

# Students' Awareness of Gender Equality at SMK Negeri 3 Magelang

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**Abstract.** Indonesia has come a long way in improving gender equality in access to education. Gender justice is linked to gender equality which occurs when men and female are treated equally. Gender equality demonstrates the same conditions and opportunities for both men and female to realize their rights and potentials without any discrimination. Schools are critical institutions for adapting students' perspectives, particularly when it comes to gender bias. As a result, gender-neutral schools that serve a strategic role and function in educating students for their multi-intelligence can grow effectively without being constrained by frequently gender-biased social beliefs. One of the goals of education is to teach students how to build a just society free of gender discrimination. This study is about the students' awareness towards gender equality in SMK Negeri 3 Magelang. This study aims to determine the level of students' understanding and their awareness of gender equality in their learning activities at school. The method used will be a qualitative phenomenological approach. While the instruments used will be in the form of observations and interviews with 50 students selected purposively to be participants in this study. The triangulation method will be applied in order to verify the data. The predicted findings of this study are that students will be aware of gender equality and will be helpful to minimize the occurrence of gender discrimination in the school environment. The result of this study proved that students are very aware of the concept of gender equality and are able to actualize it in activities at school without distinguishing gender.

**Keywords:** Students' Awareness, Gender Equality, School.

## 1 Introduction

Vocational High School or Sekolah Menengah Kejuruan (SMK) is secondary education that prioritizes the development of students' skills to do certain types of work with an emphasis on preparing students for the world of work and developing professional attitudes. SMK is one of the education institutions responsible for producing skilled workers with the ability to adapt to the changes in the need of the society as the effect of the dynamic international economy with the support of Indonesian demographic bonus [1].

SMK offers a variety of skill programs that are suited to the specific of the community and the market. Vocational education is secondary education that prepares students to work in specific fields. Students can select the subject of competence in which they are interested in SMK. The

curriculum content at SMK is organized in such a way that it addresses the needs of the current labor force. This is done to ensure that students do not face significant challenges when they enter the workforce.

Vocational students who are categorized as teenagers will have an influence on their educational interests. As in deciding what courses he will take and what majors he will pursue. Teenage girls and teenage boys have diverse perspectives on education. Teenage boys and girls assess schools depending on the social norms. In comparison to girls, boys prefer study with an orientation to make it simpler to find a career in the future.

The phenomenon that exists in the selection of study programs for prospective new students is the tendency to choose study programs based on public perception of a study program. For example, the mechanical engineering, electronics, building and computer engineering study programs are only intended for men and the culinary, beauty and fashion studies courses are suitable for female. The choice of majors in the study program for girls is more related to the domestic function of the household, while men are expected to play a role in supporting the family economy so that they must have more technological and industrial skills [2].

There is a perception when taking majors that there is a gender majority in several study programs. There is actually no law or regulation that states that a certain study program is only intended for a certain gender. Female and men have the right to choose the study program they want according to their interests and motivations. This is based on the existence of gender equality and justice, namely a condition where the portion and social cycle between female and men are equal, harmonious, and balanced (Ministry of female's Empowerment, BKKBN & UNFPA 2005).

SMK Negeri 3 Magelang has four major programs, such as Hospitality, Culinary arts, Fashion, Cosmetology and Multimedia. The ratio of female students to male students is 30% to 70%. Based on this background, the researcher is interested in conducting research with a study of students' awareness of gender equality because the majority of students are female.

The concept of sex is different from the concept of gender. Gender is the division of two biologically determined human sexes that are attached to a particular sex. Meanwhile, the concept of gender, which is a formation of masculine and feminine traits, is not caused by biological differences, but is constructed by social culture through the process of socialization [3].

Gender is a cultural issue; it refers to the social classification of men and female into 'masculine' and 'feminine'[4]. Gender is not sex that can be distinguished by biological characteristics in a person. Gender refers to a biological tool that is inherent in a person naturally which differs between men and female which also has different functions. While gender is formed from the social situation in which a person is born.

A person will be treated like a boy when he has biological characteristics like men, as well as female. A woman will be treated like a woman, for example, given female's clothes, trained in cooking because the person's biological characteristics are a woman. Gender is a set of roles that, like costumes and masks, convey to others that we are feminine or masculine. This behavioral set, which includes appearance, clothing, attitude, personality together forms gender roles [5].

