



Gender Equality Analysis In The Learning Process (Case Study On Accounting Department at Vocational High School)

Marissa Putra¹, Sriyani Mentari²

Faculty of Economics and Business, State University of
Malang, Malang, Indonesia

Email : marissa.putria.2004216@students.um.ac.id

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Abstract

This study aims to examine more deeply the students' perceptions of gender, as well as to reveal the forms of gender inequality, causes, and impacts caused in the learning process carried out by teachers and students. This research method uses qualitative with a case study approach, data collection using observation and interviews with accounting students. The results of this study indicate that students' perceptions of gender consist of differences in characteristics and sex, in addition, two forms of gender inequality were also found,

namely injustice and discrimination, gender inequality is caused by differences in treatment, lack of gender understanding, and the influence of the surrounding environment, so that it can have a negative impact on students such as feeling like they have failed themselves which will have an impact on their personality so that they become more quiet and inferior. In addition, they will also feel uncomfortable with the surrounding environment, which will have an impact on learning achievement. The implications of this study as a source of information for teachers, students, and schools for further understanding regarding gender equality in the learning process. Thus, it is able to eliminate the negative impacts caused by gender inequality.

Keywords: Gender Equality, Gender Inequality, Learning Process

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Introduction

Gender equality in general aims to unite differences. Gender differences often occur in our environment, especially in the family environment. education (Amalia, 2022). Based on the data found in the field, there are still many schools that are not gender responsive especially in vocational high schools (Inah et al., 2019). Teachers' gender biased attitudes towards students, less conducive learning environment responsiveness, and lack of teacher concern for the learning process (Ratnawati et al., 2019). Research related to gender equality has been widely conducted in Indonesia, based on research (Werdiningsih, 2020) shows that gender equality and justice in the learning process for both male and female students has been realized, but there are still gender inequality often occurs.

Gender discrimination can also arise from surrounding circumstances such as the number of male students. men and women in the accounting department have significant differences, such as in In the accounting department, the number of male students is less than the number of female students. Based on the results of field observations, researchers found incidents related to gender discrimination. For example in the process of group division, in the curriculum independent teachers tend to free students in choosing study groups. So that can result in indirect gender discrimination being carried out by students towards other students. Based on the explanation above, it can be concluded that gender inequality still often occurs in the learning process in the accounting department SMK XX. The unfair treatment differences between men and women become the main cause of gender inequality, which can make someone feel unappreciated, insecure, workload or study load increasing, and feeling unimportant comfortable with the surrounding environment.

Research by Utami & Yonanda, (2020) concluded that the impacts arising from gender injustice and gender discrimination will have an impact on anxiety and discomfort, so that it will affect students' learning achievement. research that conducted by Natasha,(2013) also stated that gender inequality can cause discomfort based on injustice in the field of education. Therefore that, gender equality in the learning process in the accounting department of SMK XX has sufficient



reason to study and research in more depth, because the quality of learning in A school will not improve if the school does not pay proper attention. gender equality of students, for example the right to obtain facilities, be it learning, or school facilities and infrastructure (Hunter & Morrell, 2021). In addition, the Schools in the learning process also have the rights and authority to regulate the process learning carried out by teachers as an implementation of gender-responsive schools towards students in the learning process at school (Barreiro et al., 2021). So the formulation of the problem in this research is to find out how the perception is students about gender, what are the forms of gender inequality, what are the causes the occurrence of gender inequality, as well as the impacts arising from this inequality gender in the learning process at SMK XX.

Based on the research focus above, this research aims to examine in more depth regarding the implementation of gender equality in the learning process in the accounting department. Based on students' perceptions of gender, this study also attempts to reveal forms of gender inequality, causes and impacts arising from cases gender inequality in the learning process carried out by teachers and students. The theoretical benefits of this research are to add to the relevant accounting literature related to gender equality in the learning process based on student perspectives. In addition, There are practical benefits in this research as a source of information for teachers and students regarding further understanding regarding gender equality in the world of education and can have a good understanding of gender equality and to eliminate the causes of gender inequality in the learning process. Thus, the perpetrators of gender discrimination are indirectly aware of the importance of gender equality in scope of education.

