



ANALYSIS OF GENDER EQUALITY AND SOCIAL INCLUSION IN CLASS PARTICIPATION ENGLISH LEARNING TEN GRADE AT SMK NEGERI 1 TUHEMBERUA IN 2023/2024

EFAIF MARTIN BERKATNIA GULO¹, YAREDI WARUWU², AFORE TAHIR HAREFA³, TRISMAN HAREFA⁴

Universitas Nias

e-mail: efaifgulo@gmail.com¹, yarediwaruwunias@gmail.com², aforetahirharefa@gmail.com³, trismanharefa@unias.ac.id⁴

ABSTRAK

Penelitian ini mengkaji kesetaraan gender dan inklusi sosial terhadap partisipasi siswa kelas X pada pembelajaran bahasa Inggris di SMK Negeri 1 Tuhemberua tahun ajaran 2024/2025. Tujuan utama penelitian ini adalah untuk menilai bagaimana peran gender dan dinamika sosial di lingkungan kelas mempengaruhi partisipasi dan keterlibatan siswa. Penelitian ini menggunakan pendekatan metode campuran, yang menggabungkan teknik pengumpulan data kualitatif dan kuantitatif, termasuk observasi kelas, survei, dan wawancara dengan siswa. Analisis ini berfokus pada mengidentifikasi pola partisipasi yang mungkin mengindikasikan bias gender atau eksklusi sosial. Analisis ini juga mengeksplorasi hambatan yang menghambat partisipasi setara di kalangan siswa, seperti ekspektasi budaya, stereotip, dan perlakuan berbeda dari pendidik. Selain itu, penelitian ini mengevaluasi efektivitas praktik pedagogi saat ini dalam menciptakan lingkungan pembelajaran inklusif yang mendukung siswa laki-laki dan perempuan secara setara, terlepas dari Temuan dari penelitian ini menunjukkan adanya kesenjangan yang signifikan dalam tingkat partisipasi antara siswa laki-laki dan perempuan, dimana anak perempuan seringkali menghadapi hambatan yang lebih besar karena dengan norma dan harapan masyarakat. Studi ini juga menyoroti perlunya guru untuk mengadopsi strategi pengajaran yang lebih inklusif yang secara aktif mempromosikan kesetaraan gender dan inklusi sosial. Temuan-temuan ini menggarisbawahi pentingnya upaya berkelanjutan untuk menutup kesenjangan gender dan menciptakan pengalaman pendidikan yang lebih adil bagi semua siswa. Hasil penelitian ini diharapkan dapat memberikan masukan bagi pengembangan intervensi dan kebijakan yang ditargetkan untuk meningkatkan kesetaraan gender.

Kata Kunci: kesetaraan gender, inklusi sosial

ABSTRACT

This research examines gender equality and social inclusion in the participation of class X students during English learning at SMK Negeri 1 Tuhemberua for the 2024/2025 academic year. The primary goal of this research is to assess how gender roles and social dynamics in the classroom environment influence student participation and engagement. This research used a mixed methods approach, combining qualitative and quantitative data collection techniques, including classroom observations, surveys, and interviews with students. This analysis focuses on identifying participation patterns that may indicate gender bias or social exclusion. This analysis also explores barriers that prevent equal participation among students, such as cultural expectations, stereotypes, and differential treatment by educators. Additionally, this study evaluates the effectiveness of current pedagogical practices in fostering an inclusive learning environment that supports male and female students equally, regardless of Findings from this research reveal a significant gap in participation rates between male and female students, with girls often facing greater barriers due to societal norms and expectations. This study also highlights the need for teachers to adopt more inclusive teaching strategies that actively promote gender equality and social inclusion. These findings underscore the importance of

continued efforts to close the gender gap and create a more equitable educational experience for all students. It is hoped that the results of this research will inform the development of targeted interventions and policies aimed at improving gender equality.

Keywords: gender equality, sosial conclusion

INTRODUCTION

English is a crucial foreign language taught in educational institutions worldwide, opening doors to knowledge and opportunities across various fields. Understanding gender equality and social inclusion in classroom participation is essential to evaluating the extent of access and engagement among individuals from diverse backgrounds in the learning process. The challenges surrounding unequal access to education, influenced by cultural, economic, and geographical factors, highlight the need for a comprehensive analysis. Such an analysis helps in developing inclusive and equitable strategies and policies in education.

