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GENDER EQUALITY VALUES IN PAI LEARNING MANAGEMENT IN STATE ELEMENTARY SCHOOL 200508 PADANGSIDIMPUAN

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ABSTRACT

This study aims to examine and analyze the implementation of gender equality values in the management of Islamic Religious Education (PAI) learning at SD Negeri 200508 Padangsidempuan. The main focus of the problem studied is how gender equality values are implemented in PAI learning, whether there is a tendency for gender bias, and how teachers' efforts are to create a fair learning atmosphere for male and female students. The results of the study indicate that although there is no formal policy regarding gender equality in PAI learning at SD Negeri 200508 Padangsidempuan, teachers have tried to create classes that are free from gender discrimination. Some of the steps implemented include equal time division, providing equal opportunities for all students to speak and ask questions, and teaching the importance of respecting each other without distinguishing between genders. However, several challenges, such as the existence of gender stereotypes that are still developing in society and limited educational facilities that support, affect the effectiveness of the implementation of gender equality principles. In conclusion, although teachers have tried to integrate gender equality values in Islamic Religious Education learning, there is a need for increased training for teachers and improvements to the curriculum that are more responsive to gender issues to realize more inclusive learning at SD Negeri 200508 Padangsidempuan.

INTRODUCTION

Islamic Religious Education (PAI) plays a central role in shaping the character and morals of students, while instilling social values such as mutual respect, cooperation, and justice. However, one important aspect that is often overlooked in Islamic Religious Education learning is the application of the principle of gender equality. In fact, Islamic teachings actually uphold the values of justice and equal rights between men and women. At the elementary school level, the implementation of gender equality in learning is the key to creating an inclusive educational environment, where all students have equal opportunities to develop without being limited by gender role stereotypes.

Elementary schools in Indonesia, as the foundation of formal education, are a strategic space for integrating the principle of gender equality in religious learning. However, in practice, there is still a tendency in the educational process that reinforces the inequality of roles between male and female students. Often, teaching materials and teaching approaches describe women's roles only in the domestic sphere, while men are associated with public or leadership roles. This has the potential to perpetuate views that are not in line with the spirit of gender justice in Islam.

This study attempts to examine in depth the extent to which the principles of gender equality are implemented in the Islamic Religious Education learning process at SD Negeri 200508 Padangsidempuan. The main focus is directed at how teachers treat gender differences in teaching and learning activities, starting from classroom management, assignment giving, to student involvement in discussions. This study also examines how subject matter and teacher-student interactions influence students' understanding of gender roles.

There are several main issues that are highlighted in this study. First, whether the division of tasks and student participation in class have reflected gender equality. Second, to what extent do social and cultural norms influence the application of the principle of equality in the school environment. Third, how does the content of Islamic Religious Education teaching materials reflect or even reinforce gender bias. Fourth, the role of teachers in encouraging the application of equality values in the learning process.

This study is different from previous studies that generally highlight gender equality in general education or at higher levels. The focus of this study is more specific, namely on the implementation of gender equality in the context of Islamic religious learning at the elementary school level. Most of the existing literature has not addressed this aspect much, even though religious education is often an arena for the formation of profound values and can influence students' perspectives on gender roles in social life.

By highlighting the direct context in the classroom and the real experiences of teachers and students, this study attempts to fill a gap that has not been widely discussed in academic studies. This study is expected to contribute to strengthening the implementation of gender equality values in religious education, as well as encouraging the formulation of more just and equitable education policies, especially at the elementary school level

METHOD

This study employs a qualitative approach using a case study method to examine the implementation of gender equality values in the management of Islamic Religious Education (PAI) learning at SD Negeri 200508 Padangsidempuan. The qualitative approach is chosen to explore the in-depth understanding, perspectives, and experiences of both teachers and students concerning the application of gender equality in the classroom setting.

The research is descriptive in nature, focusing on presenting and interpreting the phenomena observed in the field rather than testing hypotheses. Its main objective is to uncover how gender equality principles are integrated into PAI instruction and to identify the factors that influence their implementation.

SD Negeri 200508 Padangsidempuan serves as the research site for this case study. The participants include several PAI teachers actively involved in classroom instruction and a selection of students enrolled at the school. Participants are selected purposively, based on their relevance to and involvement in PAI learning and the subject of gender equality.

Data collection is carried out through three primary methods:

1. **Participant Observation:** The researcher observes classroom activities to understand how PAI lessons are conducted, with particular attention to how teachers provide equal opportunities for male and female students and how student interactions unfold during the learning process.
2. **In-depth Interviews:** Interviews are conducted with both PAI teachers and selected students to gain insights into their understanding of gender equality, their classroom practices, and the challenges they encounter in fostering an inclusive learning environment.
3. **Document Analysis:** Supporting documents such as syllabi, lesson plans (RPP), and teaching materials are examined to determine whether gender equality is reflected in the curriculum and instructional content used in PAI classes.

To enhance the validity and reliability of the findings, triangulation is employed by comparing data gathered from multiple sources—teachers, students, and documents. Additionally, member checking is conducted by allowing participants to review the researcher's interpretations of interviews and observations, ensuring the accuracy and credibility of the data analysis.

RESULT AND DISCUSSION

Education plays a vital role in shaping individual character and mindset. Within the Indonesian education system, Islamic Religious Education (PAI) holds a strategic position in instilling moral values, ethics, and social behavior in students. One of the key issues that deserves attention in education is gender equality. Although this topic is highly significant, its implementation is often overlooked, despite its importance in building a fair and equitable society. This is particularly relevant in primary school Islamic

education, where gender equality principles are essential in shaping children's social and religious values.

