

Gender Responsive Pedagogy in Thematic Learning in Elementary Schools

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ABSTRAK

Pembelajaran tematik responsif gender masih sangat sulit ditemukan di sekolah dasar. Bias gender masih ditemukan dalam beberapa bahan ajar peserta didik. Hal tersebut dapat menjadi sebuah pemicu timbulnya pola pikir dalam diri peserta didik yang akan tetap terbawa sampai dewasa, sehingga berakibat pada munculnya ketidakadilan gender. Penelitian ini bertujuan untuk menganalisis pembelajaran tematik responsif gender di sekolah dasar. Penelitian ini merupakan penelitian studi kasus, dengan subjek yang terlibat dalam penelitian ini yakni 2 orang guru kelas V. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, dan dokumentasi, dengan instrumen penelitian berupa pedoman observasi dan wawancara. Teknik analisis data dilakukan melalui beberapa tahap yakni pengumpulan data, reduksi data, display data, dan membuat kesimpulan. Hasil penelitian ini menunjukkan Guru memiliki peranan yang sangat penting dalam pelaksanaan pembelajaran tematik responsif gender di sekolah dasar. Pembelajaran tematik responsif gender di sekolah dasar dilaksanakan dengan menentukan tujuan pembelajaran, membuat perangkat pembelajaran berupa RPP dan bahan ajar yang terbebas dari unsur bias gender serta melakukan penilaian yang adil dan objektif. Pengelolaan kelas dilakukan dengan memberikan fasilitas yang sama kepada peserta didik dalam proses pembelajaran, sehingga tidak menguntungkan atau merugikan salah satu gender.

ABSTRACT

Gender-responsive thematic learning still needs to be found in elementary schools. Gender bias is still found in some student teaching materials. It can trigger the emergence of a mindset in students that will continue to be carried into adulthood, resulting in gender inequality. This study aims to analyze gender-responsive thematic learning in elementary schools. This research is a case study, with the subjects involved, namely 2 class V teachers. Data collection techniques used in this study were interviews, observation, and documentation, with research instruments in the form of observation and interview guidelines. Data analysis techniques are carried out through several stages, namely data collection, data reduction, data display, and making conclusions. The results of this study indicate that teachers have a very important role in implementing gender-responsive thematic learning in elementary schools. Gender-responsive thematic learning in elementary schools is carried out by determining learning objectives, making learning tools like lesson plans and teaching materials free from gender bias, and conducting fair and objective assessments. Classroom management is carried out by providing the same facilities to students in the learning process, not to benefit or harm one gender.

1. INTRODUCTION

Education is very important and a necessity for every human being. Through education, humans can prepare themselves to be involved in the community environment or where they stand (Meri & Mustika, 2022; Sujana, 2019). Therefore, education is very important for men and women to be part of society (Putra, 2018). Education is one of the means to instill and implement the values of justice and gender equality in everyday life. Humans gain knowledge of norms and values related to gender through the learning process (Hafizha, 2022; Wiarsih & Astawan, 2021). The implementation of education must

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ensure that all students, including all male and female students, have the same rights and access to education. Education in schools, especially elementary schools, must be free without discrimination against one gender (Barreiro-Gen et al., 2021; Tagliacozzo & Di Tullio, 2021). Gender-based schools (equality in social roles) have the effort to reduce culture and behavior that tend to look down on one gender (gender) through gender-responsive school planning and management (Nurhasanah et al., 2021).

Gender is a concept that defines the differences between men and women that are related to responsibilities, roles, needs, and so on in everyday life (Muzaki, 2021; Saleemi & Kofol, 2022). Gender inequality results from a society's mindset and culture that is still traditional, so they still perceive differences between men and women in a particular job or profession (Abidin, 2017; Wondimu, 2022). Things that will happen if women and men are not placed in equal positions and roles can cause women to lose opportunities, access, and control in the process of self-development and not have the essence or benefits that are fair to men (Wiarsih & Astawan, 2021). One of the effects of gender inequality is the occurrence of cases of sexual violence. Children and women are vulnerable to sexual violence because they are seen as weak and powerless (Rahmiati & Ninawati, 2020; Wondimu, 2022). One of the efforts that can be made to uphold gender equality in everyday life is through the learning process at school. Integrating gender into the learning curriculum is an effort to address and reduce gender disparities (Haryani & Nurhaeni, 2019). Gender-based learning should begin to be implemented at the basic education level to provide understanding to both male and female students so that both of them can understand and respect their rights and obligations as fellow human beings (Almelhem et al., 2022; Hasanah, 2019; Pollock et al., 2021).

