

**UNPACKING THE MULTIPLE DETERMINANTS OF GENDER  
INEQUALITY IN TEACHING PRACTICE OF EFL  
SECONDARY SCHOOL LEARNERS**

**SKRIPSI**

*submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**by :**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2024**



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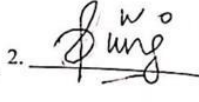
  
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## SURAT PERNYATAAN

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Dengan ini saya menyatakan bahwa:

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## ABSTRACT

**Sinaga, Khopipah Indah Rasyita. 1902050050. *Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners*. Skripsi. English Education Department. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatra Utara. 2024.**

This research aims to investigate the multiple determinants of gender inequality in teaching practices of EFL learners. Gender inequality continues to be a significant problem in various aspects of life, including in the educational environment, which has an impact on students and educators. Utilizing a qualitative approach, including classroom observations and interviews, this study aims to unpack the manifestations of gender inequality and its determining factors. This study was conducted at SMP PAB 2 Helvetia Medan. According to research findings, stereotypes are a manifestation of gender inequality during the learning process. Gender inequality in the learning process is determined by culture and tradition, as well as gender norms and stereotypes. This reflects a broad or unfair interpretation of the nature, function, or capacity of men and women in society. Gender stereotypes create unfair expectations or judgements about students based on their gender, resulting in disparities in opportunities, treatment, and recognition.

**Keywords:** Gender Inequality, Teaching Practice, EFL learners, Determinant Factors

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Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners. The purpose of this skripsi is to fulfill a requirement for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. There were some problems, obstacles, and challenges during the writing of this research that the researcher needed assistance to complete it. In addition, the researcher would like to express her gratitude, particularly to her wonderful parents, **Mr. Imanul Rasyid Sinaga** and **Mrs. Darwita Darwis**, who have provided her with a great deal of love, prayer, fortitude, advice, support, materials, and motivation throughout her educational journey. May Allah continue sustain them. Therefore, the researcher would like to salute the following individuals for their guidance, support, and dedication throughout the completion of this research:

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The Researcher

**Khopipah Indah Sinaga**  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Teachers are a powerful determining element in education because they play a part in the learning process, which is at the heart of the total process. The learning process is a set of teacher and student actions in a mutually beneficial relationship that takes place in an educational situation to attain particular goals, where the process includes numerous responsibilities for the educator (Septiana, 2017). Being able to treat all students fairly is one of the qualities of a teacher. To be fair, educators must refrain from taking sides. Justice entails the right of every student to be treated fairly throughout their studies. Students' self-confidence in their ability to learn is determined by the teacher's impartial approach to the learning process (Mar'atusholikhah, 2020).

One of the main reasons for academic achievement gaps in institutions, according to Utami (2020), is gender issues. Gender issues that exist in society, particularly in the context of education, are frequently seen in gender inequality in learning. Gender inequality occurs when men predominate over women in a variety of fields, particularly education (Hasanah, 2013). In certain socio-cultural structures, men are portrayed as individuals who must work outside the home in order to support themselves, while women are portrayed as individuals who are capable of caring for their spouses, children, and household duties. Teachers frequently propagate this stigma by giving out learning materials. As long as the

character they develop is consistent with the values of the society in which they live, men and women alike actually have the right to occupy social roles.

Gender equality in the learning process is essential so that male and female students appreciate the same rights without discrimination or differentiation. Every student has the same privileges at school, regardless of their background or achievements. But in practise, educators don't always treat every student equally. Teachers do not always have the same viewpoint when it comes to evaluating their students, for example. The subjective performance of students is often evaluated without consideration for their ability. Subjectivity often results in students being evaluated unfairly because of things like personal preferences, familiarity with the students, and other things that shouldn't be on the assessment rubric.

According to the findings of previous research by Rifka (2019), problems with gender equality were found in teaching practice. Activities like asking, answering, and giving opinions, for example, cause gender inequality because they are dominated by talented learners or only girls. Even though national education in Indonesia must be gender-oriented in a way that it cannot discriminate against any particular gender or indicate gender bias; rather, it has to include elements of justice, transparency, and gender balance in order to serve as a platform for improving the value of Indonesian human resources (Mistiani, 2015). Gender bias is a tendency or prejudice toward a particular gender that leads to gender injustice (Khusen, 2014). Part c of Article 20 of Law 14 of 2005 confirms that teachers are required to act objectively and not discriminate against students on the basis of their gender, religion, ethnicity, race, certain physical conditions,

family origin, or socioeconomic status in education. Nonetheless, gender inequality in the world of education persists and is frequently overlooked by educators and students.

Teachers believed they were treating male and female students equally. They are unaware and unconcerned, for example, about whether the textbooks they use are truly gender-neutral. Has the implemented curriculum, inclusive of extracurricular activities, been implemented fairly? Female and male students are also treated differently in school activities such as ceremonies. Boys are always chosen as ceremony leaders because their voices are considered louder. The teacher is unaware that there are female students with boisterous voices who should be able to lead ceremonies. This difference in treatment based on gender is considered normal, so being denied access to become a ceremonial leader is also ignored because men are considered more appropriate to be ceremonial leaders. In comparison to male leaders, Indonesia has very few female leaders. Some argue that simply having a female leader is problematic. The nature of men, who tend to be assertive, and the characteristics of women, who, according to societal stereotypes, are deemed feeble and emotional, make men more capable of being leaders than women. In actuality, a person's readiness to lead is determined by their mindset, not their gender. Igbo (2015) stated that gender stereotypes have a negative effect on the academic self-concept of adolescents, indicating that gender stereotypes can impact individual academic performance. The influence at issue is the cognitive and emotional burden that generates negative expectations in individuals.

Based on the problem description above, the researcher believes it is necessary to conduct research on the factors that contribute to gender inequality in learning. This topic is relevant in the education industry because it raises awareness of the need to fight gender stereotypes in teaching practice, which can improve learning quality for all students, regardless of gender. The researcher will then do research on the topic of "Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners".

### **B. Identification of the Problems**

In relation to the background, the following research problems have been identified:

1. There are determinants of gender inequality in teaching practice.
2. There are manifestations of gender inequality in teaching practice.

### **C. The Scope and the Limitation**

The scope of this research is about gender bias in teaching practice. The research limitations will specifically focus on investigating gender inequality in teaching practice of EFL secondary school learners. This research will be conducted at SMP PAB 2 Helvetia.

### **D. Formulation of the Problems**

The problems will be formulated:

1. What are the determinants of gender inequality in teaching practice of EFL learners at SMP PAB 2 Helvetia?



2. What are the manifestations of gender inequality in teaching practice of EFL learners at SMP PAB 2 Helvetia?

### **E. The Objectives of the Study**

Based on the formulation above, the following will be the objectives of this research:

1. To find out the determinants of gender inequality in teaching practice of EFL learners at SMP PAB 2 Helvetia.
2. To find out the manifestations of gender inequality in teaching practice of EFL learners at SMP PAB 2 Helvetia.

### **F. The Significance of the Study**

The following are the expected benefits from the findings of this research:

1. Theoretically

It is expected that the findings of this research will contribute to enlarge the theory of gender inequality, particularly in the teaching practice.

2. Practically

- a. For educational institutions

The findings of this study can be used as input for the educational institutions involved, as well as a consideration in efforts to improve teachers' exemplary attitudes towards the learning process, as expected.

b. For teachers

Giving teachers insight to help them become more conscious of the need to treat all students fairly in the classroom, regardless of their gender.

c. For students

It is hoped that having an equal teacher profile will help students become more persistent learners and pay close attention to the entire classroom teaching process.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Gender**

Distinguishing between the terms “gender” and “sex” is essential to comprehending the notion of gender. According to Rifka (2019), Sex is defined as the interpretation or division of the two biologically determined human sexes associated with a specific gender. Generally speaking, sex is used to determine biological anatomical differences between men and women. An individual's biology encompasses various aspects such as physical anatomy, reproduction, and other biological traits, as well as variations in the chemical and hormonal makeup of the body.

Fakih (2013) argues that the concept of gender cannot be grasped without first distinguishing between the words gender and sex. Biological differences between the sexes are what define gender, and each sex has its own set of characteristics that are unique to itself. People are classified into sexes according on the reproductive organs they possess; men, for instance, have a penis and create sperm, while women have a uterus and birth canals. Because of biological differences between the sexes, these instruments are not interchangeable. Divine nature, as expressed via sex, makes men and women biologically distinct. Rather than being fixed at birth, gender is a social construct that develops throughout time through learning (Wiyatmi, 2012).

Mansour Fakhri (2013) says that gender is a characteristic of men and women that can change depending on the situation and the surroundings. For example, men are known for being strong, logical, and powerful, while women are known for being motherly, gentle, and passionate. But the idea of gender makes it clearer that these roles could be switched between men and women. In addition to social and cultural factors, gender inequality is caused by a theory that has been around since the beginning of character identification.