Schools often still apply masculine and feminine identities in the learning process (Abraha et al., 2019). Therefore, There needs to be an implementation of gender equality to eliminate gender bias treatment. that occurs in the learning process whether done consciously or not (Marini, 2017). The implications of gender equality in the learning process are by implementing gender responsive education as a strategy used to achieve equality gender (Wijanarko et al., 2022). Implementation of gender-responsive learning processes starting with the initial policy, namely that teachers must have an understanding of gender and does not discriminate against gender and



can actively motivate students in learning without any gender discrimination (Abraha et al., 2019). Teachers' and students' understanding of gender roles is very important in the learning process. because it can help reduce gender inequality and increase equality. between male and female students (Amalia, 2022). In addition, the existing culture the surrounding environment also determines gender equality in the learning process (Halizah et al., 2023). Because of this, it is not uncommon for many to place women are in second place, for example in women majoring in engineering (Ratnawati et al., 2019).

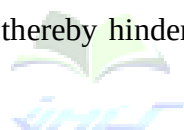
Gender inequality in the learning process can occur based on several factors, starting from the unequal distribution of roles between male and female students. women, this can be said to be an injustice in access and opportunity learn (Adriana, 2009) .Discrimination in access and benefits given to students based on gender, this can resulting in limited student abilities (Anwar, 2023). Based on several From the above factors, it can be concluded that there are two forms of gender inequality in the process learning is injustice and also discrimination. Gender injustice refers to on gender differences that do not result in discrimination. Therefore, gender injustice is a learning process that is said to be a issues affecting equality of access, participation and benefits among male students and women in educational environments (Juliana et al., 2019). This can creating inequalities in learning opportunities, treatment, and recognition of students based on gender, which ultimately hinders their development and achievement of students' overall potential (Cabral-Gouveia et al., 2023).

Gender inequality is also said to be discrimination, where discrimination Gender is the result of gender injustice that results in unfair treatment on a person or group based on gender. Gender discrimination can be in the form of unfair treatment in various aspects of life such as unfair education directly results in unfair treatment of victims based on gender. Thus, Gender discrimination is treatment that hinders opportunities and rights. owned by individuals (Juliana et al., 2019). The learning process in vocational high schools involving male and female students who are at the age stage development requires a lot of guidance from teachers to understand rights



and his/her obligations and respect the differences between himself/herself and his/her peers (Utami & Yonanda, 2020).

The impact of the above problems is the learning achievement of male and female students. women experience quite significant inequality and the subsequent impact is the lack of knowledge and skills in all fields. Therefore, there needs to be gender inclusion as an effort to create gender equality in all aspects, such as equal learning opportunities, decision-making, recognition student achievement without discrimination, as well as the protection of student rights. Learning materials and teacher attitudes can also subtly influence their assessment of self-ability, therefore there is a need for recognition (Inah et al., 2019). In addition, The United Nations (UN) has established gender equality (SDGs 5) as one of the 17 Sustainable Development Goals (SDGs) (United Nations, 2021). Gender-based inequality is still clearly visible in the field of education, this is influences student learning achievement, thereby hindering progress in the field education of a country (United Nations, 2020).



Methods

Qualitative methods are used in research to examine gender equality in more depth. in the learning process. Case studies are applied in this research as an approach research on a problem that has uniqueness and distinctiveness in it. This research using triangulation techniques in collecting data or data collection that is accurate and clear starting from observation, interviews, and documentation (Rofiah, 2022). The main source in this study are female and male students who experience gender inequality in the learning process in the accounting department of SMKN XX. This study uses thematic analysis with the aim of identify patterns or themes in qualitative data (Braun & Clarke, 2006). According to Braun & Clarke, (2006) there are six phases used to conduct thematic analysis consisting of recognizing data, create initial codes, identify initial codes by determining the characteristics of the data that appear interesting and meaningful, looking for themes, reviewing themes and determining themes at which stage This researcher refines and defines potential themes and subthemes to make it easier. in the process of making a report.