Gender equality and social inclusion have become significant topics in educational discourse globally. The focus on equal opportunities for all students, regardless of gender and social background, aligns with Sustainable Development Goal (SDG) 4, which promotes inclusive and equitable quality education for all (UNESCO, 2015). The classroom environment is a critical arena where gender dynamics and social inclusion practices are reflected and influenced. For instance, studies by Mahmud and Robinson (2017) highlight that unequal participation in classroom activities often stems from societal biases, which manifest in teacher-student interactions and peer relationships. Addressing these disparities is essential to fostering an inclusive learning environment that benefits all students equally.

English language learning, particularly in vocational schools like SMK Negeri 1 Tuhemberua, serves as a unique context for analyzing gender equality and inclusion. English is not only a subject but also a tool for global engagement and professional growth. However, research indicates that gender and social factors significantly influence classroom participation. For example, Sumarni and Fitriana (2020) found that female students often participate less actively due to societal stereotypes and a lack of confidence. Meanwhile, male students may dominate discussions, creating an imbalanced dynamic in the classroom. These findings suggest that addressing gender equality in English learning contexts is vital for ensuring that both male and female students have equal opportunities to develop their skills.

Furthermore, social inclusion is equally important in ensuring equitable participation in the classroom. In a study by Rahmawati et al. (2021), students from marginalized or low socioeconomic backgrounds often faced barriers to active participation in class activities. These barriers include limited access to learning resources and subtle biases from peers and teachers. Understanding and addressing these challenges are crucial for creating a supportive and inclusive learning environment. SMK Negeri 1 Tuhemberua, as a vocational school in a diverse community, provides an interesting case study to explore how these dynamics play out in practice.

Recent research also emphasizes the role of teachers in fostering gender equality and inclusion in classrooms. According to Yuliana et al. (2022), teachers' attitudes and teaching strategies significantly impact students' participation. Educators who actively promote inclusive practices, such as using participatory teaching methods and addressing biases, can create a more balanced classroom dynamic. This approach aligns with the findings of Fitriani and Kusuma (2020), who argued that teacher interventions are critical in reducing gender and social disparities in classroom participation.

In this study, the focus is on analyzing gender equality and social inclusion in class participation in English learning among tenth-grade students at SMK Negeri 1 Tuhemberua during the academic year 2023/2024. The findings are expected to provide insights into the

current state of inclusivity in English learning and offer recommendations for fostering a more equitable and inclusive learning environment. Thus, this study is titled "Analysis of Gender Equality and Social Inclusion in Class Participation in English Learning in the Tenth Grade at SMK Negeri 1 Tuhemberua."

RESEARCH METHODS

This research utilizes a qualitative descriptive method to explore gender equality and social inclusion in class participation at SMK Negeri 1 Tuhemberua. The study collects data through direct observation, interviews, and documentation, allowing for a comprehensive understanding of the phenomena in question. By employing qualitative descriptive analysis, the researcher aims to describe the findings clearly in words and sentences, providing a detailed explanation of the subject matter.

Data will be gathered from both primary and secondary sources, including interviews with school principals, observations of classroom interactions, and relevant documents and archives. The analysis follows the interactive model of Miles, Huberman, and Saldana, involving data reduction, data display, and the drawing of conclusions through systematic verification. This approach ensures that the research findings are well-supported and accurately reflect the realities of the research setting.

RESEARCH RESULT AND DISCUSSION

Based on the results of interviews conducted by researchers in class X of SMK Negeri 1 Tuhemberua, it can be seen that gender equality and inclusion in the participation of English learning classes have been sought by teachers in the field of study so that it can be implemented evenly. In detail, here is an analysis of the results of gender equality and social inclusion in class X participation in learning English:

Table 1. Results of interviews with English teachers

| Interview | Respondent's answer |
|------------------|---|
| Researchers | What is your experience in teaching English |
| English Teacher | English lessons are one of the learning that students consider difficult. Many students think that English is not their mother tongue so they feel that they do not need to learn it deeply. It is a sad thing in teaching English. Meanwhile, the love I experience in teaching English is that student participation in learning English has increased. Then there are alumni who take or continue their studies in the field of English. So that I as a teacher feel proud and succeed in teaching these students to learn English as an international language which is often considered difficult by students. |



| | |
|-----------------|---|
| Researchers | Do all students have the same opportunity to participate to all students in the class? |
| English Teacher | So in learning English during my teaching, all students get the opportunity to participate in learning. Both male and female students. |
| Researchers | Do you think there is a difference between male and female students in the classroom? |
| English Teacher | As an educator, I have never discriminated between the treatment of female and male students. This is because all students have the right to get the knowledge they need to prepare for their future |
| Researchers | Do you feel that all students, regardless of their social or economic background, have the same opportunity to participate in United Kingdom classes? |
| English Teacher | Yes, as a professional teacher, you must understand that teachers teach not just teaching. But also an exemplary figure in attitude. A good teacher does not distinguish between giving opportunities to students only from their social or economic background |
| Researchers | How do your teachers support students from different backgrounds to actively participate in class? |
| English Teacher | We as teachers see how the personality of students in the classroom is. Teachers must pay attention to how motivated the students are to learn, then what is the background so that teachers provide learning evenly. If there are students who lack motivation to learn, they will take time to be directed or given morivation. |
| Researchers | Are there any initiatives or activities in the classroom that support social inclusion? Can you give an example?. |
| English Teacher | Of course, there are especially in my English subject, even though I am not |

| | |
|--------------------|--|
| | a religion teacher, but I teach them, invite them to pray in English in turn, so that they are able to pray in English and learn religious knowledge as well |
| Researchers | What are your suggestions so that United Kingdom classes at SMK Negeri 1 Tuhemberua can be fairer and more inclusive? |
| English Teacher | My suggestion is that we as teachers must provide the same motivation to every student. It is not allowed to look at background, social, gender, religion or ethnicity. Because every student must acquire equal knowledge, especially in English subjects |
| Researchers | Is there anything else you would like to convey regarding gender justice and social inclusion in United Kingdom language learning in your classroom? |
| English Dictionary | I think every child receives the same lessons. And for us women who may feel less cared for. So parents or men should also be able to pay attention to women's motivation to learn so that not only men are given college schools by their parents |

A. Participation analysis by gender

1. Active participation in the classroom

Active participation in the classroom is one of the important indicators in the success of the learning process. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, students' active participation includes various forms of involvement, such as answering questions, participating in group discussions, expressing opinions, and interacting with teachers and classmates. This participation is not only important for the development of students' language skills but also plays a role in building their confidence and social skills.

1. Factors Affecting Active Participation

From the results of interviews with students and teachers, there are several main factors that affect students' active participation in learning United Kingdom:

- Self-Perception of United Kingdom Language Proficiency
- Teacher Teaching Methods
- Social Support and Classroom Environment

2. Differences in Participation Based on Gender and Social Background

Data analysis showed that there were differences in active participation in the classroom based on gender and social background. Male students tend to participate in class discussions more often than female students, which may be due to social norms that encourage courage and confidence in male students. However, female students who felt supported by teachers and

classmates showed equal or even more active participation in certain contexts, especially when the topics discussed piqued their interest.

In terms of social background, students who come from families with higher economic status tend to be more active in participating, perhaps because of their access to additional resources such as private tutoring or richer learning materials. In contrast, students from economically disadvantaged backgrounds often show lower participation, which can be due to a lack of support at home or limited access to educational facilities.

3. Strategies to Increase Active Participation

Based on these findings, some strategies that can be implemented to increase active participation in the classroom include:

- Increased Student Confidence
- Use of Diverse Teaching Methods
- Creating an Inclusive Classroom Environment
- Create a Welcoming Foster an inclusive atmosphere where all participants feel valued and safe to share their opinions.
- Encourage open communication, active listening, and respect for diverse perspectives.
- Clearly communicate the purpose of the activity or meeting and what is expected from participants
- Use Interactive Technique to gauge understanding or opinions, which also engages people interactive
- to encourage more intimate and meaningful conversation
- Ask participants to think individually, discuss in pairs, and then share with the larger group.
- Use game-like elements, such as points, badges, or challenges, to make participation more engaging and fun.
- Utilize digital tools and platforms like interactive whiteboards, collaborative documents, or apps to facilitate engagement.
- Use chat functions, reaction emojis, or Q&A features in virtual settings to encourage non-verbal participation
- Pose questions that encourage critical thinking, discussion, and multiple perspectives rather than simple yes/no answers.
- Rotate Roles and Responsibilities
- Assign rotating roles (such as moderator, note-taker, or discussion leader) to give everyone a chance to lead and contribute actively.
- Acknowledge contributions promptly and provide constructive feedback to validate participants' input and motivate further engagement.
- Incorporate icebreakers, storytelling, or personal sharing opportunities to build trust and rapport among participants.
- Promote collaboration and peer learning by pairing participants or forming study or discussion groups.
- Encourage participants to support and learn from each other, which can lead to more dynamic and active engagement.
- Incorporate visuals (like charts, images, or videos) and storytelling to make content more relatable and engaging.
- Visual and narrative elements can captivate attention and enhance comprehension, prompting more participation.
- Change the format regularly to keep the experience fresh and dynamic (e.g., switching from presentations to group discussions or interactive workshop.