During this time, there is a lot of confusion about gender and sexuality. Please remember that gender is different from sex. Gender is a part that each person plays according to their gender. Men, for example, are the breadwinners, while women take care of the home. People often make comparisons between men's and women's roles based on these differences. Men who are known as leaders, breadwinners, strong, and tough put themselves above women. Second are women who are always doing housework. This is why a lot of people think that women can only do housework and that their presence is not important enough. This disease causes problems and social envy.

Gender is a difference between men and women that has nothing to do with biology. Genders can be swapped and change over time and in different places, and that the way gender is seen is not universal. In other words, gender is a difference that is created by the habits of society. Habits taught by society will always become a way for men and women to stand out from each other, depending on what's going on around them. This will unknowingly lead to gender inequality and can even take away rights that can be used by either gender.

## **2. Gender Inequality**

Gender inequality is the result of certain conceptions and 'truths' about gender that people hold. According to Fakhri (2013), gender inequality is when one gender is at a disadvantage and even becomes a victim when interacting with the other gender. This gender inequality is commonly a result of the system's and culture's varying allocations of space and roles for each gender. The manifestations of gender inequality are intertwined, interdependent, and occupy a position of equal importance.

As a consequence of social dominance in society, gender inequality exists. Social dominance is a system that regulates society by providing more power and advantages to one group of people. The group within a community with increased power and advantages is referred to as the dominant group, while the opposite is known as the subordinate group. Social dominance can occur in various groups of individuals based on their race, religion, sex, or gender. According to Pratto (2011), social organizations, cultural ideologies, institutional discrimination against gender roles, and prejudice are the root causes of injustice within groups of people.

In Indonesian society, women who belong to subordinate classes are more affected by gender inequality. This injustice is a result of the numerous social structures in Indonesia that subordinate women in comparison to males. One of them is the notion that women who are portrayed as gentle require males who are viewed as more powerful than women. Therefore, males are typically more dominant and active than women (Rokhmansyah, 2016).

The factors that contribute to gender inequality are a consequence of the social and cultural construction of gender (Anong, 2015). Thus, preconceptions are formed that disparage women in comparison to men, such as the notion that men act rationally whereas women act emotionally. Gender bias occurs and is disseminated through both home education and school learning processes and systems. The roles appropriate for women and men have been compartmentalized due to the development of gender stereotypes in society. This is the result of values and attitudes influenced by sociocultural factors in society, which have institutionally separated gender into distinct social categories.

Ismiati (2018) defines stereotypes as the tendency to cultivate and maintain immutable views about a group of people and to use these views to judge members of that group, regardless of the individual's unique characteristics. A stereotype is a general view, positive or negative, of a specific group of individuals held by a person. According to Agus (2017), stereotypes are perceptions regarding particular characteristics of an individual in relation to a group.

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## **2.1 Manifestations of Gender Inequality**

According to Fasih (2005), Manifestations of gender inequality include marginalization, stereotypes, subordination, violence, and overwork. Each of these manifestations of gender inequality is explained in detail below.

### **1. Marginalization**

Marginalization is a form of impoverishment resulting from gender inequalities. In the context of gender inequality, marginalisation refers to the process that pushes women and people with non-binary gender identities to the margins of society's power and decision-making structures. This leads to disparities in social influence, opportunities, and resource availability. Gender marginalisation is the term used to describe the unfair treatment of women and people whose gender identities defy conventional norms in social, political, and economic spheres. This may occur in a number of ways:



- a. Limited Access: Women may have more limited access to education, employment, health care, or economic resources compared to men. This can be caused by various factors including social norms, discriminatory laws, or uneven policies.
- b. Discrimination: Women may face discrimination in various aspects of life, such as in the workplace, in the job search process, or in the legal system. This discrimination can be direct, such as dismissal or unfair wages, or indirect, such as gender stereotypes that influence the perception and treatment of women.
- c. Violence and Harassment: Gender marginalization can also manifest in the form of physical, sexual, or emotional violence against women. Gender-based violence is often used as a tool to maintain control and dominance over women in society.
- d. Lack of Representation: Women are often underrepresented in power structures and decision-making, whether at the political, economic, or social level. This lack of representation can result in inequities in policies and programs that affect women's lives.

## 2. Stereotypes

A stereotype is a description or image of an individual or group that is based on an incorrect perception or assumption. Stereotypes in the context of gender inequality refer to inaccurate or unfair general images or perceptions about the characteristics, roles or abilities of men and women in society. Gender stereotypes often lead to unfair judgments or expectations of individuals based on their

gender, and this can lead to inequities in opportunity, treatment, and recognition in various areas of life. Here are some examples of common gender stereotypes:

- a. **Traditional Gender Roles:** These stereotypes include the belief that men and women naturally have socially prescribed roles and distinctive abilities. For example, these stereotypes may include the view that men are better suited to being leaders or working in engineering, while women are better suited to caring for children or working in health care.
- b. **Abilities and Interests:** Gender stereotypes often assume that men and women have intrinsically different interests and abilities. For example, these stereotypes may include the view that men are better at math and science, while women are better at communication and activities that involve emotions.
- c. **Appearance and Body Image:** Gender stereotypes also often relate to appearance and body image. Women are often perceived as having to conform to narrow, idealized standards of beauty, while men are put under less pressure to achieve these standards.
- d. **Behavior and Emotions:** This stereotype includes the belief that men should be tough, dominant, and show no emotion, while women should be gentle, caring, and sensitive.

### 3. Subordination

Subordination is the evaluation or assumption that a role performed by one sex is subordinate to that of the other. Subordination in the context of gender inequality refers to the lower position or status that is often given to women in relation to men in society. This shows a power structure that gives dominance to

men while placing women in a subordinate, underappreciated, or ignored position. In gender subordination, women often have more limited access to resources, opportunities, and power compared to men. This can be reflected in various aspects of life, including:

- a. Economics: Women often get paid less for the same work as men or have limited access to higher-paying jobs. They may also be more vulnerable to poverty or economic dependence on men.
- b. Education: In some societies, women may have limited access to quality education or be encouraged to leave school early to marry or take care of the household.
- c. Health: Women often have limited access to quality health services or relevant information about reproductive health. They may also face discrimination in health care or medical research.
- d. Violence and Power: Women are often victims of physical, sexual, or emotional violence, which can be used as a tool to maintain male control and dominance in relationships or in society in general.
- e. Political Participation: Women are often underrepresented in political institutions or have limited access to political power and decision making.

#### 4. Violence

Violence consists of physical or non-physical attacks on the other gender by one gender, family, society, or the government. Subordination in the context of gender inequality refers to the lower position or status that is often given to women in relation to men in society. This shows a power structure that gives dominance to men while placing women in a subordinate, underappreciated, or

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## 5. Overwork

Overwork indicates that one gender receives a heavier burden than the other. In the context of gender inequality, "overwork" refers to a situation where a person, particularly women, is forced or coerced to work an unhealthy or unreasonable number of hours, often exceeding the reasonable time limit for their job. Overwork can be a serious problem in the context of gender inequality for various

reasons, including social expectations, unequal household responsibilities, and inequality in the division of labor between men and women.

Here are some factors that contribute to overwork in the context of gender inequality:

- a. **Unequal Division of Labor:** Women are often responsible for household duties and child care, even if they also work outside the home. Therefore, they may tend to work more hours than their male counterparts to achieve a balance between work and household responsibilities.
- b. **Discrimination in the Workplace:** Women may face discrimination in the workplace that causes them to feel the need to prove themselves more than their male colleagues, which can lead to longer hours and overwork.
- c. **Social Expectations:** A culture that rewards career success and persistence may encourage women to work harder to achieve the same success as men. This can lead to pressure to overwork.
- d. **Reward Inequality:** Despite working more hours, women are often not valued commensurately with their male counterparts in terms of recognition, promotions, or fair pay.

## **2.2 The Factors of Gender Inequality**

Gender Inequality occurs when someone is treated unfairly or rejected because of their gender. This includes separating, limiting, or ignoring individuals based on gender stereotypes that exist in society (Ridgeway, 2011). Recognising discrimination and its causes is critical in achieving greater gender equality in society. The following are gender inequality factors, according to (Pahlevi, 2023).

## 1. Tradition and Culture

Tradition and culture play a significant part in perpetuating gender inequality. Stereotypically defined gender roles are one of several factors that impact cultural inclusion and traditions that reinforce gender inequality. Traditions and culture frequently give men and women distinct roles and responsibilities. For instance, it's commonly believed that women are better suited for jobs involving caregiving and household chores, while men are better suited for jobs requiring physical strength. Secondly, patriarchal beliefs and conventions.

Men are given more advantages and power in cultures where patriarchal norms and values are prevalent, and women are frequently relegated to inferior and marginal roles. Third, women suffer from traditional practices. Women's opportunities are restricted and they are oppressed in part by some traditional practices, such as female genital mutilation, child marriage, and inheritance restrictions (Kurniawan, 2021).

## 2. Social and Structural

Gender discrimination is influenced by social and structural factors as well. From a social and structural standpoint, a number of factors, including power inequality, can exacerbate gender discrimination. Women may experience unfair treatment as a result of the power disparity that exists in society between men and women. Gender discrimination is frequently made worse by the influence that men have in social institutions like politics, the economy, and religion. The second is the gender-role-centered social

structure. Social structures that establish gender norms frequently serve to legitimise discrimination (Sharma, 2021).