It is just that the reality on the ground shows that teachers' concern and sensitivity to gender equality in the learning process in the classroom is still relatively low in several schools (Liestyasari, 2017). In most schools, teachers still show different attitudes, expectations, and treatment of boys and girls (Abraha et al., 2019; Saleemi & Kofol, 2022). Without paying attention to gender equality in learning, the quality and success of learning will not be achieved. Gender-responsive learning starts from the role of the teacher, who upholds the concept of justice and gender equality in the learning process (Juliana et al., 2019). A gender-responsive learning atmosphere can foster good student collaboration (Utaminingsih et al., 2018). Gender-responsive education in schools can be done by choosing the right learning model. The learning model is a method used to explore students' abilities holistically and authentically (Firdausiyah, 2018; Khoerunnisa & Aqwal, 2020). One form of the learning model used today is the thematic learning model. Thematic learning is a learning model that uses a theme to connect various related topics (Abdiyah & Subiyantoro, 2021; Chaerunnisa, 2022; Ra et al., 2022).

Thematic learning emphasizes students' activeness in the learning process so that students can gain direct experience and get used to getting information independently. Through experience gained directly, students can understand the studied concept by relating it to other concepts they have acquired in everyday life (Azzahra & Amaliyah, 2022; Cheng et al., 2023; Putra, 2018). Thematic learning activities are placed systematically in the teacher's book to serve as a guide. However, teachers can design their learning effectively and efficiently according to the learning needs of students (Susilawati & Rusdinal, 2022). Previous studies have revealed that elementary schools struggle with gender-responsive integrated thematic learning (Susilawati & Rusdinal, 2022). The results of other studies reveal that teacher awareness of how to provide fair treatment between male and female students in the teaching and learning process still needs to be improved (Abraha et al., 2019). The results of further research revealed that in the learning process, the teacher must be able to guarantee that all male and female students are involved in all leadership activities, discussions, assignments, school programs, and learning processes carried out in class (Chaerunnisa, 2022; Kahamba et al., 2017).

Based on some of the results of these studies, gender-responsive thematic learning has not been implemented thoroughly in every elementary school. Previous research has not fully discussed the implementation of gender-responsive learning carried out by teachers in thematic learning. So this research is focused on this study to analyze how elementary school teachers have implemented gender-responsive thematic learning in elementary schools.

2. METHOD

This study uses a qualitative research approach. The procedure in this study focuses on implementing gender-responsive thematic learning carried out by teachers in the classroom. The type of research used is a case study. This type of research follows the research being conducted because researchers will examine gender-responsive thematic learning carried out by fifth-grade teachers at SD

Muhammadiyah 1 Candi Labschool Umsida. The subjects of this study were two fifth-grade teachers. This research was conducted at SD Muhammadiyah 1 Candi Labschool Umsida, Sidoarjo Regency. Data collection in the study was carried out using interviews, observation, and documentation, with research instruments in the form of observation and interview guidelines. The instrument grids used in this study are presented in [Table 1](#).

Table 1. The research instrument

No	Components/ Standards	Indicator	Description
1.	Content	1. Gender integration in learning objectives and lesson plans	Gender material is integrated into learning objectives and learning implementation plans
		2. Gender integration in teaching materials	Teaching materials are designed to contain material relevant to the subject matter and free from elements of gender bias.
2.	Learning Process	1. Gender-responsive learning methods and models	Students actively express ideas, ask questions, and criticize ideas without feeling inferior.
		2. Gender-responsive classroom management	Students can form balanced groups of men and women and work together to solve problems.
3.	Assessment	1. Assessment is fair and equal and carried out objectively	Provide equal opportunity to students in conducting assessments

The data obtained in this study were then analyzed through several stages, namely data collection, data reduction, data display, and making conclusions. Data was collected through interviews, observation, and careful and detailed documentation regarding gender-responsive thematic learning in elementary schools. Then, data reduction was made by summarizing and selecting the main points derived from the data and observations obtained regarding gender-responsive thematic learning in elementary schools. Presentation of data is presented in the form of the simple narrative text so that it is easy to understand. The last stage is making conclusions on data related to gender-responsive thematic learning in elementary schools. Testing the validity of research data was carried out in several stages, namely, making the most of research time, seeking accuracy and diligence when collecting data, and discussing the topic under study with competent people.

