

## **Gender's role in students' comprehension and achievement in Bahasa Indonesia subject at SDN Percontohan Medan**

**Kartina Rahmadhani Rambe<sup>1</sup>, Widya Agustina<sup>2</sup>**

<sup>1, 2</sup>, STKIP Pangeran Antasari, North Sumatra, Indonesia;

[kartinarambe@gmail.com](mailto:kartinarambe@gmail.com)<sup>1</sup>, [widya110318@gmail.com](mailto:widya110318@gmail.com)<sup>2</sup>

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### **Abstract**

*Gender roles are social instructions that attempt to differentiate the physical functions of men and women. The study aims to determine the role of gender in students' understanding and achievement in Bahasa Indonesian subjects. It was conducted at SDN Experiment Medan in 2024. The populations in this study were students in classes IV B and IV C of SDN Experiment Medan, totaling 107 students who were students in the fourth grade at SDN Experiment Medan in 2024. Sampling was used using the cluster random sampling technique, where samples are taken by randomly taking classes from the population and selecting the sample using the Slovin formula with 35 respondents. This type of research is quantitative, and the primary and secondary data is obtained through documentation studies and a list of questions using a Likert scale. The data was processed statistically using the SPSS 26 program, namely the T-test, F-test and determinant coefficient models. The research results show that gender roles, understanding and achievement influence Indonesian language learning outcomes and increase awareness and implementation of gender equality. Hopefully, it can contribute to developing curricula and education policies that are more inclusive and gender equal.*

**Keywords:** gender roles, student achievement, primary education

### **Abstrak**

Penelitian ini bertujuan untuk mengkaji peran gender dalam pemahaman dan pencapaian siswa padamata pelajaran Bahasa Indonesia di SDN Percobaan Medan. Dengan meneliti perbedaan gender yang mempengaruhi pembelajaran, penelitian ini mengidentifikasi apakah terdapat pengaruh signifikan dari peran gender dalam pemahaman dan pencapaian siswa. Latar belakang masalah menunjukkan bahwa pendidikan dasar merupakan fase penting dalam



pembentukan karakter dan pemahaman kesetaraan gender. Hasil penelitian ini diharapkan dapat memberikan manfaat teoritis dan praktis bagi siswa, guru, dan sekolah dalam meningkatkan kesadaran dan penerapan kesetaraan gender. Pendekatan yang digunakan meliputi berbagai metode analisis data untuk memastikan validitas dan reliabilitas temuan. Hasilnya diharapkan dapat berkontribusi pada pengembangan kurikulum dan kebijakan pendidikan yang lebih inklusif dan setara gender.

**Kata Kunci:** *Peran Gender, Pencapaian Siswa, Pendidikan Dasar*

## INTRODUCTION

Children in elementary school (SD) are children aged 6-12 years in 2019. (Darmayanti, luthfia & nilamsari, 2019). Elementary school is a learning environment for children in a period of supervision and character education that must begin in early childhood. During this time, children are more inclined towards learning through play. Education and character understanding among students is very much needed because, with education, it is hoped that character and mindset can be formed to teach about equality for both men and women.

Gender is a social construct that seeks to differentiate the psychological functions of men and women (Fathur Rahmi, 2022). In terms of attitudes, behavior, and social actions prevalent and developing within society, gender differences certainly result in physiological differences, which in turn affect physiology in learning, especially in Indonesian language learning. Various research studies have found that gender differences influence learning at an elementary school age.

Education does not differentiate between all citizens of the state, including gender. It is reflected in the 1945 Constitution, Article 31, paragraph 1, which states that "every citizen, both women and men, has equal opportunities to obtain education." Therefore, the education system must ensure equal educational opportunities to enhance children's character.

Through education, the government creates programs that everyone can enjoy equally, both men and women. One of the strategic aspects of education is to instill values of justice and gender equality, which can be done by providing teaching materials and curricula related to gender. Gender equality in education is a human right that has been globally recognized (Indrawasih et al., 2021) and (Sari et al., 2021).

However, the efforts to convey gender equality from an early age have not been maximally implemented. This is evident from the still many Indonesian

language textbooks for elementary school levels that use quotes from literary works, which create inequality in those literary works by favoring one gender.

Literary works as a medium for learning the Indonesian language play a significant role in conveying the spirit of gender equality. Understanding literary works becomes one of the competencies that students must achieve in the Indonesian language subject and other linguistic aspects in the Indonesian language textbook. Literary works serve as mandatory reading examples for students. Thus, literary works or the quotes contained within them can be used as tools to convey the spirit of gender equality to the next generation of the nation through formal education (Indonesian language).

In formal subjects at SDN Percobaan Medan, the Indonesian language subject often discusses gender roles. Lesson content is as important as how the teacher provides their perspective. Previous research also explains that educators' views and attitudes influence the formation. When gender equality in education is achieved, its benefits extend to other sectors such as health, economy, and politics. (Mujahidah & Aini, 2018). Therefore, it is essential to identify the role of community service projects in promoting gender equality in education.