Result and Discussion

The research results are data obtained through data collection. compiled by researchers based on coding. Data collection has been done through observation and interviews. Observations were conducted during the learning process in class, both during presentation of material and during learning outside the classroom, such as during entrepreneurial practice and field projects. Interviews were conducted with 11 informants consisting of six male students and five female students. This study revealed four the theme is students' perceptions of gender, forms of gender inequality in the learning process learning, the causes of gender inequality in the learning process, and the impact of gender inequality in the learning process.

Students' Perceptions of Gender

The theme of students' perceptions of gender is a theme that emerged from the results of data analysis. The theme of students' perceptions of gender explains how informants view gender. Informants in this study revealed that gender perception consists of differences in characteristics and differences in gender.

Characteristic Differences

Gender is the difference in characteristics that men and women have. women. Research by Ariana, (2016) stated the characteristics of the male gender consists of masculine, rational, dominant, competitive, no-nonsense, objective, and confident then women have feminine gender characteristics, tend to be emotional, collaborative, always yielding, loving, gentle, and patient. Based on gender characteristics on, a person's characteristics are usually used to differentiate between men and women. women starting from their roles, responsibilities, and needs. These views are as conveyed by several informants as follows:

"Gender, men and women have their own characteristics, such as Guys are more masculine and women tend to be feminine" (Respondent L/6).

"Gender is like a distinction between men and women based on their characteristics. they have in themselves how to behave, more or less" (Respondent L/4).



"Gender is like the attitudes that exist in men and women, where if The woman's attitude is meek, while men tend to be rude and rich That's the difference between men and women, ma'am" (Respondent P/2).

"In my opinion, gender is the difference between men and women, namely women are more feminine and men tend to be a little cooler." (Respondent L/3).

Gender Differences

Gender is a different understanding of sex referring to characteristics that form the biological nature and functions of women and men, while "gender" is used to refer to the differences between men and women (Artaria, 2016). Therefore, gender is identical to sex, in general the view Regarding gender, it is divided into two, namely male and female. As conveyed by several informants as follows:

"Gender is a type of sex where the differences between men and women are usually tend towards traits and behaviors that are influenced by social or environmental traits culture" (Respondent L/1 and Respondent P/4).

"Gender is men and women who are judged based on their sex, which they have since they were born" (Respondent P/1).

"Gender is an understanding that is influenced by the social environment around us. and refers to male and female gender (Respondent P/5).

Forms of Gender Inequality in the Learning Process

The second theme that emerged from the results of the data analysis was the form of gender inequality. in the learning process. The theme of gender inequality in the learning process explains the informant's views on forms of gender inequality behavior. Informants in this study explained that gender inequality still occurs frequently. in the learning process such as injustice committed by teachers towards students, discrimination committed by students against other students, and discrimination committed teachers to students. As expressed by several informants as follows:

Gender Injustice by Teachers in the Learning Process



Cases of gender injustice committed by teachers against students consist of some cases such as differences in treatment during the process of learning accounting practices for students girls are given more guidance and direction than male students, then In entrepreneurial practice, female students will get higher marks than male students. male, and also found teachers who give more appreciation to female students who got the highest score in class. As expressed by several informants as follows :

"Sometimes teachers are not aware that they are committing injustice to their students, for example In practical accounting lessons, female students are more guided and directed from men" (Respondent L/1).

"Sometimes there are still teachers who are picky, for example, when they answer Questions in class must be considered inappropriate for male students to answer. always compared to female students" (Respondent L/4)

"Female students are often given more opportunities to answer questions. questions than male students, make them more active assessment must be high" (Respondent L/5).

"For example, ma'am, if I get a low score on a test, I will immediately be compared to a smarter female student, besides that I also It was immediately said that the students were lazy and not diligent in studying" (Respondent L/6).

Gender Discrimination by Students in the Learning Process

Gender discrimination in the learning process does not only come from teachers, but also done by students to other students. This is proven by the discovery of students Women tend to be selective in choosing friends, such as when determining study groups. usually will only choose female friends who are considered smart. In addition, female students usually don't like to group with male students because they are lazy, and there are also male students who only want to be friends with certain people who are considered capable in terms of finances. As expressed by several informants as follows:

"I don't like it sometimes when there are male students in a group lazy, the task that has been divided sometimes not done, and if the contribution for the task like "didn't pay" (Respondent P/1).



