



Implementation of gender equality in social studies learning processes at Junior High Schools in Kedawung District, Cirebon Regency

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Abstract

This research employs a qualitative approach with a gender perspective and gender pathway analysis. Data were gathered through observation, interviews, documentation, and triangulation. The data analysis technique involves four stages: data collection, data condensation, data presentation, and drawing conclusions. Through this approach, teachers have successfully created a learning environment that promotes gender equality and provides all students with the opportunity to learn and develop without being constrained by stereotypes or gender discrimination. The implementation of gender equality in Social Studies learning at Junior High Schools can bring several positive aspects. Potential findings include increased student participation regardless of gender, improved learning outcomes through the integration of gender perspectives, the formation of gender awareness, changes in attitudes and social norms, as well as better involvement from parents and the community. The learning environment fosters conditions that support student development without gender barriers, and the implementation of gender equality in Social Studies learning at Junior High Schools demonstrates positive potential in several aspects of learning.

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INTRODUCTION

The Law No. 1 regulates the equalization of educational opportunities. Article 5 of Law No. 20 of 2003 concerning the National Education System explains that "citizens have equal rights to obtain quality education." The equalization of educational opportunities here includes aspects also described in Law No. 20. Article 4 of 2003 states that "education is conducted democratically, fairly, and non-discriminatively while maintaining human rights, religious values, cultural values, and ethnic pluralism." Equalizing learning opportunities will impact gender equality and justice, ultimately leading to the improvement of the overall quality of human resources (Qibtiyah, 2016). Therefore, Indonesia's national education, as a tool and medium for developing the quality of human resources in Indonesia, needs to be gender-oriented.

Gender-oriented education implies that there should be no discrimination based on a specific gender or gender views, but it should encompass elements of fairness, openness, and gender balance. This principle aligns with commitments both at the international and national levels to eliminate gender disparities in all aspects of life, including in the field of education. To fulfill these commitments, education needs to undergo comprehensive transformation, reform, and restructuring, both institutionally, culturally, and in its content, while considering the principles of justice and gender equality. (Mistian, 2015). Therefore, the role of education becomes crucial in providing knowledge and understanding to learners about the sciences and skills that can be applied in everyday life. Additionally, it is also hoped that learners will become sensitive to issues around them and capable of addressing those challenges.

Gender issues that often arise, such as stereotypes, marginalization, bullying, dual roles, subordination, discrimination, and violence against women, have been identified as serious problems (Bangun, 2020). Women are often the ones most affected by these various issues. This is related to the dominance of patriarchal culture, where values and norms that prioritize paternal or male lineage remain strongly entrenched in the school environment (Aldianto et al., 2015).

Women everywhere face similar challenges in formal education. Women have far less equality in formal education compared to their male counterparts. In third-world countries that have not implemented compulsory primary education, there is often a disparity between the number of female and male children. Generally, the number of female children only reaches half or a third of the number of male children. Although there is an obligation to attend primary education in some countries, the numerical differences remain significant or even widen after the compulsory education period ends. Female students tend to be more likely to discontinue their studies compared to male students, and those who continue their education usually come from economically capable families. The participation rate of women in higher education is also low, especially in the fields of social sciences, humanities, and education. Statistics show that the actual female population is higher than the male population. However, these challenges seem difficult to overcome, especially at the university and certain school levels, where choice of majors is still often associated with gender stereotypes, with some majors being considered "female majors." (Pendidikan, 2020).

Considering the situation, the importance of incorporating gender equality education from an early age becomes increasingly evident. Providing an understanding of gender concepts in the early stages of development is a crucial step in creating competent and professional human resources. This is done by emphasizing task distribution based on skills rather than gender. Therefore, efforts to integrate gender education and promote gender equality in the school environment have a significant impact. Schools, as formal educational institutions, serve not only to transfer knowledge and skills but also as platforms for instilling moral values and ethics. Additionally, schools play a vital role in providing an understanding of the equality of roles between men and women (Shodiq, 2017). Thus, integrated gender education in schools can shape fair mindsets, reduce gender stereotypes, and create an environment where every individual has equal opportunities to thrive.

The presence of schools, particularly the role of teachers who directly interact with students, is

considered crucial for educating about the concept of gender correctly. Teachers have the ability to explain the concept of gender through integrating concrete examples into the subject matter they teach. One subject that provides material on families and the roles of family members is Social Studies, allowing the incorporation of gender concepts to be well-integrated within the context of this subject (Islam et al., 2022).

