

Social Behavior and The Achievements of Students in Gender Perspective in SMA Negeri 1 Banjarharjo Kabupaten Brebes

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Abstract

Social inequality and learning achievements students in gender perspective. The research aim is identifying social behaviour of male students and women students, analyzing the learning achievement of students on gender perspective. A qualitative approach used with participative observation method. Informant research was the teachers, teacher counselling and student X, XI, XII. Data collection techniques with observation, result of interviews and documentation learning students. Data analysis techniques use Harvard gender analysis include access, control, participation and benefits. The validity of data in this research is using triangulation techniques. Research results suggest that all students have equal occasion in a learning procession at class to achieve learning accomplishments. Behavior of boy students are more aggressive in uproar at the class, difficult to be, the informing in frequently weak in exposing the material and has low learning achievement. Teacher can develop a implementation of learning in class based on gender perspective.

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INTRODUCTION

A human is individual creatures and featuring certain behaviour, events of influence between individuals with other individuals. Hardati (2010) social science is the study of human behavior with various aspects of life in society. Social science is integrated from geography, economics, sociology, and history with the concepts of space and interaction so that it affects human life.

This can be see of individual social behavior, that form of behavior can be observed through attitudes and actions, but not mean that the form of behavior can be seen only attitude and actions, behavior can be potential in form of knowledge, motivation and perception.

Allport (2004) revealing that a value of beliefs a person is acting over a number of choice. The view Allport about the value is a tendency to behave from desire, motivation desire, and deeper thrust it belief would be accommodated in the form of behavior (Masrukhi, 2017: 23).

Cultural values that distinguish the role of men and women in social reality can be found in various cultural bases, such as in social institutions, religious teachings, myths, symbols and other social practices. This cultural value is objective because culture is public property. (Geertz, 1992: 15).

Women and men had a distinction behave so that gender stereotypes and identity were gender constructs by cultural construction in society as advanced by Margaret Mead (1935) in theory that behavior differences between women and men were to place society through cultural construction, social result and different duties.

The social behavior which have been curvature of a definition of the social behavior between students with students, with teachers and students with the laws of which act the school. Differences for social behavior of students in school have influence on learning prestatation, cognitive students especially boys student have extremely low in learning.

Aims of research is to understand gender orientantion in SMA Negeri 1 Banjarharjo to identify of social behavior of student women,

analyze the achievements of the learning and gender perspective.

Benefit of these research to add insight in understanding gender inequality in class, to as appropriate solution improve the learning achievement of students based on gender and social culture of school.

METHODS

Reseach metode used a qualitative descriptive. Collection techniques is observing learning in class, interview conducted on students, teacher counselling. These researchers use model gender analysis techniques.

RESULTS AND DISCUSSION

Access, observation researchers of male and female students have the same occasion. Learning at class without discriminative againts certain gender, although boys students at class more less in the class. Remained common more attention.

The role of school applies the same to all students, absence of any distinction, guidance and sanctions for students wich were violated. In addition man and women students have same equal opportunities in class leadership. however, the observation class X until the XII class was headed by male students only the XI IPS 4 class and XI IPS 5. Female students were mayority as grade secretary and treasurer. Others, led by the school organization (OSIS) headed by female student. But in ekstrakuliculer sport dominan with male students, likes football, vollyball, basketball and badminton.

Particivate of male students, had a good particivate in learning process in class, active disscucion delivered duties at school. The decision in the organization and activities was authority and chairperson by female's participation. The ekstrakuliculer more interested in school such as PMR, Pramuka and volleyball. Where as the school's leadership and vice principal of the male school.

Control, power of the decision was the authority of the principal chief without female's

involvement in it. Structure organisations based on the solidative nature of female it was wound in decision taking while the authority was on the board.

Benefit from facility of SMA Negeri 1 Banjarharjo such as building a gender sensitive gender is a gender sensitive but for sports means much favourable by male over the use of music school, none of the room ekstrakuliculer dance mostly the spinners is female students.

Attitude Students in Learning Class

Male students tend to be noisy in the class, a commotion took place at the time to perform literation before learning start, the students were not condusif when teacher provides the duty work on, switching around the task sit to ask a replay to his friend's answer, but when teacher offers learning matter some male students sleep. Chat especially those who seated on back can not focus on matter the delivered differ with those with female students, there are several female students chatting, mirrored but most students prefer a focus on material.

Francis, et al. (2000), revealed that women's students are more in responsibility and precise responsibility tasks. Male students tend to be more noisy, more physically, and easier that female students.

Male students have competitive stereotip, active, aggressive and female students was seen as contrained and cooperative, dominating female.

Attitude Students in Role of School

Role of violatin increase in 2019/2020. In class X, the students late entrance in class, not entered school with description, the survey is usually the survey of intruction.

Students who violated the bidger tend to be students with gender typically purpose to show the existenance of tensignal as freedom. Smoking regarding smoking because of their conduct. Showing as a gentel form of maskulinitas.

Achievements in The Learning of SMA Negeri 1 Banjarharjo

The average cognitive value of students 75-78 and the average cognitive value of women's

77-82, the minimal quarter limits on each subjects were 75. It is minimal value is by a maximum learning time, unable to benefit from learning time at home, they learn at particular time on a by product of repatriation or examinations. From most male students, to spending time playing online game or exits at night. While female students most prefer learning in continuum. Learning time began from an hour to two hours a day outside hours learning school.

Melkiader Pero (2007) said that the utilization of time learning at outside time study made positive impact on learning achievements.

Hardati (2017) have equal opinion that mindfulness students in work on duty have better skil in complete problems from on lazy on work on students. The way learning students have influence on the result of learning that the more appropriate and regulary in study, then then result of learning would be obtained to be both increases, so if a way of learning were conducted in poorly and irregular, then the result of learning was not to be maximum.

