

Efforts to Improve Students' Gender Equality Attitude through Social Inclusion Gender Learning in Grade V Elementary School

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Abstract

Education in Indonesia itself has implemented character education programs for all students. Character education is a program of learning activities in schools so that students experience changes in student attitudes to become better. The application of good character education can be done by enforcing gender learning and eliminating differences in each student. The research method used is a combination of qualitative and quantitative descriptive models. The subjects used in this study were the principal of the elementary school and the fifth grade teacher of the elementary school. Qualitative data collection techniques used in this study in the form of interviews, documentation and field notes. Quantitative data collection techniques in this study are in the form of taking grades V elementary school students through assessment through observation. The result of this study is that the school seeks to improve students' attitude skills by applying gender equality between male and female students without any difference and the results of the assessment carried out are that male students' attitudes are superior to female students with a very good category.

Keywords: Improve Students', Gender Equality, Elementary School

INTRODUCTION

Education is a process to get a knowledge. Science is the right of every human being. In the education process, Indonesia itself has implemented a character education program for all students. Gender equality and justice requires proper socialization and it is through educational institutions that it is felt that it can have an effect other than the environment and family. The environment is very influential on one's view of gender and school is an environment that has a big role in shaping students' social understanding. Education has several things to remember, the first is the teacher [1]. Teachers must have a gender equality perspective because they are the spearhead of education. It doesn't make sense that there are so many books on gender equality that teachers don't support. Second, books in schools, books that are still gendered, need to be changed because if the teacher's view of gender is correct but the companion book is still gendered, then gender equality and equality cannot function optimally.

Gender equality means that men and women have the same conditions to obtain opportunities and their rights as human beings, to carry out their roles and to participate in political, legal, economic, economic, cultural, community, education, defense and security activities (HANKAMNAS), and equality in enjoying the results of development. Gender equality also includes the elimination of discrimination and

structural injustice against both men and women. Equality is a concept that recognizes certain elements of a person and assigns their rights based on individual conditions. This equality is not achieved by equal treatment of each individual with different aspirations and needs, but by equal attention to each individual so that their specific needs can be met. This means that the equation is not an equation that demands a mathematical equation, but an equation only in the context of an individual. Fair equality is a concept that recognizes the specific factors of a person and assigns his rights according to individual conditions [2]. This equality is not by giving equal treatment to each individual who has different aspirations and needs, but by giving equal attention to each individual so that his specific needs can be met. This means that equality is not equality that demands mathematical equality, but rather equality that is fair according to the context of each individual. Gender is very closely related to learning achievement, for example the results of research conducted by Wardani (2018). [3]

Character education is a character education program in learning activities in schools so that students experience changes in affective, cognitive and psychomotor aspects [4]. Learning by using characters, especially affective or student attitudes, requires various ways so that the assessment of student attitudes can be comprehensive. Assessment of student attitudes can be done by using observations or observations. One of the efforts that can be done is to improve the quality of education. In line with the purpose of education in Indonesia, namely to improve the quality of Indonesian people who believe and are devoted to God Almighty, virtuous, responsible, independent, personable, skilled and intelligent. Education is expected to give birth to educated humans who have an important role in the process of social transformation in society. Equitable learning opportunities have an impact on justice and gender equality so that it affects the improvement of the quality of human resources [5].

Most people think that education is not important for women, even though if this view is maintained it will have an impact on decreasing the quality of education [6]. relate to students. Emotional and self-care. Attitude is the relationship between perception and behavior in terms of the psychological domain. Affection (attitude) refers to the awareness that comes from individuals to use and accept attitudes, principles, rules, and sanctions that support their value decisions and guide their behavior [7]. The affective domain includes behavioral characteristics such as feelings, preferences, attitudes, feelings and values, so that there are associations between values, morals, attitudes and behavior in the practice of values [8]

METODE

The type of research used is mixed research or mixed research. According to Sugiyono (2016), mixed research methods are research methods by combining two qualitative and quantitative research methods in a research activity so that more comprehensive, valid, reliable, and objective data will be obtained regarding gender equality in fifth grade students in 4 schools at SD Muhammadiyah in Purworejo Regency. The research subjects used in this study were school principals and fifth grade teachers. In selecting research subjects, the researcher used purposive sampling technique. Purposive sampling is "a sample selection technique with certain considerations" [16]. The subject was chosen because the purpose of this study was to determine the improvement in the ability of fifth grade students.