- Identify any barriers that might be preventing participation, such as fear of judgment, language difficulties, or lack of understanding, and address them directly.
- Regularly ask participants for feedback on how to improve engagement and implement their suggestions.

4. Implications for United Kingdom Language Learning

Active participation in the classroom is a crucial component of learning the United Kingdom, as it gives students the opportunity to practice their language skills in a real context. By understanding the factors that influence active participation and implementing appropriate strategies, teachers can create a more inclusive and productive learning environment, which will ultimately improve student learning outcomes.

2. Teachers' perception of gender equality in the classroom

Gender equality in education is an important issue that affects student access, participation, and academic achievement. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, teachers' perception of gender equality plays a key role in shaping an inclusive and equitable learning environment. These perceptions can influence how teachers interact with students, manage classes, and provide opportunities for all students to thrive regardless of their gender.

1. Teachers' Perception of Students' Abilities Based on Gender

The results of interviews with teachers showed that teachers at SMK Negeri 1 Tuhemberua had a positive view of students' abilities regardless of gender. Teachers tend to believe that both male and female students have the same potential in learning United Kingdom. However, some teachers also admit that they sometimes face gender stereotypes that are ingrained in society, such as the notion that male students are more likely to excel in verbal skills or that female students are more diligent and conscientious.

Teachers who are aware of these stereotypes try not to let these views affect their interactions with students. They are committed to providing equal support to all students, encouraging active participation in the classroom without discriminating by gender. However, in practice, there are times when teachers unconsciously give more attention or opportunities to one gender, depending on the classroom situation and student dynamics.

2. Application of Gender Equality in Teaching Methods

Teachers at SMK Negeri 1 Tuhemberua generally strive to implement teaching methods that support gender equality. This includes strategies such as:

- Balanced Group Division
- Inclusive Use of Language
- Encourage Active Participation

However, despite these efforts, some teachers admit that they still face challenges in creating perfect gender equality in the classroom. One of the main challenges is the differences in interests and motivations between male and female students, which are often influenced by cultural and social factors outside of school.

3. Teachers' Awareness of Gender Barriers in the Classroom

Some teachers show a high level of awareness of the barriers that female or male students may face in learning United Kingdom. For example, teachers realize that female students may be more reluctant to participate in class discussions for fear of being ridiculed or ignored by their classmates, especially if they are a minority in a class dominated by male students.

Teachers also noted that some male students may feel social pressure not to show much interest in language lessons, which are considered more suitable for girls. This awareness encourages teachers to actively create a supportive classroom environment for all students, including by providing extra encouragement to those who seem less active or marginalized.

4. Implications of Teachers' Perceptions of Teaching Practices

Teachers' perception of gender equality has a direct impact on teaching practices and student learning outcomes. Teachers who have a good understanding of gender equality tend to be more successful in creating an inclusive classroom environment, where each student feels valued and supported to reach their potential. Conversely, if teachers have gender biases, either consciously or unconsciously, this can create gaps in student participation and achievement. For example, students who feel neglected or treated unfairly based on their gender may become less motivated to actively participate in class, which can ultimately affect their academic achievement.

Therefore, it is important for teachers to continue to develop their awareness and understanding of gender equality, as well as to adopt truly inclusive teaching practices. Regular training and discussions on gender issues in education can also help teachers overcome any biases they may have and create a more equitable learning environment for all students.