The definition of gender equality is a condition where female and men have equal status and have the same conditions to fully realize human rights and their potential for development in all areas of life [6]. Gender equality also implies the same assessment by society of the similarities and differences between female and men in the various roles they perform [7]. Gender equality is not by giving equal treatment to every human being who has different needs, but by giving equal attention to all humans so that their needs that are in accordance with the needs of each individual can be met [8].

Based on existing phenomena, schools play an important role in changing the mindset of students, including behaviors that are considered gender biased, therefore it is necessary to realize a gender-oriented education unit in education development. In the discussion of gender, including gender equality and justice, it is known that there are 2 schools or theories, namely the theory of nurture and the theory of nature. Etymologically, nature is defined as an inherent characteristic or innate condition of someone or something, which is also interpreted as a natural condition or basic human nature. In gender studies, the term nature is defined as a theory or argument which states that differences in characteristics between genders cannot be separated and even determined by biological (sex) differences [9]. While nurture means the activities of care/maintenance, training, and accumulation of environmental factors that affect habits and visible characteristics. The terminology of gender studies interprets it as a theory or argument which states that differences in masculine and feminine traits are not determined by biological differences, but rather by social constructs and the influence of cultural factors [10].

Differences in the concept of gender socially make differences in the roles of female and men in society. In general, the existence of gender makes differences in roles, responsibilities, functions and even the space where humans work [11]. It seems that gender differences are inherent in the perspective of society, so that people often forget that it is something that is not permanent like the biological characteristics possessed by female and men.

## **2 Methodology**

In this research, qualitative phenomenological research approach was chosen. Phenomenological research encompasses essence description, generation of meanings, and significant statements [12]. The subject of this research were students of SMK Negeri 3 Magelang that consist of 50 students. The data were obtained through observation, interview and questionnaire. Observations were conducted by the researchers to monitor activities and communication between students to see gender deviations and discrimination committed by students. During the observation, the researcher collects data by observing the situation using observation guidelines. Interviews were conducted to all of the respondents on their awareness in gender equality and non-discriminations. During two different observations, the researcher took notes and photos. . The researcher chose SMK Negeri 3 Magelang because of the stigma in society that this school is a school for girls because it used to be the SKKP (Sekolah Kepandaian Keputrian Pertama) from 1956. The object of this research was students' awareness. The researchers wanted to know the students' awareness about gender equality in SMK Negeri 3 Magelang. The researchers in this research had the roles as a data collector and a data analyst. Therefore, the researcher collected the students' awareness as a data collector and analyzed and identified the students' awareness according to students' answer as the data analyst. In this

research, the researcher used 4-point Likert scale because it has no perceived value of neutrality of researchers is aimed to measure attitudes, opinions and awareness of students related to concepts of gender equality and non-discriminations. The data obtained from the questionnaire were analyzed using mode or the most frequent degree of agreement chosen. As mode can provide the value that shows the most, it is well-suited to choose mode to summarize the data which further converted in a frequency percentage.

### 3 Results and Discussions

In schools, justice and gender equality are achieved when men and women have equal and balanced access to opportunities/opportunities, participation, and control. Gender justice is the treatment of men and women in accordance with their needs. This involves equal and unequal treatment, but is calculated as equivalent in rights, obligations, interests, and opportunities.

**Table 1.** The results of the questionnaire on students' awareness of gender equality

Aspect	Indicator	Score	Ideal Score	%	Categories
Marginalization	Leader Selection	39	50	78,00	High
	Decision-making	42	50	84,00	High
	Opinion Hearing	46	50	92,00	High
	Study groups	32	50	64,00	High
Stereotype	Boys are stronger	21	50	42,00	Medium
	Women are weaker	9	50	18,00	Low
Subordination	Division of Work	42	50	84,00	High
	Level of education	44	50	88,00	High
	Major Selection	49	50	98,00	High
	Extracurricular	47	50	94,00	High
Violence	Sexual harassment	0	50	0,00	Low
	Threat	0	50	0,00	Low
	Coercion	0	50	0,00	Low