3. RESULT AND DISCUSSION

Result

Based on the interview process results with fifth-grade teachers and observations of the fifth-grade learning process accompanied by documentation, the main findings were obtained in research related to the implementation of gender-responsive thematic learning at SD Muhammadiyah 1 Candi Labschool Umsida. The first finding relates to content standards with the first indicator, gender integration in learning objectives and implementation plans. Implementing gender-responsive thematic learning at SD Muhammadiyah 1, Candi Labschool Umsida begins with setting gender-responsive learning objectives. The steps the teacher takes in formulating learning objectives are by identifying material containing gender issues and aligning them with the characteristics of male and female students in terms of the psychological and health aspects of students. The characteristics of students are very diverse and tend to be different. Therefore, teachers should know each student's characteristics to provide appropriate and fair learning services. Based on this, the teacher can design gender-responsive learning materials and methods in the lesson plan. Learning objectives are a reference for teachers in making lesson plans. Further observations show that the fifth-grade teacher at SD Muhammadiyah 1 Candi Labschool Umsida has developed a learning tool in the form of a lesson plan by replacing the word student with meaning for male students with the word "student." The word is changed because it contains an element of injustice that both male and female students study.

The second finding in this study relates to indicators of gender integration in teaching materials. The learning material studied by Muhammadiyah 1 SD Muhammadiyah 1 Candi Labschool Umsida students comes from teaching materials for student worksheets or Student Worksheets. The teacher makes the worksheet considering the elements of gender equality in it. The material and images contained in the Student Worksheet are very concerning for the teacher to avoid gender bias in teaching materials. The cover page of the Student Worksheet made by the teacher shows the activities of boys and girls doing

the same activities. Apart from that, examples of pictures from cultural arts materials and crafts about traditional dances in the worksheet, there are male and female dancers. Here the teacher wants to show that professions or dance activities cannot only be performed by one gender but men and women have the same opportunity to do so without being dominated by one gender. Some of the pictures in the worksheet come from the documentation of student learning activities. Students can easily understand the material with these pictures and work on the questions in the Student Worksheets because they have had a direct learning experience. The cover display for Student Worksheets and gender-responsive images used in Student Worksheets are presented in Figure 1.

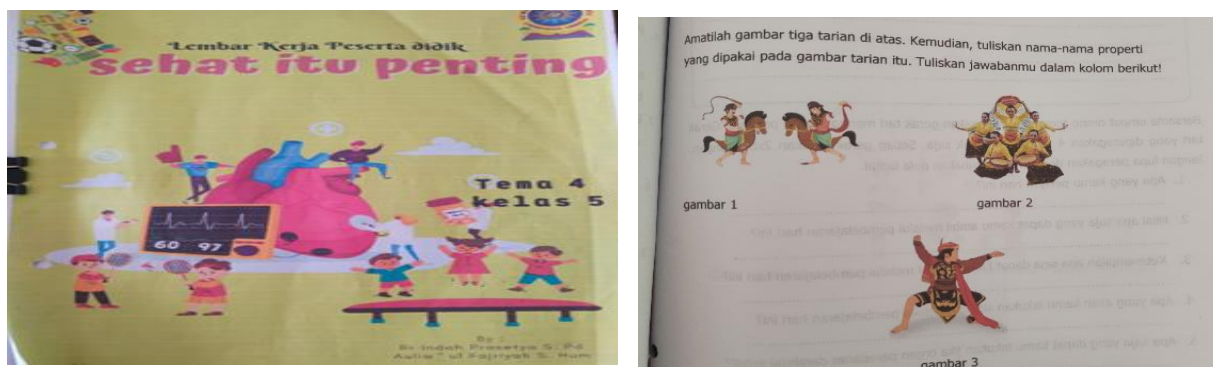


Figure 1. Student Worksheet Covers. Example of a Gender-Responsive Image

The third finding relates to indicators of gender-responsive learning methods and models. The teacher's learning process pays close attention to the principles of gender equality and justice. Teachers provide freedom in expressing opinions and opportunities to ask all male and female students and children with special needs to express their curiosity. In addition, teachers also use cooperative or group learning methods in the learning process. The learning process is carried out between regular and special needs children to provide equal opportunities. The teacher gives freedom to students to choose group leaders and carry out the division of tasks independently and fairly. In the group learning process, students are encouraged to be more active in working together and completing the tasks that have been given. Sometimes in the learning process, children with special needs often have difficulty understanding the material and doing their assignments. With group learning that brings together regular and special needs children, it provides opportunities for regular students to become peer tutors for students with special needs or other friends with learning difficulties.