B. Analysis of social inclusion in class participation

Student involvement in the learning process is a key factor that determines the success of education. In the context of English learning in 10 grade at SMK Negeri 1 Tuhemberua, the involvement of students from various social, economic, and cultural backgrounds is essential to ensure social inclusion and provide equal opportunities for all students to thrive. This involvement includes active participation in the classroom, interaction with teachers and peers, and contributions to various learning activities.

1. The Influence of Social and Economic Background on Student Engagement

The results of the study show that students' social and economic backgrounds have a significant influence on their level of involvement in learning in the United Kingdom. Students who come from families with higher economic status generally have better access to educational resources, such as private tutoring, supplementary books, and technology facilities. This often makes them more confident and more involved in the learning process.

In contrast, students who come from disadvantaged economic backgrounds may face limitations in access to these resources, which can affect their participation in class. They may feel left behind compared to their more economically fortunate peers, which in turn can lower their motivation to actively engage in learning. In addition, responsibilities at home, such as helping with family chores, can also limit the time they have to study, which has an effect on their level of involvement in class.

2. The Influence of Cultural and Ethnic Background on Student Engagement

Cultural and ethnic backgrounds also play an important role in students' involvement in learning in the United Kingdom. Students who come from ethnic minority groups may face additional challenges, such as native language differences affecting their ability to understand and use the United Kingdom. This can make them feel less confident to speak or participate in class activities.

Teachers note that students from certain cultural backgrounds may also have different social norms regarding how they should interact with teachers and classmates. For example, students from more hierarchical cultures may feel less comfortable speaking directly or expressing their opinions, especially if they feel that it does not fit into their cultural norms. This can reduce their involvement in class discussions and other learning activities.

3. Strategies to Increase Student Engagement from Various Backgrounds

To increase the engagement of students from different backgrounds, several strategies can be adopted in United Kingdom language learning:

- **Providing Extra Support:** Teachers can give special attention to students who come from disadvantaged economic backgrounds by providing additional resources, such as free

study materials or special tutoring sessions. This helps them to catch up and increase their engagement in the classroom.

- **Culturally Sensitive Learning Approach:** Using an approach that respects and accommodates cultural differences can help students from different ethnic backgrounds feel more welcome and supported in the classroom. For example, teachers can integrate examples from different cultures in the subject matter to make learning more inclusive.
- **Building an Inclusive Environment:** Creating an inclusive classroom environment where all students feel valued and accepted regardless of their background is essential. Teachers can encourage engagement by ensuring that every student has an equal opportunity to participate, as well as by promoting mutual respect among students.

4. The Role of Teachers in Increasing Student Engagement

The role of teachers is vital in ensuring the involvement of students from various backgrounds. Teachers who are sensitive to the unique needs and challenges faced by students from different backgrounds can take proactive steps to address these barriers. This includes providing more personalized guidance, adapting teaching methods to meet student needs, and creating opportunities for students to interact and learn from each other.

Teachers who successfully create an inclusive and supportive learning environment will see an increase in overall student engagement. This not only has a positive impact on United Kingdom learning outcomes, but also on students' social and emotional development, which will ultimately strengthen social equality and inclusion in the classroom.

5. Implications of Student Involvement from Various Backgrounds on United Kingdom Language Learning

The involvement of students from different backgrounds in learning United Kingdom has far-reaching implications for students' academic and social success. Students who are more engaged tend to show higher academic achievement, improved language skills, and greater self-confidence. Therefore, it is important for schools and teachers to continually work to increase the engagement of all students, taking into account the diversity of their backgrounds.

C. The relationship between gender equality and social inclusion

Gender equality and social inclusion are two interrelated concepts and play an important role in creating a fair and inclusive educational environment. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, the relationship between gender equality and social inclusion can be seen through how these two concepts affect student participation, engagement, and achievement in the classroom.

1. Gender Equality as the Foundation of Social Inclusion

Gender equality means giving equal opportunities to all students, both male and female, to participate and thrive in the learning process. When gender equality is well implemented, every student feels valued and supported, which is a key element of social inclusion. In United Kingdom classes, this can be realized through a variety of strategies, such as:

- **Equal Roles Distribution:** Teachers who implement gender equality will ensure that assignments and roles in the classroom, such as being group leaders or presenters, are shared fairly between male and female students. It provides an equal opportunity for all students to develop their communication and leadership skills.
- **Balanced Participation Encouragement:** In class discussions, teachers who are sensitive to gender equality issues will encourage participation from both genders, especially if there are students who tend to be more passive. That way, all students feel that they have an equally important role in learning, which contributes to a sense of social inclusion.