The learning process of Social Studies serves as a tool to convey knowledge and understanding of society, involving concepts, facts, and events to students. Social Studies not only plays an important role in shaping democratic Indonesian and global citizens but also faces serious challenges due to continuous changes in global society. This subject is designed to develop students' abilities to face constant changes and developments in communal life. Social Studies learning not only expects students to understand the material taught but also emphasizes students' ability to provide concrete examples from social realities relevant to their surrounding community environment. The goal is to support students in achieving success in interacting with society and entering adulthood (Azis et al., 2020).

Social Studies has several main objectives in teaching, including: (a) Understanding Concepts Related to Community Life and Environment: Conveying understanding to students about concepts related to community life and the environment so that they can comprehend the dynamics and social structures. (b) Development of Basic Logical and Critical Thinking Skills, Curiosity, Inquiry, Problem Solving, and Skills in Social Life: Encouraging students to develop logical and critical thinking skills, as well as fostering curiosity, inquiry, and problem-solving skills, especially those related to social life. (c) Formation of Commitment and Awareness of Social and Human Values: Teaching students to have commitment and awareness of social and human values, so that they can internalize moral and ethical principles in social interactions.

Education should have a perspective that does not view humans based on gender. This is because non-discriminatory education will benefit both males and females, ultimately facilitating the

creation of equality in their relationships. Education has the potential as a tool to transfer life values, including those related to gender issues. As a result, education also serves as a means of socializing culture that occurs in a formal context, especially in the school environment (Maulid, 2022).

By understanding the nature of the Social Studies subject, learning in schools should be designed to be engaging and meaningful for students. Enjoyable learning experiences will encourage students to participate actively. This active participation helps deepen understanding of the learning material. Therefore, teachers need to have skills to understand and manage student behavior. The teacher's accuracy in choosing the teaching model is believed to influence students' learning outcomes because their learning outcomes are indicators of the success of the teaching process in the classroom. By understanding and responding to student behavior, teachers can create a more effective learning environment and ensure that students are maximally engaged in the learning process.

In facing the current situation and the demands of national development, the national education system needs to be implemented effectively in all aspects, dimensions, levels, and stages of education. Teachers play a role as facilitators in the implementation of education and are tasked with facilitating students to learn various concepts using effective and efficient learning resources, especially those available in the surrounding environment. This method is expected to stimulate strong student learning interest (Inayah, 2017).

Gender bias is evident in everyday life, both in the community and in school environments. The fact is that women are often directed to portray images of beauty, gentleness, and service, while men are directed to display images of strength, power, and courage. This gender bias stems from certain norms applied by society to women and men. Women who do not meet these norms may be labeled as "not good," "not following traditions," or considered rude. Similarly, men who do not meet societal norms may be called "weak," "effeminate," "cowardly," or considered to not meet masculinity standards (Huriani, 2021).

In facing this reality, it is important to instill understanding of the proper roles and norms of gender, especially through the teaching of gender equality concepts in the Social Studies subject by teachers in the classroom. Educational reform can serve as a means to address this gender bias by integrating creative ideas and methods into the learning process.

Based on the expression in the previous paragraph, the researcher chose SMP Negeri 1 Kedawung and SMP Muhammadiyah 2 Cirebon as the research locations. The selection of these two schools was made because both are junior high schools that implement a curriculum to implement and teach their students about gender equality.

Based on this background, the researcher is interested in conducting qualitative research with a gender perspective and pathway analysis. This research will explore how teachers can integrate gender equality concept learning models to students. Thus, it is expected that teachers can apply fair and equitable approaches to learning, create a gender-equal learning environment, and provide learning experiences that align with gender equality principles in the classroom.

METHOD

This research employs a qualitative design and a gender perspective approach, utilizing the Gender Analysis Pathway to explore Social Science learning. Qualitative research method is a research method that produces descriptive data in written or spoken form from people and observable behaviors. This study will focus on gender analysis, aiming to uncover and understand social disparities resulting from gender factors (L.J Moleong, 2022).

The essence of gender perspective research is the effort to highlight the experiences of both men and women, as well as gender relations in relation to central issues that require attention. The aim of this research is to understand the phenomena and causes of gender inequality and to develop alternative solutions to address these issues. The gender approach, as the main focus, addresses the roles and participation of men and women in various development sectors with the aim of improving the welfare and status of both parties as equal partners (Pratiwi et al., 2022).