Gender-responsive thematic learning is also seen in learning activities to process healthy food. The teacher develops the learning process through a hidden gender-responsive curriculum by holding cooking activities. All students were asked to bring random food ingredients to be processed into healthy food at school. In cooking activities, all male and female students are directed to process food ingredients actively. Through this lesson, the teacher wants to show that cooking is a fun activity not only for women but men can also do this activity. The skills acquired in this activity include students being able to choose, process, and know the function of healthy food for the body. An overview of the implementation of cooperative learning and gender-responsive learning in processing healthy food can be seen in Figure 2.



Figure 2. Cooperative Learning and Gender-Responsive Learning Processing Healthy Food

The fourth finding relates to gender-responsive classroom management indicators. Classroom management by the teacher shows the sitting position of heterogeneous students, where male and female students side by side in the learning process. Students are free to choose a comfortable seat for them without exception for children with special needs. In classroom management, the teacher forms a structure or administrator. The teacher allows all students to run for a class administrator in this fifth grade. Students who nominate themselves as class administrators undergo tests on responsibility, discipline, hard work, honesty, and the ability to protect their friends. The test was carried out for one week inside and outside the learning process. Other students are tasked with providing an assessment of the performance of the candidates. After the test period, the teacher invites students to consult in determining class administrators. The voting process is carried out by voting. The voting results determine who is eligible to be a class administrator in terms of responsibilities and other aspects. Female students held the coordinating minister who served as class leader, and it was also seen that men held the minister of finance. A display of student seating and class structure can be seen in [Figure 3](#).



Figure 3. Gender-Responsive Seating Arrangement and Fifth-Grade Management Structure

The assessment carried out by the fifth-grade teacher at SD Muhammadiyah 1 Candi Labschool Umsida is fair and objective. The teacher carries out the gender-responsive assessment process in learning activities by providing equal opportunities to all students to ask and answer questions given by the teacher or fellow friends as a value of activeness. Assessment is also carried out routinely at the end of thematic learning or changing themes. All students have the same opportunity to participate in the assessment process. If some students cannot attend the assessment, these students will get the opportunity to take part in the assessment on another day with the same questions as other students. The questions made by the teacher consist of two kinds, namely questions for regular children and questions for children with special needs. The questions are adjusted to students' characteristics and learning abilities.

Discussion

The results of the research analysts show that gender-responsive thematic learning at SD Muhammadiyah 1 Candi Labschool Umsida has been fully implemented. Teachers are important in realizing gender-responsive learning in schools ([Pollock et al., 2021](#); [Vanner et al., 2022](#)). The roles carried out by the teacher during the learning process are as follows: First, the teacher acts as a learning manager playing a role in planning learning objectives that will be taught to students until the implementation of evaluation or assessment activities ([Meri & Mustika, 2022](#); [Sujana, 2019](#)). Learning objectives function to determine what students can do after following the learning process at school. Good learning objectives are learning objectives in which there is no grouping and discrimination against male and female students ([Putra, 2018](#)). In determining the learning objectives, the teacher must pay attention to the characteristics of each learner. Understanding students' characteristics is one indicator of the teacher's pedagogical competence. One of the differences in the characteristics of students can be seen through learning styles in receiving and understanding the material provided by the teacher in class ([Hafizha, 2022](#); [Wiarsih & Astawan, 2021](#)). The characteristics of students are very important to be used as a reference in determining learning methods so that learning objectives can be achieved ([Septianti & Afiani, 2020](#)). Gender-responsive learning objectives greatly influence gender-responsive learning content. Thus, the teacher can create materials and choose gender-responsive learning methods in the lesson plan ([Hidir & Meilani, 2017](#)).

Second, play a role in the process of designing learning devices. The lesson plan initially describes the teacher's classroom learning process. Previous research shows that teachers still make lesson plans using the word "student" addressed to male students without being followed by the word "student" addressed to female students. It indicates gender inequality in the development of learning tools (Juliana et al., 2019; Utaminingsih et al., 2018). The teacher makes the lesson plan considering many things, including the selection of materials, learning models, and methods that can encourage the participation of male and female students (Azzahra & Amaliyah, 2022; Cheng et al., 2023; Putra, 2018). Lesson plans prepared by the teacher should be adapted to class conditions and the learning needs of students. The lesson plan must ensure that all students can be involved in all activities. In this study, the lesson plan the teacher had made was free from elements of gender bias. Using the word learner in the lesson plan, representing the participation of both male and female students, indicates that gender equality has been upheld at the basic education level.