The data collection of this research used a qualitative and quantitative approach. Qualitative data collection is used to determine the efforts of the school and teachers in seeking to improve students' abilities in terms of attitudes. Quantitative data collection was used to determine students' abilities from the psychomotor aspect, as well as to observe students' attitudes while at school. Data collection techniques are activities carried out by researchers to obtain the data needed in research [17]. The data collection technique used in this study was interviews with school principals and fifth grade elementary school teachers, to see the students' attitude skills obtained from observations made directly when students were in school. The data analysis technique for the qualitative method uses the Miles and Huberman analysis technique. The steps of qualitative research analysis according to Miles and Huberman in Sugiyono (2017). There are 4 steps, namely data collection, data reduction, data presentation and verification.

Data collection, researchers recorded all data objectively and according to the existing reality in accordance with the results of interviews in the field. According to Sugiyono (2017) the longer the

researcher is in the field, the more complicated and complex the data obtained, therefore data reduction is needed which means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns, and discarding data. which are not needed in the study. After the data is reduced, the next step is to display the data. According to Sugiyono (2017) data presentation can be done in the form of a brief description or narrative, charts, relationships between categories, flowcharts, or the like. By displaying the data, it will be easier for researchers to understand the phenomena that occur in the field. The final step in qualitative research is conclusion and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found, if at the initial conclusions valid and strong evidence is found then the conclusions put forward are credible conclusions.

Attitude data analysis technique uses quantitative, namely calculating the results of the observations of fifth grade students in four elementary schools. Attitude assessment includes 6 aspects of student attitudes, namely religious attitudes, honest attitudes, disciplined attitudes, polite attitudes, caring attitudes, and self-confidence. The score is obtained using an indicator which consists of three indicators from each aspect, and gets a score of 4 if it fulfills all the indicators.

Acquisition of student scores can be categorized as follows:

Tabel 1. Student attitude observation score

Skor	Kategori
4	Very Good
3	Good
2	Satisfactory/
1	Less than satisfactory

(Sumber : Kemendikbud 2016)

The results of the assessment of the observation of students' attitudes using a scale of 1-4 with the calculation of the score as follows:

$$NP = \frac{R}{SM} \times 100 \%$$

Keterangan :

NP = expected percent value

R = earned value

SM = ideal maximal value

From the results of the calculation of the acquisition of the score will be categorized as follows:

Tabel 2. Student attitude assessment score results

Tingkat Penguasaan	Interpretasi
0 – 25	Very Good
26 – 50	Good
51 – 75	Satisfactory/
76 – 100	Less than satisfactory

(Sumber : Purwanto, 2016)

This research was conducted in four schools, namely, SD A, SD B, SD C, and SD D. The sample is part or representative of the population to be studied [18]. Sampling for research according to Suharsimi Arikunto (2016: 112), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more [18]. Sampling using gender between men and women as well as the fifth grade students.

Tabel 3. The result of observing the number of students in the class

Nama Sekolah	Kelas	Laki-laki	Perempuan
SD A	VA	11	12
	VB	12	12
	VC	14	10
	VD	13	10
SD B	As Salam	10	14
	Al Mukmin	14	10
SD C	VA	6	4
	VB	5	5
SD D	V	12	5
Jumlah total		97	82

Elementary school A has 7 children with special needs in class V, each of which is assisted by an assistant teacher. Elementary school B has 1 child with a disability in class V and 3 children in the slow learner category but are not assisted by the accompanying teacher. In elementary school C, there are children who are slow learners. Elementary school D does not have children with disabilities, but there are children who are slow learners. 1) Noisy makers are male students because their mobility is higher than female students which indicates that there is less polite attitude towards other students, 2) Male and female students' religious attitudes are superior because they are more obedient to orders, 3). Activeness in the class, namely male students show confidence that male students are superior. 4). More women who carry out class picket assignments than men even though they have been given their respective schedules which indicate the discipline and caring attitude of female students is higher than male. 5). The division of ceremonial tasks which tend to prioritize the roles of men and girls more often as flag bearers, but sometimes boys also raise the flag.