For example, in a system that adheres to the traditional division of roles, men are expected to be the economic support of the family, while women are expected to be housewives and child caretakers. Third, gaps in access and resources. Inequalities in access to education, employment, health care, and other resources can also reinforce gender discrimination. For example, if women have more limited access to education or equal employment opportunities, it can limit their progress and reinforce inequalities (Rachmawati, 2018).

### 3. Stereotypes and Gender Norms

Stereotypes and gender norms in the community can hinder gender equality. The following are some instances of gender norms and stereotypes that restrict equality: first, stereotypes related to gender roles. customs that force men and women to conform to gender-specific roles. Men are perceived, for instance, as needing to be aggressive and powerful leaders, whereas women are expected to be carers and nurses. The second is the generalisation of skills and hobbies. the idea that women and men are different in terms of their interests and skills in particular areas.

For instance, it's commonly believed that women excel in social work and communication and men in maths and science. Third, disparate treatment. Men and women are subject to different norms regarding behaviour and sexuality. For instance, women are expected to be more submissive and have fewer options when it comes to sexual expression, while men are frequently



rewarded for their aggressive and independent behaviour. Fourth, women are being objectified. women being treated as sexual objects, with their worth and existence frequently determined by how they look. This has the potential to impede gender equality by limiting women's contributions and roles to just their physical attributes (Gill & Scharff, 2013).

#### 4. Mass Media and Technology

The following are some ways that gender discrimination can be influenced by mass media and technology: first, through biased gender representation. The media frequently perpetuates gender stereotypes and presents men and women in constrained roles. Women are frequently portrayed, for instance, as weak and in need of male protection or as mere objects for sex. The propagation of stereotypes via social media comes in second. Stereotypes about gender can propagate and be reinforced more quickly thanks to technology and social media.

Third, harassment and cyberbullying on the internet. Cyberbullying and online harassment are also frequently used as a means of promoting gender discrimination. Women's participation in the online world is hampered by the frequent harassment and threats they face in digital spaces. Fourth, restricted representation and access. Access to technology and mass media is not equal for all people, which can lead to disparities in representation and information availability. Women may be prevented from actively participating in the development of media and technology as a result, perpetuating gender inequality. Recognising the impact of technology and mass media on gender discrimination is crucial, as is fighting for inclusive and equitable

representation in the media and encouraging the socially responsible use of these tools (Kurniawan, 2021).

### **2.3 Gender Inequality in Teaching Practice**

Gender inequality in the teaching practice refers to differences in treatment, opportunities, and experiences among students based on their gender. Gender inequality is often overlooked by educators and students. In general, teachers believe they treat both male and female students fairly. They are unaware and unconcerned about whether the textbooks they use and are required to use are truly gender equitable. Is the curriculum, including extracurricular activities, being implemented fairly?

In teaching materials, gender inequality is frequently found. These are clear from the stories, illustrations, and reading texts that have been used as teaching tools. Septiani (2022) found gender inequality in the English narrative texts of books published by PT Publisher Intan Pariwara 2020, which consistently seemed to be harmful to women.

An additional study conducted by Pradana (2017) examined gender representation in a junior high school English textbook called Bright an English Course. The study discovered that gender inequality manifests itself in three areas: the quantity of character images, the proportion of male and female characters in the textbook, and the subject of dominance. According to Pradana, educators must control the classroom to elicit an equal gender response and exercise caution regarding gender inequality in these textbooks. Gender representation in textbooks has the power to affect students as language users and learners, which is why

gender equality is important in writing. Particularly in textbook illustrations, as these aid in students' understanding of social roles.

Gender inclusive learning is the process of incorporating gender into equitable and nondiscriminatory teaching materials and instructional strategies. Mistiani (2015) asserts that learning activities typically involve a variety of interdependent elements, including curriculum, teachers, students, and facilities.

First, method plays a crucial role in the educational process since it helps students understand and assimilate the material that is organised in the curriculum. Stated differently, a variety of factors, including 1) objectives; 2) student characteristics; 3) situation and conditions; 4) personal or gender differences and teacher abilities; and 5) facilities and infrastructure, contribute to variations in the use or selection of a teaching method.

Second, the curriculum is among the elements that need to be taken into account in order to preserve the standard of education. The formation of gender relations in schools is also influenced by education, which is a social construction. Curriculum implementation happens when students' learning experiences are realised. According to (Ghufron, 2009), gender-based curriculum implementation is a model of curriculum implementation that offers equal opportunities to all students, regardless of their background, to acquire the knowledge and skills outlined in the relevant curriculum. All students receive equal treatment, opportunities, rights, and responsibilities during the learning process. A curriculum based on gender equality should have the following features: 1) all students have the opportunity to learn as specified by the applicable curriculum; 2) learning materials are developed from diverse sources and do not have a gender

bias; and 3) emphasises equal participation from all students in the process of transmitting and transforming learning experiences at school.

Third, both teachers and students. The teacher assumes a significant role in the learning activities as the one in charge of them and possesses in-depth knowledge of a number of fundamental ideas related to the subject matter, learning, and the psychology of student development. Learning objectives that lead to awareness of the similarities of human tasks on Earth and to direct efforts to respect gender differences, the use of learning methods based on teacher and student centred methods, learning methods that develop social, cognitive, and emotional skills, and methods that combine student independence and cooperation are all examples of how teachers and students apply their understanding of the concept of gender in learning activities.

Fourth, infrastructure and facilities comprise all that is required to enable and support educational endeavours. In addition, it has consequences for the ethical use of educational resources through the use of school resources and resources in the educational setting, including the use of textbooks as learning resources and classroom media that contain numerous images of men and women. High levels of gender sensitivity in teachers, engaged boys and girls in the classroom, a supportive learning environment, and a school library with a sufficient number of books for reference are all considered positive attributes.

### **3. Classroom Management**

The teacher has a major role in determining how well students learn in the classroom. The two main tasks assigned to teachers in the classroom are

instruction and classroom management. The purpose of teaching activities is to motivate students to accomplish their goals directly. The purpose of class management activities is to establish and uphold a classroom environment (conditions) that facilitate effective and efficient instruction (Minsih, 2018). Classroom management, as defined by (Karwati and Donni, 2015), is an intentional attempt to plan, organise, carry out, and supervise programmes and activities in the classroom in order to facilitate systematic, effective, and efficient teaching and learning that maximises each student's potential. The goal of class management is to make the environment joyful or enjoyable.

### **3.1 Problems in Classroom Management**

Factors that cause or arise problems in classroom management include the problem of group work or the unequal division of groups between boys and girls or based on whether they are smart or not. Individual characteristics vary; there is a need for students to remain calm and work during class hours, which causes feelings of tension, anxiety, and boredom. According to Mulyadi (2009), problems with classroom management can be caused by a variety of factors, including:

#### **a. Teacher Factors**

Several factors that cause problems in classroom management in learning can be caused by several factors, namely;

1. An authoritarian and less democratic type of teacher leadership will give rise to aggressive or passive attitudes from students.

2. Monotonous teaching and learning formats and unvaried learning formats make students bored, disappointed, frustrated, crowded in class and students do not pay attention to the lessons being discussed.
3. Lack of teacher closeness with all students in the class. To make it easier to manage the class, a teacher must be close to his students. Because by being close to the students, it will be easier for teachers to teach and understand the character of each individual student in their class.

#### b. Student Factors

Students' lack of awareness in fulfilling their duties and rights as class members can be the main factor causing class management problems. Students who have different characteristics have selfishness.

#### c. Family Factors

Bad habits in the family environment, such as disobeying discipline, being disorganized or having too much freedom or being excessively restrained, will cause students to violate discipline in class. Meanwhile, students who lack attention and support in their family environment have negative feelings or attitudes. In this case, the family factor is crucial in the learning process.

#### d. Facility Factors

Classrooms that are too small in comparison to the remaining students, as well as the need for students to move around the classroom, are two issues that arise in classroom management.

### **3.2 Gender-Based Classroom Management**

Gender responsive classroom management is an important consideration when implementing PAKEM (Passive, Creative, Effective, and Fun) learning and gender inclusive learning in the classroom. Teachers need to be gender-responsive in their teaching style in order to foster a positive learning environment. Classroom management needs to take into account gender equality, gender-sensitive teaching techniques, and learning that employs tactics that work for both boys and girls.

All activities related to and aimed at creating or maintaining classroom conditions so that learning activities carried out in class by male and female students take place actively, creatively, effectively and enjoyable without any gender discrimination. Gender-based classroom management must also consider classroom management principles such as warmth, flexibility, challenges to find out students' needs and experiences, variety, flexibility, emphasis on positive things, and cultivation of positive things. These principles are important for male students to better appreciate gender gaps and efforts to overcome them.

The benefit of gender-based classroom management is that it makes it easier for teachers to handle the gap between male and female students which occurs as a result of social construction which places certain genders as more likely to have access, control, participation and benefits of learning in the classroom.



