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## INTERNALIZATION OF GENDER EQUALITY VALUES IN SOCIOLOGY LEARNING

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### Abstract

This research is motivated by the existence of gender bias practices carried out by students. The main aim of this research is to analyze the role of teachers at SMAN 9 Bandung City when internalizing gender equality values in sociology learning as an effort to minimize gender bias practices and form the character of students who are sensitive and care about gender equality in everyday life. Internalizing the value of gender equality is a process where a person begins to accept and understand the values, norms, principles related to gender and apply them in the community environment. This research was conducted through interviews, observations and documentation studies using a qualitative approach with a strategy in the form of case studies of Sociology Teachers, Guidance and Counseling Teachers and class XI students. Based on this research we can know, Sociology teachers strive to implement learning methods that can increase the participation of male and female students equally. On the other hand, sociology teachers try to use interactive learning media such as video shows, images, PowerPoints that reflect gender equality. Then the sociology teacher tries to correlate relevant material with gender equality issues, such as material on social differentiation, social stratification and various social phenomena. By internalizing the value of gender equality, it increases students' ability to understand the meaning of gender equality values, students' understanding of gender equality is also reflected in the character of students who are shown in making decisions based on common interests, mutual respect and support for each other, participation of male students. -men and women become more equal.

**Key words:** *internalization, gender equality, sociology learning*

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## INTRODUCTION

The problem regarding gender inequality is a problem that has not been resolved to date. Referring to the data owned by UNDP, in 2018 Indonesia's Gender Inequality Index (GII) score reached 0.451, while in 2019 it was at 0.48 and most recently in 2021 it was 0.436, making Indonesia a country with gender inequality in ASEAN (Tanziha, 2021). This gender inequality creates other social problems, such as harassment and sexual violence, where the majority of women are victims.

According to data compiled by the Ministry of Women's Empowerment and Child Protection from 1 January to 27 September 2022, there have been 17,844 cases of violence with 16,377 female victims. Besides this, gender inequality in Indonesia is indicated by the limited access to employment opportunities for women, as we can see in the data held by the Central Bureau of Statistics in 2021, the percentage of formal workers is more male with a total of 43.39 while for women there are 36.20. One of the factors causing the high rate of gender inequality in Indonesia is the low understanding of society and the patriarchal culture that often occurs in society until now.

Reported in the data compiled by the United Nations Children's Fund shows that there is inequality in the field of education between men and women, this is shown that of the ten students who cannot continue their studies at the elementary school level there are six female students and four male students. Meanwhile, at the junior high school level, out of ten children who did not continue their studies, there were seven girls and three girls. Based on this, we can see that women have a greater potential for dropping out of school. In a cultural historical perspective, girls are often treated unfairly, this is shown from the upbringing of parents who prioritize boys, one of which is in the field of education (Muslima, 2017).

In line with these problems, women are often still seen as second-class citizens, women are considered no better than men and often receive negative views, even in the field of education. As is the case with learning materials

in schools, it is the elementary school level that highlights gender differences. In the textbooks at the elementary education level it is shown that mothers and fathers have striking differences in activities. Mothers are usually illustrated as only being able to carry out their roles as housewives such as cooking, taking care of children and cleaning the house. In addition, fathers are represented as having a wider and more dominant role, such as working for a living, going to the office and many other things. Besides this, boys are illustrated with more active physical activities, while girls are represented with physical activities that tend to be more passive. The subject matter of learning in textbooks that represent things in such a way can be said to be an extension of the stereotypes of male and female activities that occur a lot in the surrounding community.