This study aims to explore the extent to which gender equality values are implemented in PAI learning at SD Negeri 200508 Padangsidimpuan. The main focus is to assess how gender equality is reflected in the distribution of learning opportunities, teacher-student interactions, and the participation of both male and female students during lessons. Additionally, the study seeks to identify challenges that may hinder the implementation of gender equality in religious education at the school.

This research offers a different perspective from many previous studies, which tend to focus on gender equality in general education. Discussions specific to Islamic Religious Education remain limited. Most existing research centers on governmental policies or curriculum development, often neglecting classroom dynamics—especially in terms of how teachers and students interact. Moreover, prior studies frequently emphasize student or parental perspectives, whereas this study focuses more directly on the views and practices of teachers involved in classroom management.

By conducting interviews with teachers, classroom observations, and analyzing teaching materials, this research intends to uncover how gender equality is applied in daily classroom practice—even in the absence of formal policies or curriculum guidance. Through this distinctive approach, the study aspires to contribute new insights to the literature on gender equality in religious education, particularly in the context of primary schooling. The findings are also expected to offer recommendations for educators and policymakers to promote more inclusive and equitable educational environments.

Observations conducted at SD Negeri 200508 Padangsidimpuan revealed that, although there is no formal policy specifically addressing gender equality in PAI instruction, teachers have made various efforts to create a fair and equitable classroom environment. Despite the absence of written guidelines, most teachers strive to ensure that both boys and girls are given equal opportunities to participate in learning.

1. Equal Speaking Opportunities in Class

One key indicator of gender equality is how opportunities to speak are distributed between male and female students. Observations showed that teachers made efforts to provide equal chances for both genders to speak and engage in discussions. However, in practice, male students more frequently raised their hands and dominated conversations. This suggests that while opportunities may be equal, social and cultural norms influence student behavior—such as the perception that boys are more confident or outspoken in public.

Conversely, female students, though granted the same opportunities, were less likely to express their views. This could stem from social norms that cause girls to feel shy or hesitant to speak in class. In response, teachers need to actively encourage female students to participate more and build their confidence.

2. Fair Task Distribution in Group Work

Teachers at the school also made efforts to distribute group tasks fairly, without gender discrimination. Students were encouraged to choose tasks based on their interests and abilities, and task assignment did not appear to be influenced by gender. This allowed all students to feel equally involved.

However, in practice, male students more frequently assumed leadership roles in groups, while female students often took on supporting roles. This reflects lingering social assumptions that men are more suited for leadership. Teachers are thus encouraged to promote leadership opportunities for female students to foster a more balanced dynamic.

3. Teaching Materials Reflecting Gender Equality

PAI teaching materials at the school have begun to incorporate elements of gender equality, though improvements are still needed. In lessons about family roles, teachers emphasize that both genders share equal responsibility in maintaining a harmonious household. While it is stated that men serve as providers and women manage childcare and the home, the narrative still leans toward traditional gender roles.

Despite efforts toward equality, the portrayal of women remains more centered on domestic tasks, and men are still predominantly depicted as breadwinners. This reflects a gender bias that should be addressed to better represent equal rights and responsibilities in all aspects of life.

4. Teachers as Role Models for Gender Equality

Teachers play a crucial role in modeling inclusive and equitable classroom practices. At SD Negeri 200508 Padangsidempuan, most teachers strive to treat students fairly regardless of gender. They aim to offer equal participation opportunities and encourage girls to be more vocal and confident in class.

Nevertheless, subtle gender biases remain. In some situations, teachers tend to focus more on male students—especially during activities that require public speaking or critical thinking. This indicates the presence of unconscious bias, which can hinder gender equity. Therefore, gender sensitivity training for teachers is essential to raise awareness and promote fair classroom management.

Despite the teachers' positive efforts, several obstacles still hinder the effective implementation of gender equality in the classroom. These challenges stem from both internal and external factors.

1. Gender Stereotypes in Society

Prevailing societal gender stereotypes represent a significant barrier. Many communities continue to believe that men are better suited for leadership and public roles, while women are more appropriate for domestic and supporting roles. These perceptions often carry over into classroom settings, influencing student interactions.

2. Lack of Gender Sensitivity Training for Teachers

The limited availability of training on gender equality for teachers also poses a challenge. Without proper training, teachers may be unaware of their own gender biases, which can affect how they manage the classroom and treat students. This lack of awareness can inadvertently perpetuate inequality.

3. Inadequate Educational Resources

Many educational materials still contain gender biases, reinforcing traditional roles for men and women. Textbooks and teaching resources often reflect outdated gender norms, limiting efforts to foster equality. Revising and updating these materials to better reflect gender equity is essential for meaningful change.

CONCLUSION

This study aims to explore the application of gender equality principles in Islamic Religious Education (PAI) learning at SD Negeri 200508 Padangsidimpuan. Based on the results of the study, although there is no formal policy regarding gender equality in PAI learning at this school, teachers have tried to create a fair atmosphere for all students, both male and female.

The application of gender equality values can be seen in several aspects, such as providing opportunities to speak, dividing tasks, and efforts to avoid gender bias in learning materials. Teachers provide almost equal opportunities for male and female students to participate in class discussions. Likewise, the division of roles in groups tends to be fair regardless of gender. However, it was found that male students tend to be more active in speaking and taking dominant roles in groups, while female students are more passive. This shows that despite efforts to create inclusive classes, there are still obstacles in overcoming inequality in student participation.

However, the implementation of gender equality still faces challenges from several factors, such as strong gender stereotypes in society, lack of teacher training on gender equality, and limited educational resources that support the implementation of these principles. Traditional views in society that consider men to be more dominant and more worthy of leadership, and women to be more suited to supporting roles, still influence the dynamics of classroom learning.

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