RESULT AND DISCUSSION

Affective ability (attitude) is a student's ability that involves students' feelings and self-processing. Attitude is the relationship of perception and behavior in terms of a field of psychology. Affective (attitude) is related to the awareness that comes from the individual to use and accept attitudes, principles, codes, and sanctions that support value decisions and direct their behavior [7]. Riscaputantri (2018) states that affective (attitude) can also be interpreted as a process that emphasizes the tone of feelings, emotions, or the level of acceptance or rejection[9]. The affective domain includes behavioral characteristics such as feelings, interests, attitudes, emotions and values, thus the link between values, morals, attitudes and behavior will appear in the practice of values [8]. David R. Krathwohl argues that the affective domain (attitude) is a domain related to attitudes and values. Some experts say that a person's attitude can be predicted to change if a person already has a high level of cognitive mastery [10]

The 2013 curriculum divides attitude competencies into two, namely:

- a. Religious attitudes related to the formation of students who are faithful and pious.
- b. Social attitudes related to the formation of students who have noble character, are independent, democratic and responsible.

The assessment of students' attitudes or character is intended to detect the characters that are formed in students through the learning that has been followed. The statement above can be seen that the affective aspect (attitude) includes the feeling of students which from this trains students so that they can hone themselves so that students can cultivate themselves which will later become sustainable behavior so as to make values that make them character in acting. in the surrounding environment.

Character values include 18 aspects as according to the Ministry of National Education (2010), [11] namely Religious Honest Tolerance Discipline Hard work Creative Independent Democratic Curiosity National spirit Love for the homeland Respect for achievements Communicative Love peace Love to read Care for the environment Care for social Responsibility [11]. In relation to the so-called attitude domain, there are various kinds that can be categorized into the attitude domain. aspects contained in the 2013 curriculum are spiritual attitudes and social attitudes. That is, with a spiritual attitude, students will have good morals or ethics in their lives. In addition, this attitude is an embodiment between a servant and God Almighty. Therefore, what he does must be in accordance with what He has commanded. The social aspect is a description of the form of relationships with fellow humans and their environment. This aspect will teach students about the importance of social relationships [12].

There are two attitude assessments in schools, namely attitudes to follow daily learning and attitudes in carrying out activities outside of learning such as when participating in extracurricular activities or during additional activities such as attitudes when carrying out worship and others. The assessment that can be done to assess student attitudes is to use observation techniques. Observation is an assessment technique that is carried out continuously using the senses, either directly or indirectly by using an observation format that contains a number of behavioral indicators that are observed. This is also done during learning and outside of learning [13]. Students' diaries are based on the observations of subject teachers, and the results of assessments based on direct questions and personal reports from the teacher are assessed from students' attitudes in learning. Affective attitudes are related to values, which are difficult to measure, because they involve a person's awareness that grows from within students [14]. Riscaputantri (2018) states that the attitude assessment in the 2013 Curriculum is found in students' social attitudes, namely discipline, honesty, caring, self-confidence, courtesy and responsibility [9].

This is important to do regarding the information obtained to assess student attitudes based on observations that there is an element of subjectivity made by the teacher so as to produce biased information in the assessment of student attitudes. Observations were made to obtain data from the teacher through direct observation of the teacher's activities in assessing students' social attitudes. The observation sheet can be in the form of a check list or a rating scale . Criteria or rubrics are guidelines used in assessing student performance or work. By using this criterion, subjective assessments can be avoided at least can be reduced, teachers can more easily assess the achievements that have been achieved by students and students will be encouraged to achieve the best possible achievement because the assessment criteria are clear.

Assessment according to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2016 concerning Assessment Standards (Menteri Pendidikan dan Kebudayaan Indonesia tahun 2016) in article 1 explains that assessment is the process of collecting and processing information to measure the achievement of student learning outcomes [15]. Attitude assessment is an activity to determine the religious and social behavior of students that can be observed in everyday life, both inside and outside the classroom as a result of education. Attitude assessment is aimed at knowing the achievement/development of students' attitudes and facilitating the growth of student behavior according to the attitude values of KI-1, KI-2, and other values determined by the education unit [11].