The internalization of gender equality values needs to be instilled in students, this has also been stated in the Minister of National Education Regulation (Permendiknas) No. 84 of 2008 concerning guidelines for implementing PUG in the Education Sector which emphasizes that every educational unit has an obligation to integrate dimensions of justice and gender equality at all stages of development, starting from planning, implementation, monitoring and evaluation in the education sector. Apart from this, internalizing the values of gender equality can develop students' character, one of which is the character of mutual respect and gender sensitivity. Understanding problems and recognizing women's needs requires the ability to analyze and think critically about the empirical experiences experienced by women. So that in the world of education critical education has emerged which is a school or understanding of education for empowerment and liberation which aspires to social and structural change towards a just and democratic society, namely a society without exploitation and oppression (Rahardjo, 2001).

In this regard, by implementing and introducing the values of gender equality, it is hoped that women can grow self-confidence and high motivation in realizing their dreams. In this regard, gender discrimination that occurs in

society needs to be bridged through various efforts to empower women who are the media. changes in women's way of thinking (Priyono, 1996). Especially deep The education sector, as a realization of critical education, requires an educational formulation based on gender equality in responding to gender inequality in society. In connection with what has been explained above, there have been several studies.

As for one of the efforts that can be made to minimize gender inequality and injustice in the field of education, namely by introducing gender equality in the field of education, namely by internalizing the values of gender equality in the learning process of Sociology. in the 2013 Curriculum these values of gender equality can be linked to KD 3.3. The subject matter related to these Basic Competences is material differentiation, equality and social harmonization. This material provides an understanding of the diversity of groups and social differences. therefore we can see that the issue of gender bias is included in the subject matter of differences, equality and social harmony, especially in the sub-material of social differences.

Based on preliminary observations made by researchers at SMAN 9 Bandung City, it can be seen that there are students at the school who act gender bias due to a lack of understanding related to gender equality. Responding to the practical gender bias practiced by students, the sociology teacher at SMAN 9 Bandung City tries to minimize this problem by internalizing the values of gender equality which are packaged as attractively as possible so that students can easily understand and apply them at the school.

This research was conducted with the objectives of 1) describing the understanding of students at SMAN 9 Bandung City related to gender equality; 2) analyze the role of the sociology teacher in internalizing the values of gender equality in the learning process.

## **METHODOLOGY**

The main focus of the research carried out is to find out the role of the Sociology & Guidance Counseling Teacher at SMAN 13 Bandung in internalizing the values of gender equality and what the implications of this internalization are for student behavior. in this case the researcher used a qualitative approach. By using this qualitative approach, the data obtained can be described clearly and in depth, not just the outer appearance of a problem. As explained by Creswell (2017), qualitative research is a method that can be used to explore and understand the meaning that occurs for each individual and group of people which originates from social problems. Based on these considerations, researchers prefer to use a qualitative approach in order to observe and understand in depth the role and efforts made by teachers in internalizing the values of gender equality. Apart from this, this research also does not just look at the role of teachers, but examines The implications of the internalization of these values on students' assertive behavior. This research was carried out by studying and understanding from various points of view, namely teachers and students themselves.

In connection with this, the method used in the research is Case Study, this is done to provide understanding and describe a general analysis (Rinaldi, 2022). As for the case in this research, we still see that women still receive injustice in several ways, in this case men are still the main priority. Therefore, quite a few women feel that their steps are being felt limited and not as flexible as men. Apart from this, women often feel insecure and are not free to express their wishes and opinions. In this regard, the role of teachers is needed to instill understanding and self-confidence in students, that women can also have the same opportunities, especially in the field of education. Apart from this, the researcher considered choosing to use the case study method because in obtaining research data, several informants were considered so that the information obtained was more in-depth and the validity of the problems described could be acknowledged and accounted for.

