The Social Aspects of Gender-responsiveness in Schools

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Abstract: Schools are strategic institutions to fight for gender equality. There is one school in South Sumatera that applies the concept of gender, namely SMA 2 Sekayu. This study aims to analyze the social aspects of gender-responsiveness in schools. The approach used is descriptive qualitative phenomenological. The informants consisted of school principals, teachers, students, school committees, and education staff. Data were collected through observation, interviews, documentation and analyzed using an interactive model of analysis consisting of reduction, presentation, and verification. Meanwhile, the social aspects of gender-responsiveness were analyzed through Longwe. The results showed that the implementation of gender-oriented schools on social aspects involved women and men of the school committee. Teachers' and parents' interactions run well. The school had a puberty management forum for male and female students. The interaction of all school members is in accordance with the concepts of gender equality. But the teacher did not yet have the ability to control and detect sexual harassment against students. To realize gender-responsiveness, all components in the school must have gender sensitivity.

Keywords: gender-responsiveness; social aspects; schools

Abstrak: Sekolah adalah institusi strategis untuk memperjuang-kan kesetaraan gender. Ada satu sekolah di Sumatera Selatan yang menerapkan konsep gender, yaitu SMA 2 Sekayu. Penelitian ini bertujuan menganalisis aspek sosial sekolah responsif gender. Pendekatan yang digunakan adalah deskriptif kualitatif feno-menologis. Informan terdiri dari kepala sekolah, guru, siswa, komite sekolah, dan staf pendidikan. Data dikumpulkan meng-gunakan observasi, wawancara, dokumentasi. Data dianalisis menggunakan prinsip analisis yang sedang berlangsung melalui tahapan reduksi, presentasi, dan verifikasi. Analisis gender menggunakan analisis Longwe. Hasil penelitian menunjukkan bahwa implementasi sekolah berorientasi gender pada aspek sosial melibatkan perempuan dan laki-laki dalam pengelolaan komite sekolah. Interaksi guru dan orang tua berjalan baik. Sekolah memiliki forum manajemen pubertas untuk siswa pria dan wanita. Interaksi semua anggota sekolah sesuai dengan aturan konsep kesetaraan gender. Namun guru belum memiliki kemampuan untuk mengontrol dalam mendeteksi pelecehan seksual terhadap siswa. Untuk mewujudkan aspek sosial dari responsif gender, semua komponen di sekolah harus memiliki sensitivitas gender.

Kata Kunci: responsif gender; sosial aspek; sekolah

A. Introduction

A school is a place that can change the way students think and behave, which is not in accordance with the wishes of women and men.[1] Schools are the best place to introduce equality of roles in gender.[2] The integration of gender in schools aims to minimize gender bias in the provision of education.

A school in South Sumatera has declared itself to be a gender-oriented school. The declaration was officially expressed by the school principal through the commitment to not smoking and car-free day on Tuesday (11/18/2014) at the school hall.[3] A gender-oriented school can be applied, if a school meets the requirements for facilities and infrastructure and human resources that are in accordance with the concept of a gender-oriented school.[4]

The Directorate of Higher Education towards gender-responsive school applications consists of five assessment variables namely gender-responsive school management, gender-responsive school committees, gender-responsive lesson plans, learning processes and evaluation of gender-responsive learning, and gender-responsive student activities. Based on school documentation of 21 respondents (teachers) it was found that school management was gender-responsive 4.8% very poor, 28.6% less, 38% adequate and 38.6% good. Gender-responsive RPP 19% is sufficient, 38% is good and 42.9% is very good. While the assessment of the learning process and Gender-responsive Evaluation was 66.7% very good and 33.3% lacked in student activities.[5]

The goal of a gender-oriented school is to facilitate gender-equitable learning at all levels of education. In order to encourage improvement in the quality and efficiency of gender-oriented schools, it is done by empowering the existing potential of female and male students, reducing gender inequality in certain study programs at both secondary and tertiary levels of education, as well as on non-formal education channels. Efforts to realize gender equality and justice can be started from the school environment.[6]

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[1] Dwi Edi Wibowo, "Sekolah Berwawasan Gender," *Muwazah: Jurnal Kajian Gender* 2, no. 1 (2010): 191–96, http://e-journal.iainpekalongan.ac.id/index.php/Muwazah/article/view/5.