Third, in supporting gender-responsive thematic learning, teaching materials are needed that are free from elements of gender bias. One form of teaching material is student worksheets. Student worksheets are a learning tool often used in elementary schools (Firdaus & Wilujeng, 2018; Putra, 2018). Student worksheets contain material that students can study independently. Good teaching materials are made by teachers considering students' learning needs. Teaching materials should not create gender gaps (Chaerunnisa, 2022; Putra, 2018). Therefore worksheets or teaching materials must be free from elements of gender bias so as not to cause wrong perceptions in students (Chaerunnisa, 2022; Ratnasari, 2019). The development of teaching materials at SD Muhammadiyah 1 Candi Labschool Umsida can be seen through gender-responsive images or illustrations. It shows that the teaching materials made by the teacher are of high quality (Cahyadi, 2019).

Fourth, the learning process in schools is inseparable from the learning method. The teacher uses the learning method to convey learning material (Mufidah, 2018). Using appropriate learning methods can facilitate the teaching and learning process in class and accelerate students' understanding of the material. The learning method must be adapted to learning materials and media to stimulate students (Anjani et al., 2020). SD Muhammadiyah 1 Candi teachers use cooperative learning methods to implement gender-responsive thematic learning. Cooperative learning is a form of cooperation learning method that provides more opportunities for students to collaborate and collaborate in completing a structured task or problem regardless of their backgrounds (Bhat et al., 2020; Tama et al., 2019). One of the roles of the teacher in cooperative learning is as a facilitator to provide facility services and create a comfortable and conducive learning atmosphere so that students can learn optimally (Buaton et al., 2021; Fauzi & Mustika, 2022; Muafiah et al., 2021). With this learning, students can exchange information to increase their knowledge (Kasus & Pelangiku, 2022; Mufidah & Kurniawan, 2022; Wiarsih & Astawan, 2021).

Fifth, gender-responsive learning can be implemented in the teacher's classroom management. Class management can be in the form of setting student seating positions. Classes that are responsive to gender are classes that provide equal facilities and opportunities to students. Seating arrangements of students in the classroom should be very concerning for the teacher. The arrangement of sitting positions at SD Muhammadiyah 1 Candi Labschool Umsida already supports gender equality in learning. The teacher provides opportunities for students to choose comfortable seats so that the positions in the front and back rows are not dominated by one gender (Isnanto et al., 2020; Wati & Trihantoyo, 2020). In addition, the formation of the class structure is carried out by providing equal opportunities to all students (Khuzaimah & Farid, 2022; Nurhasanah et al., 2021; Wiarsih & Astawan, 2021). The teacher, as a facilitator, must be able to provide facilities and access to all students to become leaders (Prastyo, 2022; Rahayu & Susanto, 2018; Rismayanti, 2022). Male and female students have the same rights at school. Leadership in the classroom should not be limited by a gender perspective which only men must dominate, but women also have the opportunity to become leaders (Haris, 2021; Iskandar & Estate, 2022; Suhada, 2019).

Sixth, the evaluation is carried out to determine students' understanding of the material studied and provide an overview of students' learning difficulties (Apriyanti, 2020; Basri, 2017). The assessment must be carried out fairly. This study shows that the teacher makes two different types of questions based on the abilities and characteristics of the students. This is reinforced by previous research that assessments must be carried out fairly and not to the advantage or disadvantage of students in terms of economic, social, religious, cultural, and gender backgrounds (Juliana et al., 2019). The results obtained in this study are different from those of previous research, where previous research revealed that gender-responsive integrated thematic learning still needs to be found in elementary schools (Susilawati & Rusdinal, 2022). The results of other studies reveal that teacher awareness of how to provide fair

treatment between male and female students in the teaching and learning process still needs to be improved (Abraha et al., 2019). The results of further research revealed that in the learning process, the teacher must be able to guarantee that all male and female students are involved in all leadership activities, discussions, assignments, school programs, and learning processes carried out in class (Chaerunnisa, 2022; Kahamba et al., 2017). At the same time, the results of this study indicate that teachers have been able to implement gender-responsive thematic learning in elementary schools.

4. CONCLUSION

Based on the results of the data analysis that has been done, it can be concluded that gender-responsive thematic learning in elementary schools is carried out by determining learning objectives, making learning tools in the form of lesson plans and teaching materials that are free from elements of gender bias and conducting fair and objective assessments. Classroom management is carried out by providing the same facilities to students in the learning process, not to benefit or harm one gender.

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