"It's not that I'm picky about my friends, sister, to be honest, I really like to pick my friends group that I think is already familiar and the ability to be smart so it fits doing homework is both able and help each other, because da bu female students It's rare to enter every group, never help to make it lazy yes, I'm in the same group as him" (Respondent P/2).

Gender Discrimination by Teachers in the Learning Process

Inequality in the learning process is also proven by the discovery gender discrimination committed by teachers against students in the learning process. Case discrimination carried out by teachers against students, such as teachers pressuring students Men should be more careful in doing their assignments like female students and teachers too. consider male students to be less capable in the accounting learning process. Such as as expressed by several informants as follows:

"During the accounting lesson, we were given tasks to do, time everyone was still working, the teacher suddenly said to one of the male students just to finish)" (Respondent P/3)

"At that time there was a teacher who said that (accounting is really suitable for female students than male students, because basically women are more careful In doing something different from men, their understanding is somewhat lacking accounting) that's what he said" (Respondent P/4)

"The incident happened during accounting class, sis, during the question and answer session, the teacher... That eee pointed to one of the male students then answered the male student but the teacher in front didn't hear because the male student's voice was soft, then the teacher immediately said this (so men should have a loud voice, sir, don't be like a woman's voice, it's so soft that I can't hear it) (Respondent P/5)

Causes of Gender Inequality in the Learning Process

The third theme that emerged from the results of the data analysis was the cause of the occurrence of gender inequality in the learning process. Theme of the causes of inequality gender in the learning process explains the informant's views on causes of gender inequality in the learning process. Informants in this study explaining the causes of inequality consist of different treatment of teachers and students, lack of understanding about gender, and the influence of the surrounding environment can giving rise to gender inequality.



Different Treatment of Teachers and Students

Based on the form of gender inequality which discusses injustice teachers to students in the learning process, this is caused by the existence of treatment different things given by teachers to male and female students, such as female students will get different treatment by being given guidance and direction from the teacher directly while male students do not, then female students will get grades higher than men in entrepreneurship subjects because the teacher consider women to be more diligent, and there are also teachers who give appreciation only to one gender, namely women, while men are not. As expressed by several informants as follows:

"Gender inequality is caused by discriminatory treatment by teachers, for example in practical accounting lessons, female students are guided and directed more than male students" (Respondent L/1)

"Teachers like to discriminate, for example, there is a teacher who often treats male and female students differently, for example, female students are definitely given the opportunity to answer more questions so that the grades will definitely be different" (Respondent L/2 and Respondent L/5)

"There are also teachers who give rich gifts to female students because they get high marks, whereas before if men who got high marks were never given that, it's very clear that it's different" (Respondent L/ 3)

Based on the form of gender injustice done by teachers in the process learning, this is not done because of differences in gender between men and women. women, but based on student performance in the learning process. In addition, the treatment different things are also done by students to other students in the learning process such as students who tend to be selective in friendships, then when determining groups learning found that students only want to be in groups with smart students, selection Study groups are also usually selected based on social abilities. As expressed by several informants as follows:

"I do not like brother sometimes if one group with male students because lazy, tasks that have been divided sometimes not done, and then if the contribution for the task like not pay" (Respondent P / 1)



"Instead of picking friends yeah brother, honestly I really like to choose group friends that I feel already familiar and smart skills so when doing homework tu both can and help each other" (Respondent P / 2)

Lack of Understanding About Gender Equality

Understanding gender equality is very important as an effort to avoid gender inequality, so that the rights and obligations of each gender can be fulfilled. Lack of understanding regarding gender equality can result in gender injustice, gender discrimination, and the perpetrators' ignorance of the treatment gender inequality that is carried out. As expressed by several informants as follows :

"Teachers are not aware of the selective treatment they receive, so they think it is normal." even though it could be a trigger for gender inequality, for example by giving gifts as appreciation but only given to one gender" (Respondent L/4)

"Actually, in my opinion, gender inequality in the process learning depends on how a person understands gender, such as justifying things that cause discrimination such as through speech who said that "men's voices should be loud, not soft like women's" just" (Respondent P/5)