[2] Ace Suryadi and Ecep Idris, *Kesetaraan Gender dalam Bidang Pendidikan* (Bandung: Genesindo, 2004),3.

[3] Interview with the Principal on Saturday, October 24, 2018.

[4] Observation on Saturday, October 24, 2018.

[5] Taken from school documentation on Tuesday, April 21, 2018.

[6] Kementerian Pendidikan Nasional, *Acuan Pelaksanaan Sekolah Menengah Atas Berwawasan Gender* (Jakarta: Kementerian Pendidikan Nasional, 2010), 6.

Schools that are responsive to gender matters are schools that provide balanced attention to the needs of boys and girls both in the academic, physical, social and community aspects.[7] One way to realize gender-responsive social interaction starts from the school environment. The importance of social interaction in schools is to build a positive culture through gender equality and justice.

The development of schools that build, maintain and develop a positive national culture in order to develop Indonesian people who are wholly a social aspect of the concept of a gender-oriented school. These social aspects include collaboration between schools with outside parties or community (school committee), teacher interactions with parents, management of gender-responsive puberty, and the ability of teachers to detect and resolve sexual harassment issues.[8]

Previous research that became a reference in this study was research on gender-responsive education by Dwi Edi Wibowo and AchmadHidir et al. Dwi Edi Wibowo's research on "School with Gender Insight" discusses classroom management both from planning, implementation, and assessment, the learning process, the role of the community through school committees. There are indicated that there are several key components that support each other in realizing gender-oriented schools, including the capacity of human resources who understand and have gender sensitivity, vision and mission and a school culture that promotes gender equality.[9]

Achmad Hidir et al's research on "Gender-responsive Education in Rokan Hilir District" discusses a community empowerment-based thinking model to achieve gender-responsive education. The results showed that the application of thinking design allowed for the application of social change, especially the mindset of the target group in full from the bottom up. This means that the commitment and understanding of gender-responsive education can increase from the root without forcing the target group to change the value of the area's

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[7] Direktorat Pendidikan Nonformal dan Informal, *Panduan Sekolah Berwawasan Gender* (Jakarta: Subdin Pendidikan Perempuan DPM, 2008), 5.

[8] Kementerian Pendidikan Nasional, *Acuan Pelaksanaan Sekolah Menengah Atas Berwawasan Gender,* 32-8.

[9] Wibowo, "Sekolah Berwawasan Gender."

original location. Therefore, community empowerment is carried out to encourage smooth and constructive social change for local development, RokanHilir, especially in the fields of education and gender.[10]

Aspects that must be carried out in realizing gender-based schools based on the two studies above include vision and mission, learning processes, school management, school committees, and the community. The principal who leads in the school to be studied is a woman. This is consistent with the results of Hailu's study which states that women have the potential to be developed.[11] So in this study, the author will discuss social aspects which include collaboration between schools with outside parties or community (school committee), teacher interactions with parents, management of gender-responsive puberty, the ability of teachers to detect and resolve sexual harassment problems using a phenomenological approach.

Based on observations in one high school with a gender perspective, it was found that there is still minimal information and knowledge about gender for students, teachers, community and government.[12] So that research needs to be done to analyze the social aspects of gender-responsiveness in schools so that these schools can apply the concept of gender-oriented schools properly and correctly and can be used as a pilot school for other schools in South Sumatera Indonesia. The benefits and objectives of this research conceptually can enrich the theory of gender-responsive social aspects as a subsystem of the education system.

This study used a qualitative descriptive approach based on phenomenology.[13] This approach was based on the philosophical goals to be achieved in research, namely to understand the meaning, values, perceptions and certain considerations of teachers in conceptualizing gender-oriented schools and their implementation. Research informants are principals, teachers, students, school committees, and education personnel (Table 1).

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[10] Achmad Hidir, Nur Laila Meilani, and Harapan Tua RFS, "Pendidikan Responsif Gender di Kabupaten Rokan Hilir," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 2 (2016): 214–31, https://doi.org/10.33578/jpfkip.v5i2.3710.