In determining participants in this research, researchers used purposive sampling by interviewing people who met the research criteria. The participants in the research carried out this time were Sociology Teachers, Guidance

and Counseling Teachers, students in classes X, XI, XII at SMAN 13 Bandung. The reason the researcher made the Sociology Teacher a research participant was because the teachers at the school had internalized the values of gender equality, in this case the researcher wanted to see the efforts made by the Sociology Teacher in conveying the values of gender equality and the obstacles faced in conveying this. For the second participant, the researcher chose the Guidance and Counseling Teacher. The basis for this selection was because the student guidance and counseling teacher had an emotional attachment to the guidance and counseling teacher so that they became more open about what they experienced and felt. Guidance and counseling teachers at the school have also begun to provide understanding and counseling to students regarding the values of gender equality, both directly and indirectly. Whereas for third participant, the researcher chose the students. The reason the researchers chose students was to know and understand directly the events they experienced related to gender inequality. And what are the implications for assertive behavior felt by students after teachers internalize the values of gender equality.

### **1. Data Collection**

In obtaining research data in the field, researchers carry out observations, interviews and documentation studies to make it easier for researchers to obtain the required data related to the research they wish to conduct. The data collection techniques used will be explained in detail as follows:

#### **a. Observation**

This observation was carried out by researchers in order to witness firsthand the reality related to the problem of gender inequality that can still be experienced among students. Apart from this, the researcher also witnessed firsthand the efforts made by teachers to reduce the problem of gender inequality, one of the efforts made was to internalize the values of gender equality into learning, role modeling and advice/motivation. By observing directly, the researcher knows how the efforts are made and the resulting implications after the teacher internalizes the values of gender equality. In this case, researchers can see whether after the teacher

internalizes these values, there is a change in students' behavior and perceptions, so that gender inequality in the students' environment is minimized.

#### **b. Interview**

Before conducting the interview, the researcher designs and prepares questions to be asked of the informant. In this case, the researcher asked structured questions to the Sociology Teacher, Guidance Counseling Teacher and students of SMAN 13 Bandung. Interviews are conducted with in-depth and related questions, this is done in order to obtain research results that are rich in information. The researcher ended the interview when the information and data provided by the informant were deemed sufficient and answered the research problem questions.

#### **c. Documentation Study**

This documentation study technique is carried out to strengthen and account for the results of the research that has been carried out. With this documentation study, the entire series of research is recorded, recorded, documented by the researcher as concrete evidence that the researcher has conducted research at that location and the authenticity of the results of the research can be proven.

### **2. Data Analysis**

The process of collecting and analyzing data is a step that is carried out at the same time so that the results obtained are dynamic (Creswell, 2016). The data analysis in this research was carried out through several stages, including:

#### **a. Data Reduction**

This stage is carried out by transcribing the results of original observations and interviews without omitting or exaggerating the answers given by the respondents. The aim of writing participant answers is to make it easier for researchers to see the various answers given by participants.

#### **b. Data Presentation (Display Data)**

To answer the problem formulation, researchers grouped answers from research respondents. Meanwhile, this grouping of answers was carried out to correlate answers

between participants with each other in order to be able to strengthen arguments regarding the results of field findings (Creswell, 2016).

c. **Conclusion Drawing (Verification)**

Researchers can draw conclusions by referring to the data display process that has been carried out. At this stage the researcher has correlated the temporary research results with related theories. Apart from this, the researcher has got an idea of the problematic gender inequality that exists at SMAN 9 Bandung, as well as how the Sociology Teachers and Guidance and Guidance Teachers at the school internalize the values of gender equality which are packaged in a learning process and counseling guidance.

**3. Triangulation**

This data source triangulation stage was carried out to test the credibility of the data, this was done by re-examining the data obtained from various sources. The data triangulation in this research includes sociology teachers and students as the main informants, while guidance & counseling teachers as supporting informants

## **RESULT AND DISCUSSION**

**1. Internalization of Gender Equality Values in Sociology Learning at SMAN 9 Bandung City**

Internalization of gender equality values is a process in which a person begins to accept and understand values, norms, principles related to gender and apply them in society. Efforts to internalize the values of gender equality can be carried out in the school environment through various kinds of habituation and learning. As for one of the efforts to internalize the value of gender equality, it can be implemented in sociology learning, this aims to shape the personality and character of students so that they are sensitive to gender equality in everyday life. Based on the results of interviews with several Sociology Teachers and Class XI Students (main informants) and Counseling Guidance Teachers (supporting informants) at SMAN 9 Bandung City, the process of internalizing gender equality values has been implemented based on indicators of access, participation,

control and benefits.