The following are some of the characteristics of gender responsive learning and their indicators, according to (Rifka, 2019).

**Table 2.1 Gender Responsive Learning Characteristics and indicators**

NO	Characteristics	Indicator
1.	Student-Centered	Male and female students are equally active in expressing opinions, ideas, asking questions, and criticizing other ideas without feeling inferior or more precisely.
2.	Develop creativity	Male and female students are able to create and develop ideas without being limited by standard roles (stereotypes), for example participation in lessons is not dominated by boys or girls. Boys and girls are expected to be able to think about connecting what they experience.
3.	Create conditions that are fun and challenging	Male and female students can create a sense of mutual respect, appreciate friends of different genders. Both of them actively criticize the idea of differences in experiences as men and as women.
4.	Contextual	Male and female students have the

		<p>opportunity to be able to relate lesson material to the context of their lives.</p> <p>Both of them are able to distinguish differences in conditions as boys and girls due to social construction.</p>
5.	Provide a fun learning experience	Teachers are able to facilitate the learning methods of male and female students in a variety of ways, because both of them have different experiences of treatment due to social construction
6.	Learn through doing	<p>Male and female students are able to try and do what they are learning for themselves. Teachers provide equal opportunities and roles to both of them.</p> <p>If the participation of both is unequal then the teacher is able to encourage male or female students who are less active and lagging behind.</p>
7.	The essence of learning is discovery (inquiry) not remembering	Male and female students get the same opportunities, and are active in asking questions, making guesses, collecting data and drawing conclusions.
8.	Group work (cooperative) &	There are groups whose members are

	competitive	actively involved in exchanging ideas and solving problems together with an equal number of men and women. Both of them are able to work together without any particular gender subordination. Teachers are able to encourage boys and girls to compete to advance and skillfully combine competitive and cooperative learning strategies.
9.	Modeling (good example)	Efforts are made to provide examples, models, demonstrations or demonstrations that can make it easier for male and female students to understand concepts. Modeling avoids labeling (stereotypes) and the substance is not gender biased.
10.	Evaluation	Teachers assess male and female students with the same instruments and interpretive criteria.

## **B. Previous Study**

Previous study is an activity that compares the researcher's study to previous researchers' study. This activity aims to identify similarities and differences in the results of the author's previous studies so that the author can understand the advantages and disadvantages of the study that the author conducted.

The research conducted by Zango Anisa Agni , Endang Setyaningsih , Teguh Sarosa (2020) entitled “*Examining Gender Representation in an Indonesian EFL Textbook*”. The aim of this study was to find out how women and men were treated differently in Indonesian EFL textbooks and what the author thought about this. The descriptive qualitative methods were used to do this work. It was found that there were differences in how men and women were represented in four different ways. Males had more pictures, written texts, name appearances, domestic roles, and different kinds of domestic roles actions that show them. Also, the results of the interviews showed that there was no plan to put the gender inequality and stereotypes. The goal of finding stereotypes was to get people used to their surroundings so that they could find their way around more easily.

Gender inequality in EFL textbooks was the focus of previous research, but this study will look at gender inequality in EFL students' teaching practice. This is the difference between the two types of research. The present study shares similarities with earlier research in that it employs descriptive qualitative research methods and addresses gender inequality.

The research conducted by Mela Krismawati (2021) entitled “*Gender Inequality Reflected in Kate Chopin’s “The Awakening” : Feminist Approach*”.

This research discussed gender inequality as reflected in the novel *The Awakening* by (Chopin, 1899). In analyzing the problem of gender inequality, the researcher applied the theory of Walby (1991). The process of collecting data in this research used library research methods and in analyzing it used descriptive method by describing using words or paragraphs. The purpose of this research described what forms of gender inequality and the resistance performed by main character to disrupt these problem. As for the result of this research, it was found that the main character Edna experienced forms of gender inequality, namely in field of household production, paid employment and culture. From these problem Edna made an effort to fight to get freedom of her own accord choose her own way of life and do what she likes.

The present study shares similarities with earlier research in that it employs descriptive qualitative research methods and addresses gender inequality. Gender inequality in the novel *The Awakening* by Kate Chopin was the focus of previous research, but this study will look at gender inequality in EFL students' teaching practice. This is the difference between the two types of research.

The research conducted by Fian Fajri Mulaika Tiska (2014) entitled "*Gender Discrimination Experienced by the Main Character of Barbara Quick's a Golden Web*". The researcher used appropriate theory to support the object. The theory used is feminist literary criticism. This theory represents the women that struggle with discrimination gender. Based on the novel there are causes of gender discrimination, include the following, religion, family law, workplace discrimination, education and physical factors. Those are gender discrimination experienced in the province of Emilia Romagna in the early fourteenth century.

From analyzing the novel, the researcher found some causes of gender discrimination: (1) Religion, (2) Family Law, (3) Workplace Discrimination, (4) Education, (5) Physical Factors. Those are according to Filip Spagnoli (2008). Therefore, the researcher tries to connect with all of evidences in this novel. The portrayed of gender discrimination in this novel, those are: (1) Family Laws, The cruel treatment of step mother in family and living in seclusion, (2) Education, not allowed for get higher education, because Alessandra is a woman, (3) Workplace Discrimination, not allowed to be a healer because she is a woman, (4) Physical Factor, according to the man, the woman was weak.

This study and earlier research share the similarity of analysing gender issues. One area in which this research differs from earlier studies is the subject matter. While earlier studies focused on the main character of Barbara Quick's A Golden Web's experiences with gender discrimination, this research will investigate gender inequality in EFL students' teaching practices.

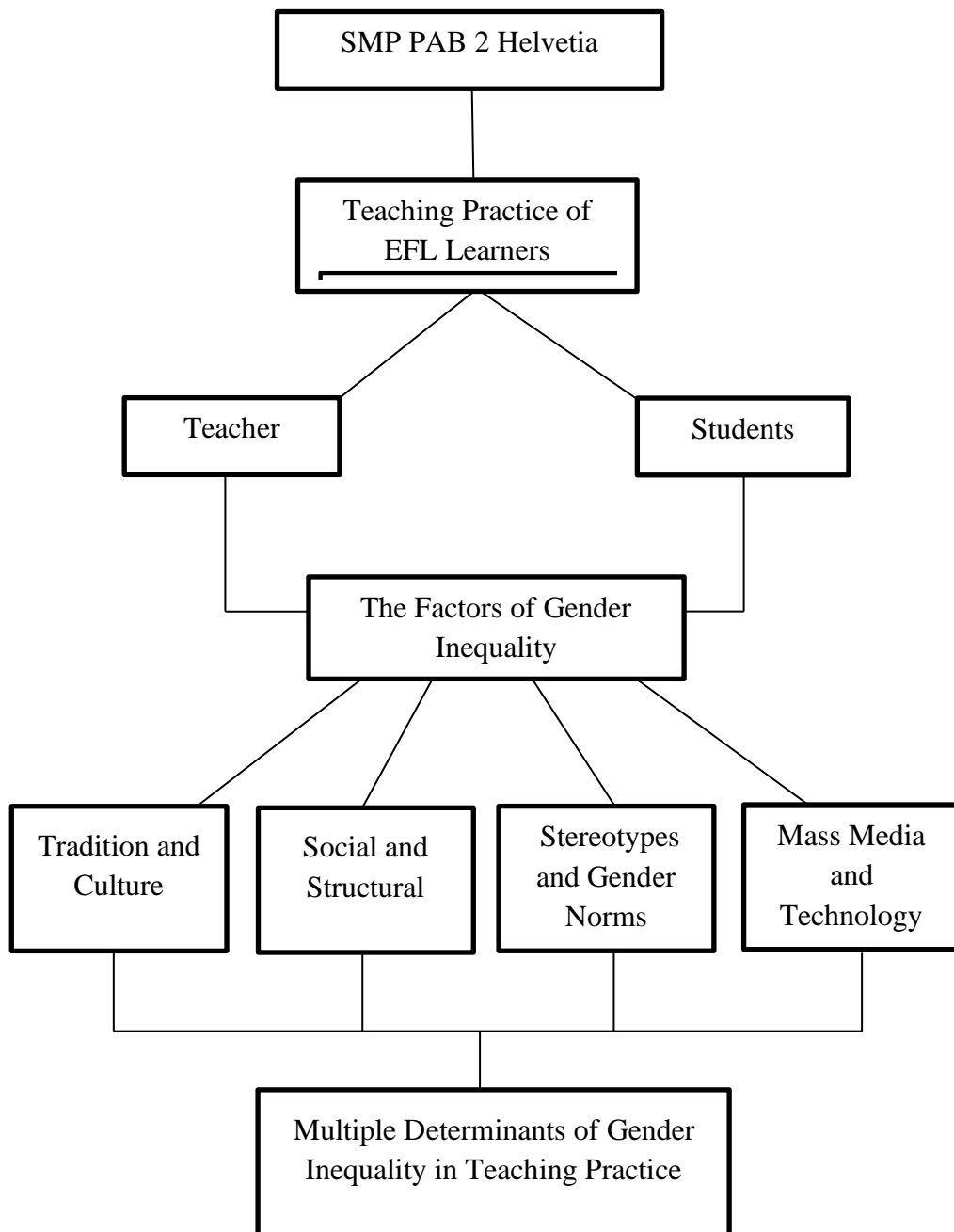
### **C. Conceptual Framework**

In order to build an inclusive and just educational system, gender inequality in the teaching practice is a crucial issue that needs constant attention. Despite significant advancements in recent years, girls and students continue to face numerous challenges stemming from antiquated gender norms and stereotypes.