[11] Meseret F. Hailu, "Examining the Role of Girl Effect in Contributing to Positive Education Ideologies for Girls in Ethiopia," *Gender and Education* 31, no. 8 (2019): 986–99, https://doi.org/10.1080/09540253.2018.1440284.

[12] Observasi di lapangan pada hari Sabtu 24 Oktober 2018.

[13] Abayomi Alase, "The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach," *International Journal of Education and Literacy Studies* 5, no. 2 (2017): 9–19, https://doi.org/10.7575/aiac.ijels.v.5n.2p.9.

Table 1. Research Informant

Type of Interview	Who was Sought for the Interviews	Number of Interviews
Teacher	Teacher of PAI, Chemistry and Sports	N = 5 (Male = 2; Female= 3)
Headmaster		N = 1 (Female = 1)
Student	Class XI and XII students (Natural and Social Sciences)	N = 6 (Male = 3; Female = 3)
School Committee	All School Committee arrangements	N = 15 (Male = 11; Female = 4)
Educational Personnel	Civil servants	N = 6 (Male = 4; Female = 2)

Teachers used research informants they were 3 PAI teachers (2 women and 1 man), 1 chemistry teacher and 2 sports teachers (1 woman and 1 man). The teacher has attended training for gender-responsive learning. Sports teacher informants represent women and men to avoid sexual harassment in the learning process and Headmaster. Students in grade XI and XII (Natural and Social Sciences) were randomly selected based on an understanding of gender. The school committee is part of the school that deals with and interacts directly with the school community and the surrounding environment. Civil servant education staff play a role in managing educational institutions, facilitating educational activities, and creating a comfortable atmosphere for the interaction of school residents.

The data were collected using interview observation, and documentation. Observations were used to observe social interactions in schools to get a picture of gender-oriented schools.[14] The interview method aimed to explore data from informants. The informants consisted of teachers, principals, students, school committees and education staff. This method is intended to see written data about the organizational structure of school committees.[15] The stages of data preparation were carried out by coding (coding) that is, preparing raw data into verbatim, compaction of facts, preparing to probe for data deepening, gathering similar facts, determining categorization, constructing concepts and narrating.[16]

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[14]Afrizal, *Metode Penelitian Kualitatif (Sebagai Upaya Mendukung Penggunaan Penelitian Kualitatif dalam Berbagai Disiplin Ilmu)* (Jakarta: Raja Grafindo Persada, 2014), 140-1.

[15]Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya, 2014).

[16]Mohammad Mahpur, *Memantapkan Analisis Data Kualitatif Melalui Tahapan Koding* (Malang: UIN Maliki Press, 2017), 45.

The research data were analyzed using the principle of on-going analysis.[17] The analysis phase includes: first, data reduction for selecting and sorting data; second, the presentation of data, namely by describing qualitative data in the form of narrative texts. Third, draw conclusions. To guarantee the validity of the data, it is necessary to verify and re-examine the final conclusions to be in line with the research objectives,[18] then analyzed with Longwe analysis (Sara Hlupekile Longwe) which includes: welfare, access, critical awareness, participation, and control.[19]

B. School Collaboration with the School Committee

Public schools are people who are there and involved in school management, have social awareness and influence on the school. One public school is a school committee. School committees have a role in school planning and development.

The interview results showed that the school committee evaluated school work programs regarding finance, learning, infrastructure every semester and every year. Evaluation of learning is done every one semester, the goal is that every semester the teachers can be evaluated the way they teach so that the learning system can be further improved. Whereas the facilities for infra-structure are evaluated once a year because they relate to the provision of facilities and school facilities that are held once a year. In this procurement, ideally, the school committee also provides advice to the government on the things needed by the school based on the data in the field, so that the desired needs are suitable for male and female students. But the fact is the provision of school infrastructure and advice is not based on disaggregated data in the field so there are some school needs that are not in accordance with the needs.

The active role of school committee members was gender-sensitive in planning school committee work programs. In planning a school committee plan: 1) Budget income, the budget is obtained from student guardians, entrepreneurs or school committees making their own business entities. 2) De-termination of joint school work programs. 3) Evaluation of school work

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[17] Mufidah, *Gender di Pesantren Salafi* (Malang: UIN Maliki Press, 2010), 45.