2. Social Inclusion Strengthens Gender Equality

While gender equality helps create social inclusion, social inclusion also strengthens gender equality. Social inclusion means creating an environment where all students, regardless of gender, social, economic, or cultural background, feel welcome and supported in learning. When students feel inclusive, they are more likely to actively participate and take advantage of the learning opportunities provided. In the context of learning United Kingdom, this can be seen in several aspects:

- **Acceptance and Appreciation of Diversity:** When social inclusion is implemented, the diversity of students' backgrounds and perspectives is considered an asset, not a barrier. This creates a space where every student, both male and female, feels that their contributions are valued, regardless of gender or social stereotypes.
- **Safe and Supportive Environment:** Social inclusion creates a safe and supportive classroom atmosphere, where students are not afraid to speak up or participate because of their gender. Teachers who successfully create an inclusive environment will find it easier to encourage gender equality, as students feel comfortable expressing themselves without worrying about discrimination or bias.

3. Practical Relevance in United Kingdom Language Learning

In practice, gender equality and social inclusion often go hand in hand in United Kingdom language learning. For example, when teachers adopt inclusive teaching methods, such as project-based learning or group discussions, they automatically support gender equality by providing space for all students to contribute. Similarly, when male and female students are given equal opportunities to engage in learning, this contributes to increased social inclusion as it reduces the gap between students from different backgrounds.

Concrete examples of this linkage can be seen in activities such as:

- **Group Discussions:** In group discussions, teachers can ensure that each group is made up of both male and female students, as well as students from different social backgrounds. Thus, all students learn to cooperate and respect each other's views, which reinforces both gender equality and social inclusion.
- **Collaborative Projects:** Projects that involve collaboration between male and female students from different backgrounds can help them develop a better understanding of the importance of equality and inclusion. It not only helps in learning United Kingdom but also in developing the social skills necessary to interact in a diverse society.

4. Implications for Teaching and Learning

Understanding the relationship between gender equality and social inclusion has important implications for teaching practice. Teachers need to realize that in order to achieve effective and inclusive learning, they must actively support both of these concepts. Implementing teaching strategies that integrate gender equality and social inclusion not only increases student participation and engagement but also helps them develop positive attitudes towards diversity and social justice.

By creating a learning environment that supports gender equality and social inclusion, teachers can help all students, regardless of their gender or background, to reach their full potential in United Kingdom language learning. It will also prepare students to become more open, tolerant, and ready to contribute positively in an increasingly global and diverse society.

CONCLUSION

Based on the results of the discussion that has been described, it can be concluded that gender equality and social inclusion play an important role in the context of learning in Ten Grade at SMK Negeri 1 Tuhemberua. The involvement of students from different backgrounds in learning the United Kingdom shows that social, economic, and cultural backgrounds affect student participation and engagement rates. Teachers have a crucial role to play in creating an

inclusive and supportive classroom environment, where all students, regardless of their background, feel welcome and encouraged to actively participate. Teachers' perceptions of gender equality in the classroom show that despite challenges, most teachers strive to overcome gender stereotypes and provide equal opportunities to all students. This can be seen from their efforts in dividing roles fairly, using inclusive language, and encouraging participation from all students.

The relationship between gender equality and social inclusion is very close. Gender equality is the foundation for the creation of social inclusion, while social inclusion strengthens the application of gender equality in the learning process. When these two concepts go hand in hand, the result is a fairer and more effective learning environment, where all students have an equal opportunity to thrive and reach their full potential. Overall, the implementation of gender equality and social inclusion in United Kingdom language learning not only increases student engagement, but also contributes to the formation of positive attitudes towards diversity and social justice. As such, teachers need to continue to develop teaching strategies that support these two aspects to create an inclusive and empowering educational environment for all students.