To ensure that all students have equal access to learning opportunities and to effective interventions, a thorough understanding of the factors influencing gender inequality in the learning process is necessary. PAB 2 Helvetia school will

be the site of an investigation by researcher, who will use observations and interviews with EFL teachers and students to determine the factors that contribute to gender inequality in teaching practice.

The conceptual framework can be drawn in figure 2.2 below:



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Research Design**

This study was conducted using a qualitative approach. A qualitative approach, according to Bogdan and Taylor, is a research process that generates written descriptive data from the individuals and behaviour of the data being observed. The qualitative approach is inductive, which means that the researcher lets problems emerge from the data or leaves it open to interpretation.

Descriptive methods employed in this study. The descriptive method is a way of describing the symptoms that were present when the study was conducted. As stated by Moh. Nasir, "Descriptive method is a method of researching the status of a human group, an object, a set of conditions, a system, thought or a class of events in the present" . The goal of this research is to identify the multiple determinants of gender inequality in teaching practice. The data was collected in the classroom during the teaching process.

#### **B. Source of Data**

The data was collected at SMP PAB 2 Helvetia. The subjects of this study were English teachers and students. The study observed two classes with two different gender teachers to see how they treated their students during the learning process. The manifestations of gender inequality and factors that influence the gender inequality in teaching practice are the focus of this study. A scenario where there



were actions or attitudes that suggest gender inequality occurred in the way EFL students are taught.

### **C. Technique of Collecting Data**

The data were collected in natural settings (natural conditions). Data collection techniques include interviewing, documenting, and observing (Moh. Nazir, 2005).

The data for this study was gathered through observation and interviews.

#### **1. Observation**

Sanafiah Faisal (Sugiyono, 2012) distinguishes three types of observations: (1) participant observation, (2) overt and covert observation, and (3) unstructured observation. This study employed participant observation techniques, in which the researcher becomes involved in the activities of the person being observed or used as a source of research data, in order to obtain more complete, sharper data and to comprehend the level of meaning of each behaviour that appears. Observation was conducted by making direct observations to determine the actual conditions during the learning process in relation to the issue of gender inequality.

#### **2. Interview**

Esterberg (Sugiyono, 2012) proposes three types of interviews: structured, semi-structured, and unstructured. Semi-structured interviews used in this study. This type of interview falls under the category of in-depth interviews, and its implementation is more flexible than structured interviews. The goal of semi-structured interviews is to find problems in a more open manner, in which the interviewees has been asked for their opinions and ideas. This

interview have been used to identify the factors that contribute to gender inequality in the teaching practice, and the teacher and students involved was asked for their perspectives on the gender inequality that exists. The purpose of this interview is also to correlate observation findings with the informants' opinions. The instruments used in this study consist of observation and interview guidelines related to the factors that cause gender inequality in the teaching practice of EFL learners.

#### **D. Technique of Analyzing Data**

The data analysis in this study is based on Miles-Huberman, which consists of three concepts: data condensation, data display, and conclusion drawing/verification (Miles and Huberman, 1984, in Sugiyono (2013).

##### **a. Data condensation**

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches the entirety of written field notes, interview transcripts, documents, and empirical materials. The conclusion is that this data condensation process was obtained after the researcher conducted interviews with teacher and students who were research subjects and collects written data in the field, which then sorted the interview transcripts to obtain the research focus required by the researcher.

##### **b. Data display**

In their book *"Analisis Data Kualitatif: Buku Sumber Tentang Metode Baru"*, Miles and Huberman define a "display" as a limited set of structured data that allows for inference and action taking. It is therefore possible to draw

conclusions or make verifications because the data that has been clarified and presented is based on the set of problems that have been studied. In order to enable researchers to make conclusions regarding the determinants of gender inequality in teaching practice, data that has been methodically gathered during the data presentation stage is subsequently organised according to the primary issue.

c. Drawing and verifying conclusions

At this point, the researcher has made conclusions based on the findings of the analysis of issues regarding patterns, justifications, causality, and goals. Researcher exercised openness and scepticism when coming to conclusions. Afterwards, the conclusions' outcomes confirmed. This is achieved by comparing the results with those from other studies, debating with other researchers, and cross-referencing field notes.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

The data was gathered through observation and interviews with teachers and students as subjects. The research began by observing the behaviours of educators and students to determine whether the learning process was consistent with the characteristics of gender-responsive learning, as well as observing manifestations of gender inequality that occurred in the learning process. Following observation, researchers conducted interviews with teachers and students to learn about their perspectives on gender inequality in the learning process.

4.1 The Data of Gender Inequality.

<b>No.</b>	<b>Data</b>
1.	"The teacher is more tolerant of female students who make noise in class than male students."
2.	"The majority of the outstanding students in this class are female. Perhaps this is why female students receive more attention from teachers."
3.	"Teacher asks female students to clean the classroom more frequently than male students."
4.	"The teacher is more likely to forgive the mistakes of female students than male students. If we fight, the man will be reprimanded and expected to give in to the woman."
5.	"I think a class led by a man would be better. men are more

	assertive."
6.	"When I make group assignments, I try not to have all of the boys in them because they will play a lot, and group assignments are difficult to complete if there are no girls in them."
7.	"I prefer being educated by female teacher because male teacher focuses more on male students."
8.	"Male students are always told to wipe the blackboard by the teacher."

## B. Data Analysis

### 1. Gender Inequality in Teaching Practice

Gender inequality in teaching practices refers to inequalities in treatment, opportunities, and experiences for students based on their gender. When teachers provide learning materials, gender inequality is evident during the learning process, as observed by researcher.

Gender inequality occurs without the teachers themselves realizing it, as expressed by the English teacher from class IX-5, *Mrs. Citra Pakar Ningsih* that,

"In my opinion, there has never been any gender discrimination in the learning process. While teaching, I always make sure that students have equal rights and never take sides with one gender over another."

Additionally, a statement from *Mr. Muhammad Rinaldi*, a male teacher from class IX-1, said,

"There is no distinction in how certain genders are treated when studying. Here, every student is granted equal rights. I believe I have treated each of my students fairly".

Observations revealed that gender inequality was present in several ways during the learning process. For instance, teachers would always ask male students to erase the blackboard, but they would always ask female students to write questions on the board.

The data mentioned above supports the assertion made by *Muhammad Fiaza*, a male student in class IX-5. He said,

"We male students are always told to wipe the blackboard by the teacher. The instructor always reminds the male students to wipe the blackboard even though there is a schedule in place for each of us to do so".

*Mrs. Citra Pakar Ningsih* then explained her reasoning, saying, "I often tell female students to write on the blackboard because they have better and neater writing."

This indicates a tendency to think that some jobs are better suited to men than women, and vice versa. Gender Inequality of this kind are also evident when researchers make observations, where teachers describing a job, such as pilot, are male, whereas when describing a teacher they are female. This shows that there is an opinion that because the job of a pilot requires skills and strength that are considered only possessed by men, teachers are associated with women because women are more skilled in educating.

Through interviews, students share their perspectives and experiences regarding gender inequality in learning.

*Widya Rahmat*, a female student from IX-5, stated,

"The teacher asks us, female students, to clean the classroom more frequently than male students. Sometimes I feel unfair."

The statement above shows the perception that in carrying out cleaning activities, women are more capable than men. even though cleaning activities can be done by anyone regardless of gender.

After completing observations and comparing the results from the two classes where the observations were made, the researcher discovered something unusual: in the English class where the teacher was a woman, female students were more active in participating in the learning. In classes where the teacher is a man, male students are more engaged in the learning process. The researcher then interviewed the students to learn about the reasons for the situation.

*Rasyid Iskandar*, a male student from IX-1, stated,

"Male teachers reprimand me less than female teachers, so I prefer to be taught by them. I believe that when it comes to disciplining both male and female students, female teachers are frequently unjust. If a female student makes noise, the teacher is thought to be more understanding than if a male student does."

*Fahrul Siddik*, a male student in class IX-5, stated in the same way,

"Female teachers will immediately reprimand male students if they make mistakes, but not female students. Teachers are more likely to forgive the mistakes of female students than male students. If we fight, the man will be reprimanded and expected to give in to the woman."

However, there is a difference with *Ratu Syifa Azalia*, a female student from IX-1, who stated,

"I prefer being educated by female teachers because male teachers focus more on male students. Male students are closer to the male teacher than female students."

*Aura Safira*, a female student in class IX-1, then expressed her opinion, saying,

"To be honest, I prefer being taught by female teacher over male teacher because female teacher is clearer and more detailed in explaining the material. Male teacher is often too lazy to explain the material and instead simply give assignments."