Environmental Influence Triggers Gender Inequality

The influence of the surrounding environment can be a cause of gender inequality, when This is usually caused by views that favor one gender over another. During the process of learning accounting practices, teachers have the view that students Women are more thorough than men, besides that there are also gender stereotypes that consider women to be more diligent than men. Differences in the roles and functions of men and women are the cause that can trigger gender inequality. based on the stereotype of understanding that has spread widely in the surrounding environment. Such as as expressed by several informants as follows:

"There are teachers who think that men are less careful than women, but not all of them are like that, that's why sometimes teachers are more biased towards female students because they are considered more capable, especially since there are more women than men in accounting" (Respondent P/3 and Respondent P/4)



"The habit of the surrounding environment is that women are considered to be more diligent than men, even though this is not always true, but there are still teachers who give grades based on this habitual assumption, for example, in entrepreneurship practice, how can women get high grades just because they are considered diligent?" (Respondent L/6)

The Impact of Gender Inequality in the Learning Process

The fourth theme that emerged from the results of the data analysis was the impact of inequality. gender in the learning process. The theme of the impact of gender inequality in the learning process learning explains the impacts experienced by students who experience gender inequality in the learning process. Informants in this study explained that cases of gender inequality have a negative impact if they are allowed to continue continuously, such as feeling like a failure and being disappointed with yourself so that the burden of studying will be feel heavy and feel inferior to other students. In addition, there are students who feel uncomfortable with the unfair treatment that is felt, resulting in the knowledge gap and learning achievements will decline.

Feeling of Failure to Yourself

The failures that some informants tend to experience are impacts caused by discriminatory attitudes carried out by teachers towards their students, for example when one of the male students gets a lower score than the female students during the daily test, the teacher will immediately compare the abilities between fellow students. So that it is not uncommon for many students to feel disappointed with themselves, the burden of learning will also feel heavier, and feel inferior to other students who are smarter. As expressed by several informants as follows:

"I often feel disappointed with myself if the results I get are not as expected, and usually one of the teachers also likes to compare the grades of his students, for example, if a female student's grade is higher than a male student's, the male student will definitely be told off immediately, so don't be lazy, do your work carefully, don't just do it haphazardly." (Respondent L/ 1)

"Sometimes I feel inferior, especially since I'm not a smart student, so sometimes I often get different treatment, whether it's from a classmate or sometimes from a teacher, for example, yes, I rarely want to be in a group because they don't want to be in a group with people who don't smart" (Respondent P/2)



A sense of failure towards oneself will make the victim increasingly withdrawn, making it difficult mingle, and keep everything that is felt to yourself. As found by one of the victims (Source P/1) experienced cases of gender injustice and gender discrimination. quite serious, where the victims are often compared because they are always get lower grades than other students, besides that the victim also gets Different treatment from teachers such as during accounting practice lessons, the victim was completely not getting direction and guidance while other students get treatment On the contrary. The problems experienced by the victim have a significant impact in his personality, where the victim tends to be quiet, rarely follows the process learning, difficulty in socializing. Therefore, the victim's problems are handled by BK teachers as an effort from the school by bringing the guardians of students and teachers concerned. As expressed by several informants as follows:



"There is one of those students whose academic ability is a bit lacking, then when in class they have to be compared, they continue to get different treatment from the teacher, they are often scolded, well the child is quiet, rarely mixes, until the incident where after he get reprimanded because his grades are always bad, unlike other friends whose grades are high, he suddenly cried hysterically, went on a rampage while banging his head against the wall and your table, then finally brought to BK to be dealt with there" (Respondent P/3)

"I feel stressed, ma'am, every time I get a bad grade, I'm always compared to someone with a higher grade, I'm expected to get a high grade even though our abilities are different, not all kids are smart, so I feel pressured" (Respondent P/1)

Feeling Uncomfortable with Different Treatment from Teachers

Injustice and inappropriateness committed by teachers in the process learning will have an impact on the achievements of the victims, so that this can result in a decrease in enthusiasm for learning and a lack of knowledge. As expressed by several informants as follows:

"I feel uncomfortable, ma'am, especially since I've been told I look like a woman just because... My voice was soft when I answered the question, I felt embarrassed, ma'am. he said it in front of his classmates" (Respondent L/2)



“Sometimes it also feels uncomfortable with the surrounding environment, especially like me not a smart student so sometimes I often get different treatment from my classmates, where If my friend were chosen to be in the same group as me, he would definitely apply. change for various reasons because they think I'm not smart (Respondent L/3)

“I like to feel uncomfortable, especially when I'm in a group with male students, they're lazy to do their homework and end up doing it themselves, instead feeling the task is a burden on themselves” (Respondent P/5).