BIBLIOGRAPY

- Audina D. (2022). Kesetaraan Gender dalam Perspektif Hak Asasi Manusia. *Jurnal Penelitian Ilmu Hukum*. Vol. 2 No. 4 Oktober Tahun 2022 | Hal. 148 – 154
- Damanik & Saliman,(2024). Menanamkan Nilai Kesetaraan Gender dalam Hubungan Berpacaran melalui Pembelajaran Sosiologi di Jenjang Sekolah Menengah Atas. *Jurnal Kependidikan*, Vol. 13, No. 1, Februari 2024.
- Harmain R. (2021). Upaya Meningkatkan Partisipasi Siswa Pada Materi Mengidentifikasi Macam-Macam Limbah Melalui Metode Diskusi *Jurnal Pengabdian Kepada Masyarakat*. Volume 01, (1), Maret 2021
- Judiasih S. (2022). Implementasi Kesetaraan Gender Dalam Beberapa Aspek Kehidupan Bermasyarakat Di Indonesia. *Jurnal Ilmu Hukum Kenotariatan Fakultas Hukum Universitas Padjadjaran*. Volume 5, Nomor 2, Juni 2022
- Kusumawiranti R. (2021). Pengarusutamaan Gender Dan Inklusi Sosial Dalam Pembangunan Desa *jurnal POPULIKA* Vol. 9 No. 1 Tahun 2021
- Lestari F. et al (2024). Penerapan Kesetaraan Gender dalam Proses Pembelajaran Program Keahlian Teknik Instalasi Tenaga Listrik di SMK. *Journal of Education Research*. Vol. 5(2), 2024, Pages 1147-1156
- Melatie Z. (2022). Kesetaraan Gender Dalam Perspektif Media Iklan. *Jurnal Komunikasi Pemberdayaan* Vol. 1, No.2, Desember 2022
- Muafiah E. et al, (2020). Gender Equality And Social Inclusion (Gesi) Pada Dua Sekolah Inklusi Di Ponorogo. *Jurnal Study Gender dan Islam*. Vol. 19, No. 2, Juli 2020.
- Ngazizah. N. et al, (2022). Upaya Peningkatan Kemampuan Kesetaraan Gender Melalui Pembelajaran Berbasis Gender Sosial Inklusi pada Peserta Didik Sekolah Dasar. *Jurnalbasicedu* Volume 6 Nomor 1 Tahun 2022 Halaman 997 – 1005.
- Nisarohmah L. (2022). Analisis Kesenjangan Gender dalam Bidang Pekerjaan pada Era Kontemporer *jurnal Gunung Djati Conference Series*, Volume 8 (2022)
- Nuraeni Y. (2021). Analisis Kesetaraan Gender dalam Bidang Ketenagakerjaan di Indonesia. *Jurnal Ilmu Pemerintahan*. Vol. 20 No. 01 Tahun 2021 Halaman 68-79
- Siga. (2023). Implementasi Kemampuan Berpikir Kritis dan Pemahaman Inklusi Sosial dalam Konteks Kebhinekaan di Sekolah. *Jurnal Pembangunan Sosial*. Vol 6, No 2, 2023, pp 185-192



- Saputri D. et al, (2022). Upaya Peningkatan Kemampuan Kognitif Melalui Pembelajaran Berbasis Gender Sosial Inklusi pada Peserta Didik Kelas V. *Jurnal Ilmu Pendidikan* Volume 4 Nomor 2 Tahun 2022 Halm 1735 – 1742
- Syayekti E. (2023). Komunikasi Di Media Sosial: Perspektif Kesetaraan Gender *Journal of Da'wa and Communication*. Vol.04, No.02, July-December 2023, pp. 141-154
- Umi Zulfa. (2023) Inklusifitas Pendidikan Inklusif Di Indonesia. *Jurnal Prosiding Seminar Internasional*. Vol. 1 No.1 Desember 2023, hal. 193 – 199
- Wihartanti A. (2022). Partisipasi Peserta Didik Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar Pada Blended Learning. *Jurnal Cakrawala Pendas* Vol. 8 No. 2, April 2022
- Waode Azfari Aziz. (2024). Penyuluhan Membangun Kesadaran Terkait Kesetaraan Gender Pada Remaja Di SMPN 15 Kota Baubau. *Jurnal Kolaboratif Sains*, Volume 7 Issue 2 Februari 2024
- Yuni Sulistyowati. (2020). Kesetaraan Gender Dalam Lingkup Pendidikan Dan Tata Sosial. *Indonesian Journal of Gender Studies* Volume 1 No. 2 Tahun 2020