During observations, the researcher observed teacher who prohibited students from forming assignment groups that only included male students. The teacher requested that female students participate in the group. After seeing this, the researcher attempted to ask the teacher why, and She responded,

"When I make group assignments, I try not to have all of the boys in them because they will play a lot, and group assignments are difficult to complete if there are no girls in them."

Based on the preceding sentence, it is clear that the female teacher placed less trust in male students when completing group assignments. She placed more trust in female students' ability to complete group assignments.

Another interview with *Muhammad Fiaza*, a female student from class IX-5, stated,

"The majority of the outstanding students in this class are female. Perhaps this is why female students receive more attention from teachers. Teachers also have a tendency to single out students to ask questions."



According to what was revealed in the interview with *Fiaza*, unfair attitudes held by teachers are to blame for the development of attitudes that do not inspire learning, as *Fiaza* experienced. Students will get bored with the learning process as a result of feeling envious of other participants and a decline in their motivation to learn.

*Shella Rahmadhani Erlambang*, a female student in class IX-1, said

"I once ran for class president, but very few people voted for me. maybe because I'm a woman."

After hearing this statement, the researcher tried to ask one of Shella's classmates the reason. Adzuhra Mairani, said

"I think a class led by a man would be better. men are more assertive."

It is clear from the statement above that patriarchal culture still has a significant impact on society. Women are frequently viewed as unfit for leadership roles and are thought to be only capable of household tasks. Women consequently are rejected and will harm society if they rise to positions of leadership.

Gender inequality frequently puts women at a disadvantage. Most people today think of women as being overly emotional, weak, and unstable. Men, on the other hand, understand that they are strong, logical, manly, and powerful, and they do not cry easily. As a result of this stigma, women struggle to realise their full potential. In Indonesia, there are still far fewer female leaders than male leaders. In fact, some groups believe that the presence of female leaders is inherently problematic. However, women have the same rights as men, particularly when it comes to leadership position."

This is also in line with the assertion made by *Mrs. Citra Pakar Ningsih*,

"I notice that a lot of the female students exhibit stronger leadership qualities. They always do things with great dependability. They frequently even inspire their friends to finish their schoolwork. When learning, male students have trouble focusing. It is evident when it comes to group assignments that female-led groups produce better outcomes."

Following the preceding explanation, the researcher emphasises the need for increased gender awareness among teachers and students. Teachers must be aware of differences in classroom participation and interaction between male and female students, and strive to create an inclusive and supportive learning environment for all students without discrimination based on gender.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the findings, it was obtained some conclusions as follows:

1. The determinants of gender inequality in the learning process have been identified. The following are some of the determinants that have been identified as influencing gender inequality in teaching practice.

a. Culture and Traditions. The existence of a patriarchal culture demonstrates how culture and traditions contribute to gender inequality in the learning process. Patriarchal culture leads to the assumption that certain jobs are better suited to men than women, and vice versa. Many people believe that this is the way things should be due to society's patriarchal culture.

b. Gender norms and stereotypes. The way society has evolved and the expectations placed on men and women to perform roles based on their gender are contributing factors to gender inequality in the teaching practice. There is a belief that men are more suitable to be leaders because they are firm and rational, while women are considered indecisive and unable to think rationally.

2. According to study findings, stereotypes are one way that gender inequality manifests itself during the learning process. This speaks to the generalised unfair view or interpretation of the traits, functions, or capacities of men and women in society. Gender stereotypes frequently result in unfair expectations

or judgements of students based on their gender, which in turn causes disparities in their opportunities, treatment, and recognition.

### **B. Suggestion**

After conducting research and finding conclusions related to gender inequality in the learning process, the researchers provide several suggestions that can improve the quality of learning.

To overcome these manifestations of gender inequality, all parties in the educational environment must be aware of and take proactive steps, from curriculum planning to daily classroom interactions. Inclusive and gender equitable education can motivate all students, regardless of gender, to achieve their full potential when learning English.

Teachers must receive gender awareness training in order to understand how gender stereotypes and biases affect the English learning process. Furthermore, teachers and curriculum developers must collaborate to create learning materials that are inclusive, relevant, and reflective of gender diversity. Collaboration with Parents and the Community. Schools must collaborate with parents and communities to foster a learning environment that promotes gender equality both inside and outside of the classroom.

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## **APPENDICES**

## APPENDIX 1

### Lembar Observasi

Kelas : IX – 1

Guru : MR

Karakteristik Pembelajaran yang Responsif Gender dan Indikatornya. (Rifka, 2019)

No	Karakteristik	Indikator	Sesuai	Tidak sesuai
1.	Berpusat pada peserta didik.	Murid laki-laki dan perempuan secara setara aktif dalam mengemukakan pendapat, gagasan, bertanya, dan mengkritis gagasan yang lain tanpa perasaan minder.		✓
2.	Mengembangkan kreatifitas.	Murid laki-laki dan perempuan mampu menciptakan dan mengembangkan gagasan tanpa dibatasi oleh peran-peran baku (sterotipe), misalnya partisipasi dalam pelajaran tidak didominasi oleh anak laki-laki atau		✓

		perempuan.		
3.	Menciptakan kondisi yang menyenangkan dan menantang	Murid laki-laki dan perempuan dapat menciptakan rasa saling menghormati, menghargai teman yang berbeda jenis kelamin. Keduanya aktif mengkritis gagasan yang perbedaan pengalaman sebagai laki-laki dan sebagai perempuan.	✓	
4.	Kontekstual	Murid laki-laki dan perempuan memiliki peluang untuk dapat menghubungkan materi pelajaran dengan konteks kehidupannya. Keduanya mampu membedakan perbedaan kondisi sebagai anak laki-laki dan perempuan akibat konstruksi sosial.	✓	
5.	Menyediakan pengalaman belajar yang	Guru mampu memfasilitasi cara belajar murid laki-laki dan perempuan secara	✓	

	menyenangkan	beragam, karena keduanya mempunyai pengalaman perlakuan yang berbeda akibat konstruksi sosial.		
6.	Belajar melalui berbuat	Murid laki-laki dan perempuan mampu mencoba dan melakukan sendiri apa yang mereka sedang pelajari. Guru memberikan kesempatan dan peran yang sama kepada keduanya. Jika partisipasi keduanya tidak seimbang maka guru mampu mendorong murid laki-laki atau perempuan yang kurang aktif dan tertinggal.		✓
7.	Inti dari pembelajaran adalah menemukan (inkuiri) bukan mengingat.	Murid laki-laki dan perempuan mendapatkan kesempatan yang sama, dan aktif mengajukan pertanyaan, membuat dugaan, mengumpulkan data-data serta mengambil kesimpulan.	✓	
8.	Kerja kelompok	Terdapat kelompok yang		✓

	(kooperatif) & kompetitif.	anggota-anggotanya terlibat aktif dalam bertukar gagasan dan pemecahan masalah bersama dengan jumlah laki-laki dan perempuan yang seimbang. Keduanya mampu kerja sama tanpa ada subordinasi jenis kelamin tertentu.		
9.	Pemodelan (contoh yang baik)	Diupayakan ada contoh, model, peragaan atau demonstrasi yang dapat memudahkan murid laki-laki dan perempuan memahami konsep. Pemodelan menghindari pelabelan (stereotipe) dan substansinya tidak bias gender.		✓
10.	Refleksi (Menilai kemampuan diri)	Pada akhir pelajaran guru memberikan kesempatan yang sama berdasarkan murid laki-laki dan perempuan untuk memberikan masukan terhadap proses pembelajaran	✓	

		yang telah dilakukan.		
11.	Evaluasi	Guru melakukan penilaian pada murid laki-laki dan perempuan dengan instrument dan kriteria penafsiran yang sama.	✓	

### Lembar Observasi

Kelas : IX – 5

Guru : CPN

Karakteristik Pembelajaran yang Responsif Gender dan Indikatornya. (Rifka, 2019)

No	Karakteristik	Indikator	Sesuai	Tidak sesuai
1.	Berpusat pada peserta didik.	Murid laki-laki dan perempuan secara setara aktif dalam mengemukakan pendapat, gagasan, bertanya, dan mengkritis gagasan yang lain tanpa perasaan minder.		✓
2.	Mengembangkan kreatifitas.	Murid laki-laki dan perempuan mampu menciptakan dan mengembangkan gagasan tanpa dibatasi oleh peran-peran baku (sterotipe), misalnya partisipasi dalam pelajaran tidak didominasi oleh anak laki-laki atau perempuan.		✓