In the access indicator, teachers provide equal access for male and female students by applying various innovative and varied learning methods and learning media (Muchlis, 2022). As stated by S (student) sociology teachers often use quizizz, wonderwall, google classroom, powerpoint, film / video shows, this makes learning easier to understand. In line with this, Mrs. S (sociology teacher) revealed that she tried to package learning through various learning methods to foster the active participation of students in the learning process. Besides studying sociology, the school also provides access to students by supporting students who want to take part in competitions in the arts, sports and educational Olympiads. Likewise in guidance and counseling, the BK teacher is always open and willing to serve students who need help with counseling services.

Participation indicator, this is the involvement of students in a series of activities both physically and psychologically. Teachers play a crucial role in fostering student participation in the learning process. The teacher aspect in reflecting gender equality can be carried out through the stages of value transformation, value transaction and value transinternalization (Nur, 2022).

First, the value transformation stage. The teacher gives students an understanding of gender equality in verbal form without any further action (Nur, 2022). As stated by AD (students), according to him, sociology teachers often provide students with an understanding that essentially women and men have the same opportunities, both in the fields of education and work. therefore men should not discriminate against women because they feel superior in various fields. The teacher provides understanding to students so that both parties can respect each other, provide support for one another, compete in a healthy and positive manner.

Second, the value transaction stage. The teacher provides an understanding of good and bad grades, accompanied by concrete examples of action (Nur, 2022). Based on the research that has been done. Sociology teachers at SMAN 9 Bandung City have implemented the value transaction stage by imposing sanctions or warnings on male and female students who do not complete assignments, chat in class, or do not

participate in the learning process. the lightest violations will be subject to a warning, while serious violations will not be allowed to participate in the learning process in class. the imposition of sanctions carried out by the sociology teacher is to give students an understanding that what they are doing is not good. Meanwhile, in giving the meaning of good values, the teacher gives rewards to students who are able to answer the questions given by the teacher. giving this reward is to foster student motivation to be able to be actively involved in the learning process.

Third, the value transternalization stage. This stage does not only emphasize verbal communication but mental and character. This stage is carried out continuously and continuously so that the character development of students can be conditioned by repeating and habituating the value of gender equality. In this regard, it is hoped that transternalization can touch the cognitive, affective, psychomotor aspects of the students themselves (Partiwi, 2020). In this regard, this stage has also been implemented by teachers in the three schools. Teachers transinternalize the value of gender equality by applying equal treatment to male and female students, for example giving opportunities to female and male students to be able to chair group discussions, giving female students the opportunity to become group leaders can build confidence that they can lead and manage the course of the discussion process, then eliminate the stigma that men must always be a leader. provide equal opportunities for both parties to be actively involved in learning.

In the control indicator, the ability of an individual to overcome various actions such as withholding, suppressing, regulating or controlling various impulses that exist within a person by considering several things so as not to take a wrong step in taking an action or decision (Muchlisin, 2018). According to H (Student) he is as much involved as possible in making decisions in class, for himself his ability to be involved in making decisions in class by considering the majority vote in class, on the other hand the decisions taken are based on common interests and good. In this case, students in the class are involved as much as possible in terms of decision making by not prioritizing their own desires or ego, This is done in order to avoid decisions that

may harm other parties. Then according to Mr. DN (Sociology Teacher) he will give freedom to students to be involved in making decisions, but still under the control and supervision of the teacher. In this case the teacher acts as an intermediary in terms of decision makers.