[18] B. Mathew Miles and A. Michael Huberman, *Analisis Data Kualitatif: Buku Sumber tentang Metode-metode Baru* (Jakarta: UI Press, 1992), 23.

[19] Tri Sakti Handayani Sugiarti, *Konsep dan Teknik Penelitian Gender* (Malang: UMM, 2002), 180.

programs that will be carried out once a semester or annually. The funds obtained by the school committee are used for school development, the purpose of collecting these funds is to increase the convenience of students in learning and to improve infrastructure that can be enjoyed directly by students.

C. Teacher's Social Interaction with Parents

The ability of teachers to interact with parents is very important in ensuring school participation so that there is a balance between men and women, decreasing dropout rates, and the growth of balanced achievement between female and male students. The results of the student guardian interview showed that the interaction that exists between the teacher and parents could be done through telephone communication media or can go directly to the school to find out their child's development.

This communication aims to find out whether their children are going to school or not to avoid students who skip school, in addition to this communication to find out the achievements of students in the classroom or in extracurricular school activities. The results of the principal's interview with the intensity of the principal with the school community in one semester often do not count how many times. The leadership of the female headmaster showed that there was support from all school members, both male and female. AlimatulQibtiyah's research results stated that women's roles were more supportive or assistant than a leader. However, as time has passed, many Indonesian women are more independent and have shown that involving men in their programs does not mean that women were unable to become leaders, but rather that their struggles were more likely to be effective if they were supported by men as partners.[20] Service in leadership can be effective in distinguishing between male and female principals. It is important to note that both men and women alike report that they were reluctant to use traditional leadership styles. No differences between gender in the use of traditional leadership styles were found. However, there were significant differences between the use of male and female servant leadership styles.[21]

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[20] Alimatul Qibtiyah, "Indonesian Muslim Women and the Gender Equality Movement," *Journal of Indonesian Islam* 3, no. 1 (2009): 168–96, https://doi.org/10.15642/JIIS.2009.3.1.168-196.

[21] Max Fridell, Rebecca Newcom Belcher, and Phillip E. Messner, "Discriminate Analysis Gender Public School Principal Servant Leadership Differences," *Leadership and Organization Development Journal* 30, no. 8 (2009): 722–36, https://doi.org/10.1108/01437730911003894.

The task of the school towards the community has been accomplished namely the school must always interact with people's lives so that the needs of both parties will be met.[22] In addition, the role of parents must actively discuss matters relating to circumstances and problems that can be an influence on the learning process of children in the family. The purpose of parental communication with teachers is that parents can control the ability and development of student behavior, academic development, student skills at school, ability to communicate with peers in class, teachers, and staff at school as well as with school security and cleaning services. Parent involvement with school can be done through, first, trying to get to know the teacher and other education personnel in the school. Second, attend a parent meeting or become a member of a school committee. Third, visit the class to see the behavior of children, interact with teachers and other students. Fourth, follow the activities held by the school. Fifth, ask about what children do and what happens at school. Sixth, strive to be involved in extracurricular activities.[23]

In interacting with students' parents and teachers to find out their children's behavior and development, parents are not limited by time. Based on the results of interviews with guardians of students namely parents are given the broadest time when parents need information about their children. But in general parents at least once a month communicate with the teachers with the aim of knowing the development of their children. Parent interaction with the teacher was also done during the distribution of mid-semester report cards and grade-up report cards for grades 10 and 11. Their parents could ask for explanations about their children. Especially for class 12 meetings between parents and teachers are more often held, namely mid-semester report cards and discussions for the dissemination of the National Examination (UN) and meetings regarding the acceptance of the State Higher Education Entrance Joint Selection (SBMPTN). Parent activities with the teacher above were part of the involvement of parents in the school in interacting with school residents.

Teachers 'and parents' interactions could also be done by parents by participating in activities and being actively involved in the management and

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[22]Abdullah Idi, *Sosiologi Pendidikan (Individu, Masyarakat dan Pendidikan)* (Jakarta: Raja Grafindo Persada, 2011), 122-3.

