Contextual Teaching and Learning (CTL) approach, learning becomes more meaningful when students are able to

connect academic material with real-life situations and personal experiences (Johnson, 2002, as cited in Mustaqimah, 2024). In this context, the social issues represented in *Home Sweet Loan* can help students develop conceptual understanding, critical thinking, and reflective awareness regarding gender relations and social realities. As an audiovisual medium, film also facilitates students in analyzing meaning through dialogue, characterization, visual expression, and conflict. Furthermore, enrichment materials function not only as complementary learning resources, but also as instruments that support students' literacy development, interpretive skills, and social awareness. This is in line with previous studies which state that film-based learning can increase student engagement and critical thinking skills in interpreting literary and social issues (Cahyani, 2022; Napsiyah, 2023). Therefore, this study contributes to the development of literary teaching materials that integrate aesthetic appreciation, contextual learning, and gender awareness.

### Development and Validation of Enrichment Materials

Based on the results of the analysis, this research produced literary enrichment material in the form of digital enrichment books aimed at high school students. The enrichment book was designed to support contextual literary learning and was developed in accordance with the Achievement of Indonesian Language Learning Phase E (Class X SMA) in the Merdeka Curriculum, particularly in the aspects of reading, viewing, listening, and writing. The material emphasizes students' ability to understand audiovisual texts, analyze intrinsic elements, and interpret social values in represented in literary works. The enrichment book contains several components, including an introduction of films as audiovisual literary work, story summaries, film elements, analysis of female characters, an introducing to feminism, as well as reflective and enrichment activities. These components were designed to help students develop deeper literary understanding and critical thinking skills. Therefore, the enrichment book not only supports literary appreciation, but also encourages students to critically examine social issues represented in literary works.

### Display of Enrichment Materials



**Figure 9. a) Front cover; b) Table of contents; c) Reflective practice page; d) Back cover**  
(The complete enrichment book can be accessed via digital media with the following link <https://online.fliphtml5.com/jpzmgj/twsw/>)

The figure shows the appearance of the enrichment book being developed, including the front cover, the composition of the table of contents, learning activities in the appearance of the back cover of the book. This shows that enrichment books not only present material, but are also equipped with activities that encourage active student involvement in learning.

### Validation of Enrichment Materials

The enrichment materials developed have gone through a validation process by experts to determine their level of suitability as an enrichment book for Indonesian language learning in high school. Validation is carried out by one expert who has competence in the

field of language and literature education. The validation instrument used consists of 23 indicators which are grouped into three assessment aspects, namely the content suitability aspect which includes five indicators, the content completeness aspect which includes seven indicators, the learning support aspect which consists of seven indicators, and the presentation feasibility aspect which includes four indicators. Assessment uses a scale 1-4 on each indicator. Meanwhile, the average value is obtained from the total score of all indicators given by the validator divided by the number of indicators in each aspect of the assessment.

**Table 1. Instrument for the Assessment of Enrichment Materials**

Assessment Aspect	Number of Indicators	Assessment Score
Conformity of Book Content	5	20
Complete Book Content	7	26
Feasibility of Supporting Learning	7	26
Presentation Feasibility	4	15
<b>Total</b>	<b>23</b>	<b>87</b>

**Table 2. Enrichment Material Grading Scales**

Scale of Assessments	Categories
≤ 1,00 – 1,74	Very Lacking (VL/SK)
>1,75 -2,49	Less (L/K)
>2,50 – 3,24	Good (G/B)
>3,25 – 4,00	Very Good (VG/SB)

Next, the assessment results that have been provided by the validator are analyzed using the average score as follows.

$$\text{Formula } X = \frac{\sum X}{N}; \text{ generated } X = 3,78$$

\*Information: X = average;  $\sum X$  = number of scores from all indicators provided by the validator; N = assessment amount

The results of expert validation of the book are presented in the original Indonesian version to maintain its authenticity, namely as follows.



**Figure 10. Expert Validation Results (Original document in Indonesia)**

According to the validation results, a total score of 87 out of 23 indicators was obtained, resulting in an average value of 3,78 with excellent categories. Thus, the results of this analysis show that the study of the role of the main female character in film not only provides a theoretical understanding, but also has the potential and merit to be integrated in literary learning in high school. Through the enrichment materials developed, students can study literary works in a more contextual manner and improve their ability to think critically about social issues.

This finding is supported by previous research showing that using film as a learning medium can increase student engagement and critical thinking skills in analyzing and interpreting information, making it effective in providing engaging and meaningful learning experiences (Cahyani, 2022). Conceptually, this study contributes to the development of



literary by integrating audiovisual media and feminism perspective into text analysis. Practically, the enrichment material developed in this study provides an alternative resource for teachers to facilitate more contextual and reflective learning, enabling students to critically examine social issues, particularly those related to gender equality.

## Conclusion

The analysis of the main female character, Kaluna, in the film *Home Sweet Loan*, reveals the representation of a woman who simultaneously performs multiple roles across the domains of family, work, social life, and personal independence. These reflect both persistent gender inequality and women's ongoing efforts to assert their rights, freedom, and autonomy. From a liberal feminist perspective, particularly the ideas of Naomi Wolf, Kaluna embodies the principles of autonomy, equality, rationality, and respect for women's lived experiences. Her character represents a modern woman who actively negotiates her position within a gender-biased social structure, highlighting the realities faced by urban Indonesian women in balancing domestic responsibilities, professional demands, and personal aspirations.

In addition, this study contributes to the development of literary enrichment materials in the form of a validated digital resource categorized as highly feasible for use in Indonesian language learning at the high school level. This product offers a new paradigm in literary learning by bridging the analysis of popular films with contextual gender justice issues, thereby encouraging students to develop critical awareness of literary texts and social realities.

## Recommendation

Based on the research findings, it is recommended that educators use film as a learning medium and literary enrichment material to help students understand gender equality issues contextually. The materials developed can be applied in activities such as discussion, character analysis, and the study of intrinsic and extrinsic elements to foster student's critical thinking. Additionally, this study can serve as a reference for readers and future researchers in examining female characters in literature or film, particularly from a feminist perspective, and can be further developed into more diverse studies.

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