Benefit Indicator, The internalization of gender equality provides benefits for various parties, especially among students. as stated by several informants in this study, they said that with the internalization of the value of gender equality, it is increasingly opening insight, respecting one another, making decisions based on common interests and goodness. In this case they understand why gender equality is one of the things that can be done in humanizing humans.

As for the internalization of the values of gender equality in sociology learning, it can be seen from several elements of Max Weber's theory of social action. First, behavior has a subjective meaning. In this case the sociology teacher has the view that gender equality must be instilled in students in order to remove the stigma and treatment of gender bias in a sustainable manner. In this regard, in addition to the formation of the character of students, the character development of sociology teachers has also been implemented properly where they are able to express thoughts, ideas about the importance of gender equality by correlating learning materials and providing habits and examples of behavior that reflect gender equality. The ability of students to control themselves develops along with the ability in emotional maturity (Rianti & Pambudi, 2014).

Second, the behavior influences other behaviors. The teacher's actions in internalizing the values of gender equality affect the behavior of students. As stated by students as research respondents that before teachers internalized the value of gender equality, many female students were not free to express opinions, volunteered to be leaders, defended themselves when treated unfairly, had limited understanding of gender equality, male students were more dominant and felt superior. However, after the teacher internalizes the values of gender equality, students become more courageous to be actively involved in the learning process, female students want to become leaders in class and leaders in school organizations (OSIS),

Third, the behavior is influenced by other behaviors. In this case, we can see that the development of the character of these students was influenced by the efforts made by the sociology teacher in forming a gender-responsive learning environment, so that students who previously tended to behave with gender bias became more sensitive to gender equality. the method used by the sociology teacher forms a harmonization of the relationship between male and female students and eliminates unhealthy competition between the two, they become more able to respect and provide support for one another.

Max Weber's theory of social action is oriented to the motives and goals of the perpetrator himself. This theory views individual and group behavior as having a motive for carrying out an action accompanied by relevant reasons (Prahesti, 2021). In line with this, we can see that the teacher's efforts to internalize the values of gender equality in sociological learning are to change behavior patterns, habits, stigmas that continue to decline in students' environments that are still gender biased, increase students' understanding of the importance of gender equality, building a safe and comfortable classroom atmosphere for both male and female students so that no students feel discriminated against, and so on. This was also expressed by Mrs. Savira as a Sociology Teacher, that an understanding of gender equality needs to be instilled in students to remove the stigma that has developed in society which assumes that men must be experts in various things and women can only be relied on to do the work. domestic at home. The other goals and motives of the teacher's efforts to internalize the values of gender equality are to continue the spirit of struggle of R.A. Kartini.

## **2. The Impact of Internalization of Gender Equality Values on Student Character**

To assess whether students have a concern for gender equality, it can be classified based on the affective domain of Bloom's taxonomy, namely receiving (attending), responding, valuing, organizing & characterization (Krathwohl, Bloom & Masia, 1964).

### **1) Receiving (attending)**

This stage consists of 3 (three) sub-levels including awareness, willingness to receive, selected attention (Novitsasari, Phaerdhiono, 2018).

#### **a. Awareness**

In this case students already have an awareness of gender equality. students respect the opposite sex by not discriminating or asking questions that lead to sexual harassment. This was also expressed by the informants in this study, they revealed that the relationship between male students was harmonious because they showed care and support for one another.

#### **b. Willingness to Receive**

The willingness of students to accept the value of gender equality is shown by the broad attitude of the students by not protesting when the teacher mixes men and women in one study group. As one example, as stated by Mrs. SV (sociology teacher) that male and female students have worked well together in completing group assignments.

#### **c. Selected Attention**

Students will defend and protect when there are friends of the opposite sex who experience bullying or verbal harassment. In this case he does not discriminate between genders in providing protection, on the other hand his actions also show that he has concern for gender equality. as stated by Mrs. R (Guidance & Counseling Teacher) that in that school it is quite rare that there are acts of bullying involving boys and girls, even if there are friends of the opposite sex who are treated badly then he will defend or protect them.