The check list is in the form of a list of questions or statements whose answers are only to give a check (tick) on the answers that are in accordance with the observed aspects. While the rating scale is a sheet used to assess student performance or assess the quality of the implementation of aspects of the observed ability with a certain scale. Both the checklist and the rating scale must both refer to the questions or worksheets given to students. In general, both the checklist and the rating scale consist of three parts, namely preparation, implementation and results.

Attitude aspect plays an important role in character-based learning that is currently being implemented. The school also organizes various activities to support student attitudes so that students' attitudes become better and can be in accordance with educational expectations in the currently implemented curriculum. The school implements various things such as the implementation of worship activities that are carried out together with students, so that students' religious attitudes are fostered so that students always apply religious attitudes both at home and in the school environment, this happens because of the habituation of teachers and school principals who are carried out every day. Efforts to improve students' honest attitude by always paying attention to students every day and working with students' guardians at home, in order to teach children to always be honest with the situation.

The school's efforts to improve student discipline with teaching and learning activities in the morning by applying good discipline from the principal who is an example of the teachers, then teachers who leave earlier than their students, and apply discipline to their students, besides that the teacher also reminds before for school to parents and students so that they always prepare what will be learned at school. It is also a good habit for students. . Cultural literacy needs to be developed so that cultural products can be sustainable throughout the development of society [19].

The caring attitude of students is sought by the teacher by always paying attention to the environment around students, where students will be faced with the surrounding environment, which is sometimes dirty because of snacks, around trees in schools that are dirty because of leaves, dry plants in the school area and others, besides getting students used to to always help his friends who are having difficulties when learning activities are carried out, the teacher is also always with his students praying for students who do not leave because of illness, this will also become a habit for students to become students who care about their surroundings. The school's efforts to improve students' courtesy are by always teaching and implementing an attitude of respect for elders to students, besides getting used to good speech, not forgetting to always apply a smile and greeting when at school and outside of school when meeting. Efforts made by schools to increase students' self-confidence are implementing programs from the government that make students active in the classroom, always putting students first in learning activities, trying in various ways so that the rest want to come forward to appear in front of the class so that confidence is fostered. student self.

Based on the results found from observations in class V in four schools as a whole, they are as follows:

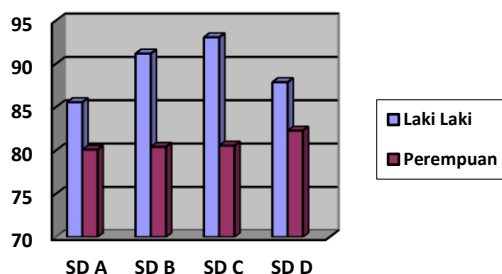


Figure 1. Average results of attitude assessment between boys and girl

The bar graph above, it can be seen that the level of student's attitude ability varies from SD A to SD D, where it is clear that the difference in attitude ability is very clear. At SD A, male students with an assessment score of 85.57 in the very good category and there are also female students who have reached 80.09 the score of female students is also included in the very good category. The attitude of students in SD B for boys has a score of 91.18 in the very good category and from the female students who reach a score of 80.42 which is also in the very good category. Meanwhile, in SD C, male students have the highest score from all schools, namely with a score of 93.06 which is in the very good category, while the average value of attitude ability of female students gets a score of 80.56 which is in the very good category as well. Attitude scores at SD D include male students, male students get a score of 87.88 in the very good category and

female students get a score of 82.29 in the very good category. From all the results of the assessment of students' attitude abilities above, it can be seen that the average between boys and girls in the four elementary schools is that male students get a score of 89.42 which is included in the very good category and female students are 80.84 which is also with very good category.

CONCLUSION

There have been a lot of efforts made by the four schools to improve students' attitude skills without making different approaches to male and female students and from the results obtained from the assessment of the average assessment of male and female students, each of which is in SD A. namely with an average of 82.83 in the very good category, in SD B with an average score of 85.80 in the very good category, in SD C with a score of 86.81 in the very good category, and in SD D with an average the average score is 85.08 with a very good value category.

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