[23]Kementerian Pendidikan Nasional, *Acuan Pelaksanaan Sekolah Menengah Atas Berwawasan Gender,* 35.

activities of the school committee. The involvement of parents of students in this management so that the guardians of students know directly the interaction of students with teachers in the classroom and in the school environment. This is in accordance with one of the school's tasks to the community is that schools must always interact with people's lives so that the needs of both parties will be met.

The parents of students participated in several activities held by the school, for example, the celebration of Kartini day on April 21, 2016. In these activities, the parents of students followed the day of the celebrations. The involvement of parents (father and mother) in school activities so that the parents of students felt they own and participate in developing activities carried out by the school. In this involvement, the women were not only supporters of the school but become partners in school activities. The results of It Ismita Mohanty and Anu Rammohan's research found that parental education has a positive and statistically significant impact on children's education.[24]

D.   School Interaction with School Residents

Social interaction is a dynamic social relationship between individuals, between groups, and between individuals with groups.[25] The process of interaction in schools becomes very important in achieving the vision and mission of the school and achieving the desired learning. Good interaction is marked by the existence of a harmonious relationship between teacher and student, mutually beneficial so that the material delivered by the teacher can be received by students and can directly affect the abilities and behavior of students so that there are real changes in students.

Based on observations of the forms of interactions that occur between school residents carried out with the Principle of 5S - *Senyum, Salam, Salam, Sopan, Sopan* (namely: smiles, greetings, greetings, polite, polite). Based on observations of interactions between students and students what happened was when they met greet each other and smile even though they are not from the same class, respect each other and do not discriminate between seniors and

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[24]Itismita Mohanty and Anu Rammohan, "Child Schooling in India: The Role of Gender," *Indian Growth and Development Review* 8, no. 1 (2015): 93–108, https://doi.org/10.1108/IGDR-03-2014-0008.

[25]Soejono, *Sosiologi Pendidikan* (Jakarta: Rajawali Pers, 2009), 24.

juniors. The student interacts with students while learning, where students can learn and do activities together to obtain good learning outcomes.

The interaction of students with teachers formed a harmonious pattern, where students showed polite attitudes towards the teacher and the teacher showed a friendly attitude but remained firm so students could interact with the teacher without fear. In learning activities, teacher and student interactions can be realized through classroom management and the delivery of learning materials. Teachers and students from varied classrooms, so male and female students have equality and fairness in learning. The results of Joanne McDowell & Revert Klattenberg's research stated that teachers need to constantly adapt and change styles, using strategies that are most suitable for each student. Then it could be stated that men and women have various communicative skills in their linguistic weaponry. And as competent teachers, use any style (masculine and feminine) needed to carry out their role in teaching.[26]

Student interaction with learning resources is where each student has an awareness of studying learning resources to gain knowledge and insight in realizing the objectives of learning. Student interaction with the school environment is manifested by a sense of belonging to the environment. Students take care and care for the environment so they can get comfortable so that they can influence and provide a feeling of comfort and positive enthusiasm in learning.

Djaali stated that there is four main interaction which happened at school:[27] 1) Student-student interactions, good interactions between students greatly affect learning interest. 2) Student and teacher interaction, this interaction runs during the learning process. Good student interactions with teachers greatly affect student understanding and learning outcomes. 3) Student interaction with learning resources, learning resources can be in the form of information media, individuals, and a matter that supports students to learn. 4) Student interaction with the environment. The learning environment is an important factor in interacting with students, if students are comfortable with the existing environment it will affect students in learning.

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[26] Joanne McDowell and Revert Klattenberg, "Does Gender Matter? A Cross-National Investigation of Primary Class-Room Discipline," *Gender and Education* 31, no. 8 (2019): 947–65, https://doi.org/10.1080/09540253.2018.1458078.

[27] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2000), 51-2.