Based on what was expressed by several informants above regarding the discomfort what is felt in the learning process in class will have an impact on student learning achievement. This is because differences in teacher treatment of students can cause students to lazy to do assignments and follow the learning in class so that the learning achievement is low owned will decrease.

Discussion

Diversity of Students' Perceptions Regarding Gender

Characteristic Differences

Based on the results of data analysis, informants have various perceptions regarding One of the differences in characteristics of gender is, for example, as expressed by one informant said that gender is a difference in characteristics, where men considered more masculine while women tend to be considered feminine. Charisma & Heldayani,(2022) stated that differences in characteristics are also used as differentiators between men and women starting from roles, responsibilities, and needs. If referring to the research, the differences in characteristics between men and women also is closely related to the understanding of roles based on gender. Gender roles do not stand alone but are related to identity and various characteristics which is assumed to be applied to men and women because of gender inequality between men and women is more than just a biological physical difference but all the values socio-cultural (Sulistyowati, 2021).

Gender Differences

Based on the results of the data analysis, the informants also have other perceptions regarding gender, namely as a difference in sex, for example as expressed by one of them informant



that gender is an understanding that is influenced by the surrounding environment. refers to the male and female gender. Zaeni,(2022) stated that the gender Student gender is a biological difference between men and women, such as their physical form, function, and nature that separate men and women. If referring to In this study, gender differences were used to identify differences between men and women in terms of roles and activities related to “being male” and “becoming a woman”. Sex differences give rise to gender differences. and gender differences have given rise to various injustices (Abidin et al., 2018). Factors what causes gender injustice is the failure to fulfill basic rights human rights for women or men, such as the right to determine opportunities for yourself (Larasati & Ayu, 2020).

Forms of Gender Inequality in the Learning Process

Gender inequality in the learning process is evidence that it has occurred a gap where one gender receives different and more favorable treatment superior to others or in other words not equal. The emergence of various kinds gender issues in the learning process show that it is still not possible gender stereotypes are eliminated (Ulya, 2018). Treatment of gender inequality in the process learning is rooted in a conventional paradigm that views women as inferior than men in various activity participation (Kleven & Landais, 2017). Therefore, it is necessary to implement gender inclusion as an effort to create a conducive environment. inclusive, fair, and stimulating the development of all individuals regardless of gender or their gender identity (Natasha, 2013). Astina,(2016) stated that gender inequality in the learning process is often experienced by female students, so they have not received equal opportunities in develop self-quality to a higher level.

Gender Injustice by Teachers in the Learning Process

Based on the results of data analysis, informants revealed that inequality gender in the learning process is categorized as a form of gender inequality. carried out by teachers to students, for example as expressed by one informant It was found that one of the teachers gave different treatment to the students women in entrepreneurship subjects, where female students tend to be get higher grades than male students on the grounds that females are more diligent. Carlsen, (2020) stated that gender inequality stems from differences roles, thoughts, treatment, which result in



violations of human rights for women and men. Referring to the research, the injustice gender is based on the existence of differences in participation rights between male and female genders. Therefore, There needs to be an application of gender inclusion in the learning process, so that students can feel valued and supported in pursuing their interests without fear of unfair treatment (Esen & Seren, 2022). Gender inequality is not only categorized as a form of gender injustice, but also categorized as forms of gender discrimination (Kapur, 2019).