3.	Menciptakan kondisi yang menyenangkan dan menantang	Murid laki-laki dan perempuan dapat menciptakan rasa saling menghormati, menghargai teman yang berbeda jenis kelamin. Keduanya aktif mengkritis gagasan yang perbedaan pengalaman sebagai laki-laki dan sebagai perempuan.	✓	
4.	Kontekstual	Murid laki-laki dan perempuan memiliki peluang untuk dapat menghubungkan materi pelajaran dengan konteks kehidupannya. Keduanya mampu membedakan perbedaan kondisi sebagai anak laki-laki dan perempuan akibat konstruksi sosial.	✓	
5.	Menyediakan pengalaman belajar yang menyenangkan	Guru mampu memfasilitasi cara belajar murid laki-laki dan perempuan secara beragam, karena keduanya	✓	

		mempunyai pengalaman perlakuan yang berbeda akibat kontruksi sosial.		
6.	Belajar melalui berbuat	Murid laki-laki dan perempuan mampu mencoba dan melakukan sendiri apa yang mereka sedang pelajari. Guru memberikan kesempatan dan peran yang sama kepada keduanya. Jika partisipasi keduanya tidak seimbang maka guru mampu mendorong murid laki-laki atau perempuan yang kurang aktif dan tertinggal.		✓
7.	Inti dari pembelajaran adalah menemukan (inkuiri) bukan mengingat.	Murid laki-laki dan perempuan mendapatkan kesempatan yang sama, dan aktif mengajukan pertanyaan, membuat dugaan, mengumpulkan data-data serta mengambil kesimpulan.	✓	
8.	Kerja kelompok (kooperatif) &	Terdapat kelompok yang anggota-anggotanya terlibat		✓

	kompetitif.	aktif dalam bertukar gagasan dan pemecahan masalah bersama dengan jumlah laki-laki dan perempuan yang seimbang. Keduanya mampu kerja sama tanpa ada subordinasi jenis kelamin tertentu.		
9.	Pemodelan (contoh yang baik)	Diupayakan ada contoh, model, peragaan atau demonstrasi yang dapat memudahkan murid laki-laki dan 123 perempuan memahami konsep. Pemodelan menghindari pelabelan (stereotype) dan substansinya tidak bias gender.		✓
10.	Refleksi (Menilai kemampuan diri)	Pada akhir pelajaran guru memberikan kesempatan yang sama berdasarkan murid laki-laki dan perempuan untuk memberikan masukan terhadap proses pembelajaran yang telah dilakukan.	✓	

11.	Evaluasi	Guru melakukan penilaian pada murid laki-laki dan perempuan dengan instrumen dan kriteria penafsiran yang sama.	✓	

## APPENDIX 2

### Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : RI

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Guru mengajar dengan baik dikelas.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya dapat dengan mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah pernah mendapat teguran oleh guru anda?	Tidak pernah.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Guru biasanya memberi teguran mereka yang ribut.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Tidak pernah.

6.	Apakah guru anda pernah berpihak pada gender tertentu ketika mengajar ?	Menurut saya tidak pernah.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru laki-laki karena guru laki-laki biasanya jarang marah ketika dikelas.

## Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : RSA

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Cukup baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Saya sedikit kesulitan memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Pernah, karena berbicara dengan teman sebangku.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	biasanya guru beri teguran.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Menurut saya murid pintar akan lebih diperhatikan.
6.	Apakah guru anda pernah	Menurut saya perhatian lebih sering diberi

	berpihak pada gender tertentu ketika mengajar ?	pada siswa laki-laki karena mereka lebih banyak yang pintar bahasa Inggris dikelas ini.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Seperti yang saya bilang tadi, hanya saja guru sering beri perhatian lebih pada siswa pintar saja.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Jika bisa memilih, saya lebih senang ketika diajari oleh guru perempuan karena guru perempuan lebih detail dalam mengajar sedangkan guru laki-laki lebih jarang menjelaskan materi.



## Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : AS

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Saya kesulitan memahami materi bahasa Inggris yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Pernah, karena belum selesai PR.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya ditegur guru.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Menurut saya, guru lebih sering memperhatikan murid pintar dikelas.
6.	Apakah guru anda pernah	Laki-laki biasanya dapat perhatian lebih oleh

	berpihak pada gender tertentu ketika mengajar ?	guru.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Saya merasa jarang diperhatikan guru.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Jika bisa memilih, saya lebih senang guru perempuan karena mereka lebih enak diajak komunikasi.

## Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : PS

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Menurut saya sudah baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya dapat dengan mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Tidak.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Yang ribut biasanya ditegur.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya rasa tidak pernah.
6.	Apakah guru anda pernah	Menurut saya tidak pernah.

	berpihak pada gender tertentu ketika mengajar ?	
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru laki-laki karena guru laki-laki biasanya lebih asik dalam mengajar, mereka juga jarang marah-marah seperti guru perempuan.

### Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : RD

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Sudah cukup baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya dapat dengan mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Tidak.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Guru menegur mereka yang ribut.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya rasa tidak pernah.
6.	Apakah guru anda pernah	Menurut saya guru tidak pernah berpihak

	berpihak pada gender tertentu ketika mengajar ?	begitu.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru laki-laki karena guru laki-laki biasanya lebih baik dalam mengajar, saya dapat dengan mudah memahami materi yang dijelaskan.

## Lembar Wawancara Siswa

Kelas : 9-1

Narasumber : SR

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Cukup baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Saya kesulitan memahami materi bahasa Inggris yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Pernah, karena belum selesai PR.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya ditegur guru.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Menurut saya, guru lebih sering memperhatikan murid pintar dan aktif saja.
6.	Apakah guru anda pernah	Menurut saya, murid laki-laki lebih

	berpihak pada gender tertentu ketika mengajar ?	mendapatkan kepercayaan oleh guru seperti untuk memimpin kelas. Saya juga pernah jadi kandidat ketua kelas, tapi tidak terpilih karena menurut saya, karena saya perempuan jadi kurang dipercaya untuk memimpin kelas.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Saya merasa jarang diperhatikan ketika belajar.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang guru perempuan karena mereka biasanya lebih jelas saat menjelaskan materi.



## Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : AM

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Menurut saya sudah baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya dapat dengan mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Hanya ditegur biasa saja tidak pernah sampai marah.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya dimarahi dan disuruh diam.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya rasa tidak pernah.
6.	Apakah guru anda pernah	Menurut saya guru tidak pernah berpihak

	berpihak pada gender tertentu ketika mengajar ?	pada gender tertentu.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru perempuan karena saya merasa lebih cepat paham materi. Dan guru perempuan lebih detail saat menjelaskan.

## Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : WR

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Menurut saya guru mengajar dengan baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya cukup mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Pernah, jika terlalu ribut.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya ditegur oleh guru.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya rasa tidak pernah.
6.	Apakah guru anda pernah	Menurut saya guru tidak pernah berpihak

	berpihak pada gender tertentu ketika mengajar ?	pada gender tertentu. Tapi saya terkadang sering merasa tidak adil ketika piket bersih-bersih kelas, guru selalu menyuruh perempuan yang membersihkannya.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya rasa saya sudah mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih cepat memahami ketika diajari oleh guru perempuan. Mereka juga bisa membuat suasana belajar lebih asik.

## Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : BMA

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Menurut saya lumayan baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Menurut saya tergantung materinya. Kadang saya kesulitan, kadang mudah.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Lumayan sering.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Selalu ditegur langsung.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Menurut saya kalau sama siswa pintar, guru pasti lebih dekat dengan mereka.
6.	Apakah guru anda pernah	Menurut saya guru lebih dekat secara pribadi

	berpihak pada gender tertentu ketika mengajar ?	pada murid perempuan. Jadi kadang mereka lebih sering dimaklumi ketika berbuat salah.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Saya sering merasa kurang mendapat perhatian guru.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru laki-laki karena menurut saya mereka lebih jarang memarahi siswa.

## Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : MF

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Cukup baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Saya memang agak sulit untuk memahami materi bahasa Inggris.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Sering ditegur kalau ribut biasanya.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Ditegur, kadang dimarahi.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Guru biasanya lebih perhatian dengan murid perempuan. Mungkin itu karena mereka sesama perempuan.
6.	Apakah guru anda pernah	Kami selalu disuruh untuk menghapus papan

	berpihak pada gender tertentu ketika mengajar ?	tulis padahal udah ada jadwalnya masing-masing.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Saya sering merasa kurang mendapat perhatian guru.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih senang ketika diajari oleh guru laki-laki karena menurut saya mereka lebih jarang memarahi siswa dan lebih asik.



### Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : FS

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Menurut saya sudah lumayan baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Saya merasa lumayan kesulitan memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Pernah beberapa kali.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya ditegur oleh guru.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya kira kalau untuk perhatian mungkin guru lebih memberi perhatian pada murid perempuan.
6.	Apakah guru anda pernah	Saya sering merasa kalau guru lebih sering

	berpihak pada gender tertentu ketika mengajar ?	marah pada kami murid laki-laki. Kalau kami bertengkar dengan murid perempuan pasti langsung ditegur dan disuruh mengalah.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Kadang saya sering merasa kurang mendapat perhatian guru.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Jika bisa memilih saya lebih senang ketika dididik oleh guru laki-laki karena menurut saya mereka lebih adil kalau menegur siswa.