In this qualitative research, the researcher employs open-ended interviews and observations to explore deeply the attitudes, opinions, feelings, and behaviors of individuals. The study aims to elicit responses from 2 Social Studies teachers from SMP Negeri 1 Kedawung and SMP Muhammadiyah 2 Cirebon, the Vice Principals responsible for Curriculum from SMP Negeri 1 Kedawung and SMP Muhammadiyah 2 Cirebon, and 12 students (6 students from SMP Negeri 1 Kedawung and 6 students from SMP Muhammadiyah 2 Cirebon) regarding the implementation of gender equality in the Social Studies learning process at Junior High Schools in Kedawung District, Cirebon Regency. Open-ended interview method is utilized to obtain detailed and in-depth information about respondents' perceptions and experiences, while observation assists in directly observing the dynamics of interaction and learning practices in the school environment. Through this approach, the researcher aims to collect rich and in-depth data to comprehensively understand aspects of gender equality in the context of Social Studies learning at Junior High Schools.

The researcher chooses to use open-ended interviews and observations in this study because these methods provide opportunities to obtain a deep and comprehensive overview of the implementation of gender equality in the Social Studies learning process at Junior High Schools in Kedawung District, Cirebon Regency. Through open-ended interviews, the researcher can explore respondents' views, attitudes, and experiences in detail, while observations provide opportunities to directly observe learning practices and interaction dynamics in the school environment. The use of these methods is expected to yield rich and varied data, particularly in the form of transcribed in-depth interview scripts and observation findings, which can then be analyzed deeply to understand the aspects of implementing gender equality in the context of Social Studies learning at Junior High Schools.

RESULT AND DISCUSSION

Implementation of Gender Equality in Social Studies Learning

Gender-equitable Social Studies learning encompasses an approach to teaching and learning that ensures that the learning materials, teaching methods, and classroom environment support gender equality and fairness. The goal of this approach is to ensure that students, regardless of gender, have equal opportunities to access, understand, and participate in Social Studies learning (Salam, 2019).

Here are some principles that can support gender-equitable Social Studies learning: (1) Inclusive Learning Material Selection: Ensure that learning materials cover various gender perspectives. (2) Use of Inclusive Teaching Methods: Choose teaching methods that allow active participation of all students regardless of gender. (3) Safe and Inclusive Classroom Environment: Create a classroom environment that supports freedom of expression and respects gender differences. (4) Fair Assessment: Ensure assessments reflect students' actual achievements without being influenced by gender stereotypes.

The application of these principles can help create a gender-equitable Social Studies learning environment, ensuring that students can grow and develop without being influenced by gender stereotypes or discrimination. The researcher interviewed Social Studies teachers from SMP Muhammadiyah 2 Cirebon. Based on an interview with Mr. Maedi, S.Hi.,M.M., a Social Studies teacher, he stated: "In the Social Studies class, I actively integrate a critical gender approach. For example, when discussing historical topics, I not only focus on the roles of men but also highlight the roles of women in historical events. I create a discussion space that encourages students to question gender stereotypes and view issues from various perspectives." Subsequently, the researcher interviewed a Social Studies teacher at SMP Negeri 1 Kedawung. This viewpoint was reinforced by Mrs. Maryanah, S.Pd., a Social Studies teacher, who said: "I believe in the importance of involving students in hands-on activities. I often use role-playing simulations focusing on gender issues in society. Students become actors in certain situations, helping them to directly experience how gender stereotypes can affect daily interactions.

Afterwards, I always involve them in reflection to deepen their understanding."

Based on interviews with teachers regarding the gender-equitable Social Studies learning process at Junior High Schools in Kedawung District, Cirebon Regency, it can be concluded that: (1) Integration of Critical Gender Approach: Teachers actively integrate a critical gender approach in Social Studies teaching. This includes teaching history materials by exploring the roles of women and encouraging students to question and internalize gender stereotypes in the classroom. (2) Student Engagement Through Simulations and Research Projects: Student engagement is a primary focus. Through role-playing simulations, students can directly experience the impact of gender stereotypes. Research projects provide them with opportunities to investigate gender issues they consider important, making learning more contextual. (3) Reflection as an Integral Part: After each activity, including simulations and research projects, reflection becomes an important part. This helps students better understand the personal impact of gender stereotypes and encourages them to think deeper about solutions or changes they can bring about. (4) Creating an Inclusive Environment: Teachers play an active role in creating a classroom environment that supports gender equality. This involves the use of inclusive language and creating an atmosphere where every student feels valued, their voices heard, and can participate without being limited by gender. This approach not only provides theoretical understanding but also empowers students to think critically and internalize gender issues in their everyday lives. Through engagement and reflection, students are guided to become positive change-makers in addressing gender stereotypes in society. Here, if associated with the concept of gender theory in the education world, this theory highlights how social structures play a role in shaping gender roles. In the educational realm, the implementation of gender equality involves adjusting the structures and norms in schools to ensure that all students have equal opportunities, regardless of their gender (Damayanti & Rismaningtyas, 2021).