Gender Discrimination by Teachers and Students in the Learning Process

Based on the results of data analysis, informants revealed that discrimination gender in the learning process occurs when male and female students are given different treatment or not being given the same opportunities in the learning process (Kilavuz & Karaboga, 2021). For example, as expressed by one of the informants, where It was found that one of the teachers discriminated against his students with words by saying that female students are more careful than male students in doing assignments. According to Midya & Islam, (2022) gender discrimination is Different treatment often occurs based on a person's gender, namely male and women in various aspects such as education. Gender discrimination is also often found in the learning process tends to be carried out by students who are less aware of the importance of gender equality (Juliana et al., 2019). Gender discrimination is a the losses felt by victims who receive different treatment based on gender, so that the victims are placed in the position of backup or second actors line (Apriliandra & Krisnani, 2021). Gender inequality can occur due to the existence of ignorance of rights and a deep understanding of gender equality (Kiram, 2020).

Based on the results of the data analysis, the informants also believe that discrimination gender in the learning process is a form of gender inequality that conducted by teachers and students. Gender understanding is very helpful in preventing behavior and attitudes that can strengthen gender inequality, especially within world of education (Windari, 2020). In addition, a good understanding of gender equality not only to avoid the causes of gender inequality, but also to help individuals or students in fighting for gender rights and equality for themselves and other people (Hazairin et al., 2023). Fulfillment of rights and obligations is evidence implementation of



gender equality in the educational process that supports achievement fair which means there is no discrimination or gender stereotypes (Cole, 2011).

Causes of Gender Inequality in the Learning Process

Different Treatment by Teachers and Students

Gender inequality in the learning process can be caused by several things, such as the differences in treatment received by male and female students, there are several teachers and students are still less responsive to gender, teachers often compare treatment learning outcomes of male and female students, for example as expressed by one of the One informant found teachers giving gifts to female students as appreciation for getting high test scores, even though previously every male student men who get high marks never get the same treatment. Treatment the differences shown by teachers in the learning process are not due to gender male and female but based on the performance shown by the students. Juliana et al., (2019) stated that gender discrimination that occurs in the learning process can only caused by unconsciousness, this is due to a lack of understanding of gender so that it is considered that what is done is normal. If we refer to research Therefore, understanding gender is very important to realize gender equality and prevent gender inequality in the learning process. In line with research Kiram, (2020) who stated that gender inequality can occur due to ignorance about gender rights and equality. Therefore, there needs to be attention to the different treatment given by teachers to each student, as efforts to implement gender inclusion in reducing inequalities that occur in the process learning .

Lack of Understanding About Gender Equality

The importance of understanding gender equality in the learning process can help individuals understand their roles and avoid gender inequality from occurring continuously (Paechter, 2018). Understanding gender equality is very important so that individuals do not only focus on their ingrained habits and culture regarding the roles of men and women, for example as expressed by one informant It was found that teachers still do not understand gender equality, as evidenced by justifying things that are the cause of discrimination with a speech that says if Women are more thorough than men and view men's abilities in lower order. Gender sensitivity



refers to the ability and a willingness to understand and take into account existing social and cultural factors. in the surrounding environment (Aliri et al., 2022).

Research by Binasdevi & Abdurahman, (2021) states that along with technological progress and the age of women and men already have the same role without any different labeling. If we refer to the research, the understanding of gender equality is very important to avoid discrimination by providing fair treatment without discrimination so that the rights of each person can be realized gender without hindering other individual processes. Therefore, in the world education needs a good understanding of gender equality, not only for avoid the causes of gender inequality, but also help individuals or students in fighting for gender rights and equality for oneself and others (Nugroho, 2022). This is also in line with Liestyasari, (2017) who stated that understanding also related to sensitivity to gender in general which leads to individual sensitivity to gender issues.

The Influence of the Surrounding Environment on Gender Inequality

Based on data analysis, informants also assume that the surrounding environment has a significant influence on the emergence of gender inequality. This is as expressed by one of the informants, where a case of different treatment from teachers was found during entrepreneurship subjects where male students got lower grades than female students because they were considered lazy. Munir, (2023) stated that the state of the surrounding environment which is more dominantly filled by women, it is not uncommon to place men as victims of gender inequality. Referring to the study, the influence of the surrounding environment that has a negative influence can cause gender inequality. Therefore, to prevent gender inequality from continuing, there needs to be support from the surrounding environment that does not side with one gender to achieve better gender equality (Innayah & Pratama, 2019).