## Lembar Wawancara Siswa

Kelas : 9-5

Narasumber : AL

No	Pertanyaan	Jawaban
1.	Bagaimana pendapat anda tentang cara guru anda mengajar di kelas?	Guru mengajar dengan baik.
2.	Apakah anda dapat dengan mudah mengerti ketika guru anda menjelaskan materi?	Ya, saya dapat dengan mudah memahami materi yang dijelaskan oleh guru.
3.	Apakah anda pernah mendapat teguran oleh guru anda?	Tidak.
4.	Bagaimana sikap guru anda saat menyikapi siswa yang ribut saat proses pembelajaran?	Biasanya dapat teguran.
5.	Apakah guru anda pernah memberikan perhatian lebih hanya pada siswa tertentu saja saat proses pembelajaran?	Saya rasa tidak pernah.
6.	Apakah guru anda pernah	Menurut saya guru tidak pernah berpihak

	berpihak pada gender tertentu ketika mengajar ?	pada gender tertentu ketika mengajar.
7.	Apakah Anda mendapatkan hak yang setara dalam proses pembelajaran ?	Ya, saya rasa saya sudah mendapatkan hak yang setara.
8.	Jika harus memilih gender guru yang mengajar dikelas, mana yang anda lebih senangi, guru laki-laki atau perempuan? Apa alasannya ?	Saya lebih suka dengan guru perempuan kalau harus memilih. Saya merasa lebih cepat memahami ketika diajari oleh guru perempuan. Dan secara pribadi lebih enak diajak bercanda.

## APPENDIX 3

### Research Documentations

















## APPENDIX 4



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Khopipah Indah Rasyita Sinaga  
NPM : 1902050050  
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners	<u>ACC</u>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 20 Februari 2023

Disetujui oleh

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum)

Hormat Pemohon

(Khopipah Indah Rasyita Sinaga)

APPENDIX 5





MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Khopipah Indah Rasyita Sinaga  
 NPM : 1902050050  
 Program Studi : Pendidikan Bahasa Inggris  
 IPK Kumulatif : 3.58

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
	Unpacking the Multiple Determinants of Gender Inequality Teaching Practice of EFL Secondary School Learners	
	The Utilization of Families' Educational Media in Indonesia: SES-Differences in Mediation Concerns and Competence	
	Unpacking the Multiplicity of Meanings of Brand Iconicity of Universities: A Multimodal Semiotics Discourse Analysis	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 20 Februari 2023

Hormat Pemohon,



Khopipah Indah Rasyita Sinaga

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Prodi
  - Untuk Mahasiswa yang bersangkutan



## APPENDIX 6



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Khopipah Indah Rasyita Sinaga  
 NPM : 1902050050  
 ProgramStudi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Mandra Saragih, S.Pd., M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya *20 Feb 2023.*

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 20 Februari 2023  
 Hormat Pemohon,

Khopipah Indah Rasyita Sinaga

Dibuat Rangkap 3 :  
 - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Prodi  
 - Untuk Mahasiswa yang bersangkutan

## APPENDIX 7

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1081 /IL.3/UMSU-02/F/2023  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Khopipah Indah Rasyita Sinaga**  
N P M : 1902050050  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners.**

Pembimbing : **Mandra Saragih,SPd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

- 1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
- 2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
- 3.Masa kadaluwarsa tanggal : **2 Maret 2024**

Medan 9 Sya'ban 1444 H  
2 Maret 2023 M



**Dra. Hj. Mansyurnita,MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

- 1.Fakultas (Dekan)
- 2.Ketua Program Studi
- 3.Pembimbing Materi dan Teknis
- 4.Pembimbing Riset
- 5.Mahasiswa yang bersangkutan :

**WAJIBMENGIKUTISEMINAR**



APPENDIX 8



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Khopipah Indah Rasyita Sinaga  
 NPM : 1902050050  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
17/6-2023	chapter I - background of the study - identification of the problems	
24/7-2023	chapter I - The scope and the limitation - Formulation of the problems	
14/8-2023	chapter II - Theoretical framework	
22/8-2023	chapter II - Relevant of the study	
13/9-2023	chapter III - Research Design	
2/10-2023	chapter III - source of data - technique of collect data	
9/10-2023	chapter III - technique of analyzing data - reference	
	12/10/2023 <u>AEC</u>	

Medan, Oktober 2023

Diketahui oleh:  
 Ketua Program Studi  
 Pendidikan Bahasa Inggris

Dosen Pembimbing

(Pirman Ginting, S.Pd., M.Hum.)

(Dr. Mandra Saragih, S.Pd., M.Hum.)



APPENDIX 9



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jumat Tanggal 26 Bulan Januari Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Khopipah Indah Rasyita Sinaga  
 N.P.M : 1902050050  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

No	Masukan dan Saran
Judul	-
Bab I	- The Back ground of the study
Bab II	- Theoretical Framework .
Bab III	-
Lainnya	References .
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembimbing

(Dr. Mandra Saragih, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

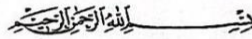


## APPENDIX 10



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Khopipah Indah Rasyita Sinaga  
N.P.M : 1902050050  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

Pada hari Jumat tanggal 26 bulan Januari tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 13 Februari 2024

Disetujui oleh:

Dosen Pembahas

Ambar Wulan Sari, S.Pd., M.Pd.

Dosen Pembimbing

Dr. Mandra Saragih, S.Pd., M.Hum.

Diketahui oleh  
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

## APPENDIX 11



Unggul | Cerdas | Terpercaya  
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PTXU/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor : 0560/II.3/UMSU-02/F/2024  
Lamp : ---

Medan, 19 Rajab 1445 H  
29 Februari 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMP PAB 2 Helvetia  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Khopipah Indah Rasyita Sinaga  
N P M : 1902050050  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



*\*Pertinggal*

Wassalam  
Dekan



*[Signature]*  
**Dra. Hj. Svamsuurnita, M.Pd.**  
NIDN : 0004066701



APPENDIX 12



**SEKOLAH MENENGAH PERTAMA  
SMP SWASTA PAB 2  
HELVETIA**

N.S.S : 204070102068  
IZIN : 421 / 894 / PDM / 2019  
NPSN : 10213918

N.D.S : 2007010016  
TANGGAL : 11 Februari 2019

STATUS :

**A**

Alamat : Jln. Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang Telp. 8457394

**SURAT KETERANGAN**  
Nomor : P2 / 2332.J / PAB / IV / 2024

Yang bertanda tangan di bawah ini :

Nama : **MAIMUNAH, S.Pd.**  
Jabatan : Kepala SMP PAB 2 Helvetia

Menerangkan dengan sesungguhnya , bahwa :

Nama : **KHOPIPAH INDAH RASYITA SINAGA**  
NPM : **1902050050**  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **“UNPACKING THE MULTIPLE DETERMINANTS OF GENDER INEQUALITY IN TEACHING PRACTICE EFL SECONDARY SCHOOL LEARNERS”**

Benar nama tersebut di atas diberikan izin dan telah mengadakan Penelitian pada tanggal 14 Maret 2024 sampai dengan tanggal 02 April 2024 di **SMP PAB 2 Helvetia**, Kecamatan Labuhan Deli Kabupaten Deli Serdang sesuai dengan Surat Permohonan Izin dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan Dan Ilmu Pendidikan No. 0560/IL.3/UMSU-02/F/2024 tanggal 29 Februari 2024.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.





APPENDIX 13



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Khopipah Indah Rasyita Sinaga  
 NPM : 1902050050  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
7/3-2024	chapter IV : Data	Mandra
20/3-2024	chapter IV : Data analysis	Mandra
28/3-2024	chapter III : Technique of analyzing data chapter IV : Data analysis	Mandra
22/4-2024	chapter IV : Data analysis chapter V : conclusion	Mandra
24/4-2024	chapter IV : Data analysis chapter V : suggestion	Mandra
03/05-2024	Chapter abstract, II, IV & V	Mandra
	<u>Acc</u>	Mandra

Diketahui oleh:  
 Ketua Pendi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, April 2024

Dosen Pembimbing

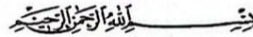
(Dr. Mandra Saragih, S.Pd., M.Hum.)

APPENDIX 14



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Khopipah Indah Rasyita Sinaga  
NPM : 1902050050  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Unpacking the Multiple Determinants of Gender Inequality in Teaching Practice of EFL Secondary School Learners

sudah layak disidangkan.

Medan, Mei 2024

Disetujui oleh:

Pembimbing

**Dr. Mandra Saragih, S.Pd., M.Hum.**

Diketahui oleh:

Dekan

**Dra. Hj. Syamsuyurnita, M.Pd.**

Ketua Program Studi

**Pirman Ginting, S.Pd, M.Hum.**

## APPENDIX 15

### CURRICULUM VITAE



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Religion : Islam  
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No. HP : +6281269317434  
Email : khopipah.indah06@gmail.com  
Father's Name : Imanul Rasyid Sinaga  
Mother's Name : Darwita Darwis

#### **Education Backgrounds**

Elementary School : SD Dr. Wahidin Sudirohusodo Medan (2008-2013)  
Junior High School : SMP Dr. Wahidin Sudirohusodo Medan (2013-2015)  
Senior High School : SMA Dr. Wahidin Sudirohusodo Medan (2015-2017)  
University : Universitas Muhammadiyah Sumatera Utara (2019-2024)