Implementing gender equality in Social Studies learning at Junior High Schools, therefore,

represents concrete steps that can be taken to address challenges and gender inequalities in the education world. Through the application of these principles, schools can become environments that support the positive development of all students regardless of gender. Teachers committed to creating an inclusive learning environment and supporting active participation of female students will implement various methods and strategies. First, teachers can select teaching methods that motivate female students to speak up and participate more actively. This could include using group discussions, collaborative group projects, or active learning techniques that encourage interaction and exchange of ideas. The next step is to create an inclusive classroom environment where every student feels accepted and valued. Teachers can establish classroom rules that support cooperation and mutual respect, and avoid situations that may trigger intimidation or discomfort for female students.

Furthermore, according to Sofyan as cited in (Susanto, 2018), teachers can provide extra support to female students who may need additional encouragement to speak in front of the class. This could involve personal counseling sessions, informal discussions to understand any feelings or barriers they may be experiencing, or providing constructive feedback privately to build confidence. Implementing techniques such as giving speaking opportunities, appreciating contributions, and creating a gender-friendly environment are concrete steps that teachers can take. Thus, teachers convey a strong message that every student, regardless of gender, has value and an important role in the learning process (Larasati & Ayu, 2020).

Social Studies Learning Model: Critical Gender Approach

The gender critical approach to learning aims to explore and analyze gender concepts within society and to identify and challenge gender inequalities. A learning model using the gender critical approach tends to encourage students to critically understand and respond to gender issues. The gender critical approach encompasses not only an understanding of gender concepts but also

promotes tangible actions to address inequalities (Bakhri et al., 2020).

The Social Studies learning model with a gender-critical approach aims to create an inclusive learning environment that acknowledges gender differences in the learning process. Some manifestations of this learning model include: (1) **Diverse Learning Materials:** Learning materials presented in this model should reflect diverse gender perspectives and student experiences. This may involve incorporating examples or case studies that encompass various figures and events relevant to both genders, while also considering contributions of women and men in history, politics, and economics. (2) **Use of Inclusive Language:** Teachers should pay attention to the use of inclusive language and avoid gender stereotypes in teaching Social Studies. This includes using gender-neutral terms, such as avoiding phrases or words that indicate preferences or expectations based on gender. (3) **Collaborative Discussion and Activities:** This learning model encourages open and collaborative discussions in class, where students are given the opportunity to share their views on Social Studies topics from various gender perspectives. Group activities can also be used to promote cooperation among students from different backgrounds and experiences. (4) **Gender Equality Education:** This model also includes education about gender equality as part of the Social Studies curriculum. This can be done through critical discussions about gender issues in learning materials, providing literature or additional resources on gender equality, and encouraging critical reflection on gender stereotypes in class. (5) **Selection of Diverse Learning Resources:** Teachers can select diverse learning resources, including textbooks, articles, videos, or online materials, that reflect various gender perspectives and provide a rich learning experience for all students.

The Social Studies learning model with a gender-critical approach integrates the social construction theory by Peter Berger, Judith Butler's gender theory, and Tomlinson's differentiated instruction theory to understand and teach gender issues in social, economic, and political contexts. Here is a description of this learning model: (1) **Peter Berger's Social Construction Theory:** In this

model, the concept of gender is viewed as a result of social construction formed through human interaction with their social environment. Teachers perceive gender as a cultural product that is not fixed and can change according to historical and social contexts. In teaching, teachers use this approach to highlight how gender norms in society influence division of labor, access to economic resources, and political participation. They encourage students to analyze and understand the social construction of gender in various historical and cultural contexts. (2) Judith Butler's Gender Theory: Judith Butler introduces the concept of gender performativity, emphasizing that gender is not something given, but something performed or enacted. In this model, teachers emphasize the importance of understanding that gender identity is a continuous process formed through repeated social actions. In learning, teachers encourage students to question and understand how gender roles are performed in various social, economic, and political situations. They also provide space for critical reflection on how gender influences power and hierarchy in society. (3) Tomlinson's Differentiated Instruction Theory: In this model, teachers acknowledge that students have different learning needs, including in understanding concepts related to gender and economic inequality. Teachers use the principles of differentiation to design learning experiences that are adequate for all students, including those with different learning styles, interests, and needs. They employ various teaching approaches, such as group discussions, research projects, presentations, or written assignments, to provide space for students to actively learn according to their respective learning styles. By integrating these three theories, the Social Studies learning model with a gender-critical approach creates a learning environment that enables students to understand the complexity of gender issues in social, economic, and political contexts in a critical, reflective, and inclusive manner. This model encourages students not only to understand gender issues but also to explore and respond to them in a responsible and empathetic manner.