#### Marginalization

Marginalization means placing or shifting women to the side. Gender-based inequality manifests itself in the impoverishment of women and men in different ways. Some examples of marginalization include giving positions, making decisions, which are usually prioritized for men because male leaders believe that men are superior to women. Women are portrayed as weak, lacking or irrational, lacking or not brave so that they are inappropriate or unable to lead. As a result, women are always second when there is an opportunity to lead. In this study, the students of SMK Negeri 3 Magelang did not show any marginalization of gender as evidenced

by the results of the questionnaire also improved by the result from interview that student gave a statement, *for the election of class presidents, student council presidents and group leaders regardless of gender, they must be male, our student council president this year is a woman, as well as our school principal is also a woman. For decision-making and opinions that are heard, they are equal between male students and girls.* It's just that for learning groupings there is still a slight gender gap as evidenced by the results of the questionnaire which shows 64% and evidenced by student statements such as *if the teacher makes study groups for our class, it must be equal and fair, but if you choose yourself, it must be a group of women and women. while men with men.*

### **Stereotype**

The standardization of discrimination between men and women is reflected in the stereotyped view of society. Women and men already have distinct characteristics that cannot be measured by their pre-existing fate. Labeling or stereotyping, which is frequently negative, always results in injustice. Gender roles are usually associated with stereotyped ideas about men and women's characteristics. The traditional image of men is one of skill, courage, never crying, and aggression, and their gender role is that of the primary breadwinner and family leader. Women are stereotyped as having compassion, nurturing ability, warmth, tenderness, shyness, and whininess. In this study, students are aware that there are no stereotypes. This is evidenced by the results of the questionnaire which showed that only 18% of students thought that women were weak. Other evidence is also shown from the results of an interview with one of the students who said that *in my opinion the stereotype is not true because there are many women in this school who are just as strong as the men, for example yesterday some of our PASKIBRA members are also women while the training is very tough.*

### **Subordination**

The assumption that one sex is more important than the other is known as subordination. This view positions women and their creations as inferior to men, causing them to feel that they should act as helpers to the number two figures of shadows and not dare to show their abilities as individuals. Men think that women are unable to think. In fact, people's beliefs continue to hinder movement, especially for women with diverse lives. Subordination refers to the duties and positions of women that are lower than those of men. The conquest of women begins with the division of labor based on gender and is related to the function of women as mothers. The ability of women to be exploited as a justification for limiting their functions to household and childcare tasks gradually reduces women to unproductive workers. Boys are more suitable for higher education than girls; secondly, women are considered more suitable in certain jobs and considered unsuitable for other jobs, even though men are more free to choose the type of work than women. In this study, students at SMK Negeri 3 Magelang did not show gender subordination, as evidenced by the results of the questionnaire showing high score categories, for example in choosing majors. There are five majors that they are all interested in not because of gender but because of their personal will and not influenced by societal stereotypes. Other evidence is also shown by the answers to student interviews who reported that *this school was once a famous female school because the majors were suitable for women, but in fact I am a*

*boy but I studied here and majored in fashion, in my opinion it is not only women who can become a designer but men also have the same opportunities.*

### **Violence**

An attack on a person's physical or emotional well-being is defined as violence. As a result, violence not only takes the form of physical assaults like beatings and rapes, but also non-physical ones like sexual harassment, threats, and coercion, which affects the emotions of the women and men who witness it. In this study, students of SMK Negeri 3 Magelang did not show any violence caused by gender differences such as sexual violence, threats and coercion. This was reported by students *that it was even better here because male students tended to protect us as female students*. There are also those who report that *we have activities outside of school, in fact, the male students are really looking after the female students, for example, there is a futsal match. If we all go down to the stadium to become supporters, the male students make a seating pattern that surrounds us, so we can't be bothered with boys from other schools.*

### **4 Conclusions**

Gender equality does not imply male-female conflict. It is, nevertheless, regarded as an endeavor to foster connections and equal chances for men and women. In the learning process, each student has the same rights, duties, opportunities, treatment, and assessment. Quality education fosters the potential of every child, including boys and girls, to become self-sufficient and useful members of society. Education must prioritize the right of every kid, including boys and girls, to a decent education regardless of their socioeconomic status. As equal before God and the law, every student has the right to develop according to his or her skills and needs, particularly at the level of education at school.

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