### **2) Responding**

In this second stage it can be seen how students respond, while this stage is carried out to see how the individual responds to a phenomenon (Shodiq, 2017). As revealed by the sociology teacher in this study, students are able to provide responses to the phenomenon of gender inequality that exists in society. on the other hand, they think that gender equality is important considering that there have been many practices of gender inequality in society

### 3) Valuing

At this stage there are three sub-levels of valuing, namely acceptance of value, preference of value.

#### a. *Acceptance of Values*

Learners begin to accept values related to gender equality. As stated by the students in this study, they did not discriminate in the treatment of teachers based solely on gender. Besides that, they also do not discriminate in treatment when they are in a group with the opposite sex.

#### b. *Preference of Value*

Students do not just understand, but can give meaning related to gender equality in accordance with the experiences they experience. As stated by S (student) that in doing homework such as washing dishes, washing clothes, cooking and other things done together both fathers, mothers, boys and girls. Based on this experience, she is able to interpret that housework does not always have to be borne by women, men also naturally help with the housework.

#### c. *Commitment*

This stage is a commitment to the values they believe in, this is implemented through the attitudes shown by students when responding to values related to gender equality. For example, students will not be carried away by negative currents that lead to gender discrimination, verbal harassment, bullying and so on.

### 4) Organizing

This stage has several levels, namely the Conceptualization of a value and the organization of a value system.

#### a. *Conceptualization of a Value*

Students can arrange the value system that they believe in, they can group things according to gender equality or not, this is

followed up by conceptualizing the logical consequences of these values. For example, students in this study understood that if they demeaned the opposite sex, for example, looked down on women, they would feel like they were looking down on their mother or sister.

#### b. *Organizing of value system*

Students have a set of value systems that are related to the values of gender equality, this will make students careful in taking action. Students in this study addressing a conflict does not widen by demeaning gender, but they focus on the problems they face and find solutions together. This shows that students already have a value system that makes them understand that looking down on the opposite sex is something that is not commendable even though the party concerned is in conflict with the opposite sex.

### 5) Characterization by Value Set

At this stage the learner already has strong values within himself, in connection with this he tries to generalize to his behavior and integrates beliefs, ideas/ideas and behavior to become a character and personality (Novitasari & Praherdhiono, 2018). This is in line with what was stated by Putri Shela (student) that the value of gender equality that has been conveyed by the teacher is a good thing and tries to apply this value in everyday life, for example as a member of student council she does not discriminate between genders in giving jobs, always respects and respects the opinions of other parties regardless of gender, provides protection when a friend is bullied, supports friends who take part in Olympiads or competitions.

### CONCLUSION

Based on the research that has been done, we know that the Sociology Teacher at SMAN 9 Bandung City has internalized the values of gender equality in the learning process. The process of internalizing the value of gender equality is carried out through several indicators such as access, participation



(value transformation, value transaction, value transinternalization), control and benefits. At the access stage, teachers and schools have provided the same facilities for students, both in terms of using learning methods and media to facilities for participating in various kinds of Olympiads and competitions. Meanwhile, at the participation stage, Sociology teachers have internalized the value of gender equality starting with providing understanding in verbal form to the teacher's teaching habituation patterns to form a gender-responsive character among students. Then on the control indicator, the teacher has given freedom for students to be involved in making decisions. Meanwhile, in the indicators of

benefits, both teachers and students feel significant benefits after internalizing the value of equality. We can see this by increasing insight and knowledge about gender equality, establishing harmony between male and female students, reducing role dominance between male and female students, decision making based on common interests and no acts of sexual harassment either verbally or nonverbally. The impact of internalizing the values of gender equality for students is that they are able to understand the meaning of the values of gender equality both in verbal form and generalizing to the character of students when socializing in everyday life.

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