Males students mostly interest in less science lessons such as math, chemistry of physics, and consider the study of science more difficult from subject to contain theories even before they begin the show of your self to study. Male students had little interest in learning math rather than because teacher taught but because they don't want to think hard or dizziness because they regard hard science lessons.

Sunarjan (2018) says that is use conventional learning like a lecture and summarizes makes a interest reading a low student. The used media study as power point turns out to have influence on learning students. This is also amplified by Martitah (2018) The use of the problems based learning module with outer space studies can increase the result of learning students and active in solve problems.

With the reasen students can engaged in direct and real learning, which might transfer knowledge to understanding the matter of real think and tought critical to understanding students of stronger matter.

Santroek (2003) revealing the role of gender is a expectation that establists how women

or men should think, act, and respect. Human brain in use in thinking activity, which the brain has differences between male and woman's brain.

This was reinforced by Michel Gurian in the Arends (2008) he said that the difference between a boy and girl due their differences in their brain. Female have brilliant intelligence that male almost never increased interest on theoretical matters, women were interested in things as practical from theoretical. Women closer to the practical life issues and konkret, whereas men more interested in abstract things. Kartini Kartono (2012).

This was reinforced by Soemanto (2006:157) revealing that women had a lead in language, writing, aesthetic and social problems. Women behavior and man has distinction, according to Margaret Mead in the Book Arief Budiman (1982) titled "*A sexual division of work in sociological discussion of female role in society*" reveals that differences. Social construction result in the social construction because culture, this producing different roles and duties.

Every student in class has a biological difference, in the role division most male students as class leaders whereas women's students as treasurer and secretary, the role division is still in the culture that the leader is man and function divide based on biologis.

Moore (1994:10-11) it says that women not only be culture, but it also raised in the division of work based on gender divisions. Raised in the symbolic association between women with nature and the male with culture. (MacCormack, et al., 1980).

Sunarjan (2018) argues that children are the economic future of parents. They are as insurance and savings for the future or as an economic investment.

Khodijah (2011) say that based on gender between male and women differencet characteristics. In general, women student avid from male students. Gender differences in several aspects related to academic abilities and school are seen in her participated's table.

Table 1. Differences Gender Characteristics

Characteristics	Differences gender
Physical differences	Though most female done more counts that male more stronger and big.
Special capabilities	Female more work on verbal's in the early years and maintained. Male shows further problems of language compared to women.
Motivational prestation	Male distinction to be related with duties and situation. And more performing masculine duties.
Aggression	Female have different aggression characteristics. In general, avid women students male has aggressive losses compared to female.
Science capabilities	Male superior has special abilities and continued during his school from male student. Gender differences in several aspects related to ability and school is academic visible.
Science	In the early years, there were little differences, superiority generic name reflected during high school.

Social and culture becoming the main reason lead to gender differences in academic factor that students familiartitas on subject, perceptions of certain subjects, expectation of teacher and others. Science lessons have defined as separate perception for students, many students who do not liked science lessons primarily in IPS students, this learning study more less benefit.

In the classroom girls are usually more obedient, more silent, and patient in waiting their turn. Whereas boys are noisier and ask for attention. Teachers will be more likely to reprimand, rebuke or punish them. Teachers spend more time interacting with boys, while girls are left to do it themselves.

The male students more heavily primand more accepts the relief of the absence of their trouble to answer the questions, gave more answered right. (Santrock, 2007).

Spender and Stanworth (1984) in his ecurrent studies that the teacher has different treatment between girls and boys in class learning. Although there was discriminated agints woment but that it had decreased for three decades, recent studies show that boy still dominated in the class. (Zittleman, et al., 2009).

Uno (2008) said that cognitive style is a typical way for students to learn, both related to how information is received and processed, attitudes toward information, and habits related

to the learning environment. Whereas according to Kagan, cognitive style can be defined as individual variations in how to look, remember, and think or separate ways to understand, store, transform and use information. (Ardana, 2007).

Social construction is the fundamental problems in gender studies is the question of male bias in research that denies the existence of a woman's own perspective. Georg Simmel for example said, "Almost all discussions of women deal only with what they are in relation to in terms of real, ideal of value criteria. No body asks what they are for them ". (Abdullah, 2003).

Boys and girls education as an important move towards gender equality with increased popularity of private school, opening special public school women and brief education as a joint education for girls. (Morse, et al., 1998).

Assessment achievement learning students in raport that includes aspect of knowledge and aspect of skill divided into three intellectual capabilities (*intellectual behaviors*).

Field cognitive, that field includes intellectual behavior emphasizing intellectual aspect, such as knowledge, definition, and think skills.

The affective realm, provides behavior which emphasize aspect of feelings and emotions, interest, attitude, appreciation, and other adjustment.

Psyomotor's realm, containing behaviour emphasizing motoric skills such as hand, typing, swimming. And operates mechines. These three areas have links of cognitive assessment of its ability to be an afective product or social behavior of students in school and the presence of students on every subjects. Students motivated in learning when the students motivation for his old and teacher. Instead, motivations are high and capable of economic oriented towards learning. (Rumberger and Palardy 2005).

CONCLUSION

Male students and female students have same occasion in learning in class for learning. Male students are aggressive in noisy in the class, difficult to be, to have a higher constitutional scene of women's students. Weak in order to

matter both use and use in both lower learning. While, women students are more terms, they learn devout on grammar school and they shared a better learning. Capability learning male students and female students, the average value of the knowledge of students 76-78 and the average end of 78-85 skill. While the average value of 78-85 women's knowledge the average skill of 80-90.

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