## METHOD

The type of research conducted in this study is quantitative. Sugiyono (2010) states that quantitative research, as a research method based on the philosophy of positivism, is used to study a population or a specific sample, data collection using research instruments, and data analysis that is quantitative in nature to test the established hypothesis. The variables connected in this research are the gender role variable (Y), the understanding variable (X1), and the achievement variable (X2) in the Indonesian language learning subject at SDN Percobaan Medan.

The population in this study consists of 107 students in the fourth grade at SDN Percobaan Medan in 2024. Meanwhile, the sample is a part of the number and characteristics possessed by the population. The class chosen as the sample is all the students in the fourth grade, totaling 35 students.

The data collection technique used in this research is the interview, which was conducted with the homeroom teacher of class IV-A at SDN Percobaan Medan. The next technique is the test (questionnaire) conducted at SDN Percobaan Medan with 35 respondents. The next technique is the documentation study, which was conducted for data collection in this research.

To measure the accuracy of the research instrument regarding the actual content or meaning being measured, the validity and reliability tests in this

study were conducted on 30 respondents taken from students in the third – and fourth-grade classes of SDN Percobaan Medan. The data were then analyzed using descriptive analysis techniques and the T-test.

## DISCUSSION

The results of this research explain the relationship between gender roles and students' understanding and achievement in the Indonesian language subject. Gender equality must be equal for both boys and girls, including in the process of learning the Indonesian language. Based on 35 respondents from SDN Percobaan Medan, the researcher conducted normality, homogeneity, T-test, and F-test.

### Normality Test

Based on the normality test, the significance determination is as follows: Based on the author's analysis results, the Asymp. The Sig (2-tailed) value in the one-sample Kolmogorov-Smirnov test for understanding is  $0.119 \geq 0.05$ ; for achievement data, it is  $0.127 \geq 0.05$ . Thus, it can be concluded that the calculation results for understanding and achievement data in this study are normally distributed.

### Homogeneity Test

Based on the results of the homogeneity test conducted by the author, it was obtained that the understanding data has a value of  $0.313 \geq 0.05$  and the achievement data has a value of  $0.62 \geq 0.05$ , so it can be concluded that the calculation results of the understanding and achievement data in this study identify that the group of data comes from a population that has the same variance, indicating homogeneity.

### T Test

Based on the author's analysis, results show that the data from the hypothesis test of students' understanding and achievement in Indonesian language lessons obtained with SPSS 26 indicates no influence. It is known that the data results from both variables, understanding, have a hypothesis value of  $0.509 \geq 0.05$ , and achievement data have a value of  $0.663 \geq 0.05$ . Meanwhile, the significant hypothesis value for understanding is  $0.614 \geq 0.05$ , and the considerable hypothesis value for achievement data has a value of  $0.512 \geq 0.05$ . Therefore, it can be concluded that the calculation results of understanding and achievement data in this study show no influence on gender roles because the significance values of both data are more significant than 0.05.

### F Regression Test

Based on the data from the F-Test (Regression) of students' understanding and achievement in the Indonesian language subject obtained with SPSS 26, it is known that there is no influence as the regression value of both variables is  $0.249 \geq 0.05$ , while the significance value of the regression test results is  $0.781 \geq 0.05$ . Therefore, it can be concluded that there is no influence on the understanding and achievement variables about gender roles.

## CONCLUSION

Gender is a social construct that aims to differentiate the psychological functions of men and women in terms of attitudes, behaviors, and social actions that occur and develop within society. The role of gender is a set of interrelated behaviors, rights, and obligations as conceptualized and realized by actors in a social situation, a behavior that is expected within the social status of an individual and a social position. The role is expected to be social control in community activities so that people can behave according to their social status. Gender roles are norms accepted about the characteristics of men or women in a particular society. Based on previous research studies, it is explained that educators' views and attitudes will influence the formation. When gender equality in education is achieved, its benefits extend to other sectors such as health, economy, and politics. (Mujahidah & Aini, 2018).

Based on the research results at SD Negeri Percobaan Medan, gender roles do not influence students' understanding and achievement in the Indonesian language subject. The t-test (Hypothesis) results on students' understanding and achievement in the Indonesian language subject obtained with SPSS 26 show no influence. It is known that the data from both variables, understanding data, has a hypothesis value of  $0.509 \geq 0.05$ , and achievement data has a value of  $0.663 \geq 0.05$ . Meanwhile, the significant hypothesis value for understanding data is  $0.614 \geq 0.05$ , and the considerable hypothesis value for achievement data has a value of  $0.512 \geq 0.05$ . Therefore, it can be concluded that the calculation results of understanding and achievement data in this study show no influence of gender roles because the significance values of both data are more significant than 0.05.

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