By implementing the Social Studies learning model with a gender-responsive approach, it is

hoped that learning will become more inclusive and relevant for all students, as well as help build awareness about the importance of gender equality in society. Students' responses to the implementation of the Social Studies learning model with a gender-critical approach may vary depending on various factors, including cultural background, personal experiences, and their understanding of gender issues. Here is a response from a participant regarding the Social Studies learning model with a gender-critical approach, according to Imam Fauzi, a student at SMP Muhammadiyah 2 Cirebon, who said: "I may become more aware of the gender stereotypes that exist in society and in the learning materials. I can respond with openness to delve deeper into how gender stereotypes affect my perception and experience in Social Studies learning in class."

By integrating these elements into the teaching model, educators can create an environment where students not only learn about gender issues but are also guided to become critical and empathetic agents of change. This is reinforced by the findings from the researcher's interview with Nawla Khasfiya Zareffa, a student at SMP Negeri 1 Kedawung, regarding the Social Studies learning model with a critical gender approach. She stated, "The learning model helps me understand the effects of gender stereotypes by involving both male and female students in analyzing materials containing stereotypes. When I engage in role-playing, I can personally feel how gender stereotypes can influence my interactions. After that, I am also asked to think more deeply about these experiences, which helps me understand more about how these stereotypes can affect me directly."

Student engagement in utilizing the Social Science learning model with a critical gender approach is crucial to ensure a profound understanding and application of critical gender concepts within the learning context. By involving students in various activities that promote critical thinking, analysis, and reflection, the Social Science learning model with a critical gender approach can be more effective in shaping a profound understanding and application of gender equality concepts in students' lives (Roudlo, 2020).

The critical gender approach in the Social Science learning model implemented by teachers has been proven to be beneficial for students, both male and female, as evidenced by all the students interviewed by the researchers who stated that the use of the Social Science learning model with a critical gender approach was beneficial for them. This includes Yusuf Maulana Ibrahim, a student at SMP Negeri 1 Kedawung, who expressed his views on gender equality in the Social Science learning model: "It's beneficial. The learning model I participated in made me more aware of gender stereotypes. It wasn't just about reading or listening; I was directly involved in analyzing with my classmates. So, I could discuss and see together how gender stereotypes emerged in the learning material. Besides, I also role-played to experience firsthand how gender stereotypes could influence my actions and interactions. It's like I was in that situation. So, this learning model isn't just about listening to the teacher or reading books. It's about direct experience and reflection that makes learning about gender more real and meaningful for all of us."

The Social Science learning model with a critical gender approach provides an engaged and contextual approach to understanding gender issues. Student involvement is key to ensuring a profound understanding and application of gender equality concepts in everyday life (Fahrurrozi, 2022). Through group analysis, critical discussions, role-playing simulations, research projects, and creative activities, students can better internalize these concepts. Reflection on the learning experience also becomes an integral part of internalizing understanding and encouraging changes in students' attitudes and actions regarding gender issues. Thus, this learning model not only imparts knowledge but also shapes critical thinking and positive contributions from students in promoting gender equality in society.

CONCLUSION

This research aims to observe how gender equality is implemented in the Social Science learning process in two schools, namely SMP Negeri 1 Kedawung and SMP Muhammadiyah 2 Cirebon. In teaching, teachers have successfully implemented gender-equitable Social Science

learning among their students through the use of Social Science learning models. For example, by employing inclusive materials, selecting learning materials that reflect the experiences and contributions of both females and males in history, geography, economics, and other Social Science fields. Additionally, choosing learning materials relevant to students' daily lives, including gender issues they face in society. This helps students understand the relationship between Social Science concepts and their own life realities, as well as develop a better understanding of the importance of gender equality. Through this approach, teachers have successfully created a learning environment that promotes gender equality and provides all students with opportunities to learn and develop without being constrained by gender stereotypes or discrimination.

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