Thus the interaction of schools with school residents, especially between teachers, both male and female and male and female students, is very important in improving the learning process. The results of Penelope et.al's research showed that boys continue to demonstrate lower average achievement in reading than girls. Male teachers 'expectations were found to be lower for students of both genders in reading and negative implications for male teachers and their students' reading achievement were revealed.[28]

E.   Management of Gender-responsive Puberty

One characteristic of the social aspects of gender-responsive schools is the existence of a forum created by schools to manage students who are experiencing puberty. Observation results showed that the form of puberty management carried out by schools on female students was to provide facilities for those who are menstruating, the needs needed by menstruating female students have been provided by schools such as a comfortable space with sufficient water availability, trash bins covered, emergency changing clothes, medicines, warm water, and sanitary pads that female students need when they have sudden menstruation at school. This is consistent with the statement of the Gender and Inclusive Gender Team that a clean and comfortable room and friendly nurses make female students feel valued and cared for at the school. Thus the school has paid attention to a gender-sensitive learning environment by providing a clean, safe, comfortable and warm/friendly room for gender differences due to its social construction.[29] Nurhaeni and Kurniawan's research results stated that four of the seven main components of gender mainstreaming, namely structure and mechanism, sources of funds, infrastructure and civil society have not been implemented well. So, it can be concluded that gender mainstreaming has not been implemented effectively in schools.[30]

Associated with social aspects that are gender-oriented it can be understood that in interacting between schools with school committees, teacher-

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[28]Penelope W.St J. Watson et al., "Teacher Gender, and Expectation of Reading Achievement in New Zealand Elementary School Students: Essentially a Barrier?," *Gender and Education* 31, no. 8 (2019): 1–20, https://doi.org/10.1080/09540253.2017.1410108.

[29]Tim Gender dan Inklusif Gender, *Pembelajaran Inklusif Gender* (Jakarta: Indonesia Australia Partnership in Basic Educational, 2007), 27.

[30]Ida Nurhaeni and Yusuf Kurniawan, "Gender-Mainstreaming in Technical and Vocational Education and Training," in *IOP Conference Series: Materials Science and Engineering*, vol. 306 (Institute of Physics Publishing, 2018), 1–6, https://doi.org/10.1088/1757-899X/306/1/012057.

parent interactions, school-citizen interactions between students and students with teachers, teachers, and students with the environment school, then a gender-minded school requires hospitality, comfort, equality, opportunity, and fairness in interacting at school. Rawls states that humans have equal rights in every system that is built. In the social aspects related to the interaction of the school community, the school regulates that interactions must be polite, friendly, say in good words, not berate, not harass, respect each other, respect each other.[31] According to Nugroho conveying bad words, dirty jokes to someone is a form of sexual harassment. This is reinforced by the results of Ernita Arif's study which stated that the failure of the learning process is not always due to the ability of students, but there were other factors that more determine aspects of communication.[32] The difference in verbal communication behavior of teachers in urban and rural areas in terms of the use of negative words, positive words, derogatory words, confirmation, and euphemisms affect student learning outcomes.[33]

F. Conclusion

Men and women respect each other's differences of opinion, principles, and character. These results showed that no occurrence of discrimination, injustice, and harassment in interacting. Gender-responsive social interactions between all school members and the learning environment can lead to harmony in the learning process.

All school members have gender-responsive awareness between men and women. Gender-responsive awareness can be seen through activities if the roles of men and women are exchanged. The school principal has policies and regulations on how to interact with all school members who are gender-responsive and implemented by all school members, both in the process of implementing learning and in the activities of school organizations. Parents respect the gender-responsive regulations that are in the school. School committees support gender-responsive rules and policies made by schools. All

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[31] John Rawls, *Theory of Justice* (London: Oxford University, 1973), 10.

[32] Riant Nugroho, *Gender dan Strategi Pengarusutamaannya di Indonesia* (Yogyakarta: BPFE, 2008), 15.

[33] Ernita Arif et al., "Gender Responsive in Class: Study of Communication Behavior Teacher in Elementary School," *International Journal of Humanities and Social Science* 4, no. 9 (2014), http://www.ijhssnet.com/journals/Vol_4_No_9_July_2014/30.pdf.

government-responsive gender policies, programs, and activities are implemented in the implementation of social interaction in schools.

Implementation of gender-responsive social interactions in secondary schools in South Sumatera Indonesia has involved women and men in the management of school committees. Teacher and parent interaction is going well. Has a puberty management forum for male and female students. The interaction of all school members is in accordance with the rules of the concept of gender equality. However, teachers do not have the ability to detect sexual harassment.[s]

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