The Negative Impact of Gender Inequality in the Learning Process

Feeling of Failure to Yourself

Based on the results of the data analysis, the informants also assumed that the impact of the existence of cases of gender inequality are caused by discrimination and injustice experienced



by the victim. The impacts experienced by several students were quite varied, such as feeling failure towards oneself, for example as experienced by one of the sources who are victims of gender inequality, feel disappointed with themselves when get results that are not in accordance with what is desired, then the source is also found others who feel disappointed and have difficulty adjusting to the environment because receive discriminatory treatment from classmates. The impact experienced by the victims above occurs when experiencing direct gender inequality treatment, where individuals or students will feel unappreciated or considered inferior simply because differences in treatment based on gender (Utami & Yonanda, 2020). Impact the gender inequality experienced occurs when the victim experiences treatment direct gender inequality, where individuals or students will feel unappreciated or considered inferior simply because of gender differences (Trisnawati & Widiensyah, 2022). In line with research Cao et al., (2023) that gender inequality also will have an impact on injustice such as rights and obligations obtained in the process learning.

Feeling Uncomfortable with Different Treatment from Teachers

Based on the results of the data analysis, the informants assumed that the impact caused by gender inequality, apart from feeling like a failure towards themselves, the victims also tend to experience feelings of discomfort regarding the different treatment that experienced. For example, as expressed by one of the sources who felt anxiety when getting low marks compared to other friends, because when getting low marks, the student is threatened with not moving up a grade from the teacher. concerned. Research by Karoui & Feki, (2018) stated that gender inequality can impact on mental health, feelings of discomfort so that learning achievement decreases, and can hinder students' ability to develop. Therefore, gender awareness is very important. it is important to create an inclusive and respectful educational environment gender differences (Catalano et al., 2018). Gender inequality can be minimized by how to appreciate differences, so that students in the learning process in the environment schools will feel comfortable and confident to be able to develop optimally.



Conclusion and Recommendation

In this study, gender based on students' perceptions is very diverse, some state that gender is a difference in characteristics between men and women where it is closely related to the understanding of the roles that are owned based on gender. In addition, there are also those who state that gender is a difference in sex where it is used to identify the differences between men and women in terms of roles and activities. Gender equality in the learning process has been implemented, but there are still several cases of gender inequality experienced by several students in the learning process, namely gender injustice and gender discrimination carried out by teachers. This is done by teachers in order to foster a sense of enthusiasm and active learning for students who have low grades. So it is not uncommon for students who have low grades to get different treatment from teachers, this is done by teachers based on the performance shown by students. In addition, gender discrimination was also found by students to other students.

This study has also answered the focus of the third and fourth parts of the study, where there are several causes of gender inequality, namely, differences in treatment received by female and male students, there are several teachers and students who are still less gender responsive as evidenced by the findings of cases of teacher treatment who give gifts as awards to female students who get high scores while if the male who gets high scores is never given the same award. and the influence of the surrounding environment. Gender inequality that occurs in the learning process can be caused by unconsciousness, this is due to a lack of understanding of gender so that it is considered normal. Therefore, it is important for teachers to be more gender responsive and pay attention to gender during the learning process to prevent gender inequality from continuing. Gender inequality if left unchecked will continue and have a negative impact on students who are victims such as feeling like they have failed themselves which will have an impact on their personality so that they become more quiet and inferior. In addition, the impact felt is also in the form of feelings of discomfort with the surrounding environment, which will have an impact on learning achievement.



The findings presented above were obtained based on the results of interviews with students who were victims, there has been no follow-up by the researcher, namely by confirming the findings with other students who were not victims or the teacher concerned. This study contributes to students, teachers, and schools to be more gender responsive and pay attention to gender issues, considering that there are still many cases of gender inequality in the school environment, especially in the learning process. In addition, this study helps provide an understanding to students that men and women have the same rights without differences in the learning process. Thus, this can reduce inequality in the scope of education. Further research can use a variety of approaches such as phenomenology and ethnography as cross-cultural research efforts to determine gender equality in the learning process can affect different cultural and contextual factors. Further research can also strengthen the findings by adding the involvement of other informants such as teachers, administrative staff, and student affairs in the data collection process in order to provide diverse perspectives in gender equality research.

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