



Model of Internalization Gender Equality Values to Prevent Bullying of Female Students at Senior High School in Mataram City

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Abstract. This study aims to identify the pattern of instilling gender equality values in the school environment and to identify the gender equality values taught to high school students in Mataram City. This study used a qualitative approach with phenomenological methods to determine in detail the instillation of gender equality values through Sociology/Civics learning. The research instrument was the researcher himself, and several research questions were conducted to the research needs. The sources of data were obtained through primary research sources, namely, data that came from first-hand or people who were directly involved in inculcating the values of gender equality in the school environment. Data collection techniques were carried out through triangulation methods (observation, interviews, and documentation studies). The analysis techniques carried out include data reduction, data display, and concluding. The results of the study show that the model for instilling the values of gender equality in high school students in Mataram City are as follows; 1) Internalization through programs of intracurricular and extracurricular activities; 2) Utilization of social capital in preventing bullying in the school environment; 3) Collaborative integrative with P3KMG program approach (character education, multicultural education, gender education). Second, the values of gender equality that are internalized by every high school in Mataram City are very diverse. The values of gender equality that are instilled include the values of tolerance, anti-violence, mutual respect, freedom of opinion, justice, friendship, sympathy/empathy, tolerance, mutual help, and mutual respect.

Keywords: model · value · gender equality

1 Introduction

According to data from the Ministry of Health of the Republic of Indonesia, 50% of school-aged children have experienced bullying at school. Bullying is a problem for the Indonesian education system because it includes many forms of violence, including physical and verbal bullying. The most common types of bullying that students face are social and verbal bullying [1], including humiliation and the spread of rumors (relational

or social bullying); to electronic bullying using text messages, e-mail, or online media (cyberbullying) [2].

The results of the study [3–5] state that almost every school in Indonesia has cases of bullying, the common forms of bullying among students such as psychological violence, marginalization, and verbal violence such as mocking and hitting [6–8]. Based on cases of bullying that often occur in the school environment, anti-bullying policies are implemented to prevent bullying in schools [9]. The study's findings [10] stated that bullying is prevalent at Senior High School in Mataram City, with male students being more likely to bully female students. Men have a greater opportunity of bullying women [11].

The results of Li's research [12] explain that one in six students had experienced cyberbullying, and while there is no gender difference in the occurrence of cyberbullying among teenagers, bullying occurs a lot at Senior High School in Mataram City. Male students are more likely to bully female students [10]. Male and female students have the same potential to become victims of sexual harassment, but in terms of common experiences and incidents, women are more likely to encounter cross-gender sexual harassment situations [13].

Rao and Sweetman [14] found that women who want to study in higher education have special barriers related to gender, economic, and socio-cultural factors. Thus, gender equality is a concept that states that men and women have the freedom to develop their abilities and make decisions without being constrained by stereotypes, prejudices, and rigid gender roles.

The following are examples of types of bullying: a) Overt bullying includes physical and verbal bullying, such as pushing down, hitting, pushing violently, calling people with certain names, threatening and mocking with the intention of hurting; b) Indirect bullying includes relational aggression, where the impact is destroying the victim's relationships, such as ostracism, spreading gossip, and asking for praise or a specific act of friendship compensation [15].

The factors that cause bullying are the individual factor, the family who rarely pays attention to children, the mass media, and the internet. The behavior of students tends to be influenced by technological developments such as the use of the internet without parental supervision so that a child is freer to do bullying behavior through social media and the internet [16].

Mulyahati and Rasiban [17]; Haryani and Nurhaeni [18] explained that the implementation of the value of gender equality can be practiced in all school policies, curricula, and character education programs or integrated through school programs [19], and integrated through school curricula [20], can also be applied through learning models [21].

2 Method

This study uses a qualitative approach with a phenomenological method to determine the detail about the inculcation of gender equality values through Sociology/Civic learning, as well as all activities in the school environment to prevent bullying practices among female students in particular and all students in general at high school in Mataram City.

The selection of informants in this study was female students because the results of previous studies showed that bullying was more dominant in female students than in male students. Meanwhile, Denzin and Lincoln [22] explain that qualitative research is a form of finding and showing causal conditions, phenomena, contexts, conditions, effects, and strategies/interactions. Researchers conducted observations and interviews with triangulation of sources and triangulation of techniques. This study is primarily conducted to determine a person's actualization, social reality, and perception through his confession, which may not be revealed through general measurement with instruments [23].

The informants in the research are; principals, Sociology/Civic teachers, teachers of all subjects, and students. Data collection techniques using observation, interviews, and documentation. The data analysis techniques used are: a) data collection, carried out by observation, interviews, and documentation; b) data reduction, carried out by selecting each data finding, simplifying the data, and transforming the findings; c) data presentation, carried out by collecting all data that has been arranged in detail through the previous data selection; d) then verification of data carried out by drawing conclusions supported by the process of checking back the data that has been compiled [24]. The validity of the data was tested by triangulating the source, comparing the observational data with data from interviews with several informants, and using technical triangulation.

3 Result and Discussion

3.1 Model of Instilling Gender Equality Values in Students

3.1.1 Internalization Through the Intracurricular and Extracurricular Programs

The process of instilling gender equality values is carried out through two basic approaches, namely intracurricular programs and extracurricular programs. Internalization of these values is an activity that has been determined by each school. Intracurricular activities are related to the overall teaching and learning process of school-based and other supporting programs. Teaching and learning activities are a forum for teachers to socialize related to the value of gender equality in the learning process. This can be done by inserting it into the content of the material being studied by students.

This strategic role is carried out in the development of learning tools or learning designs by paying attention to the content of the material being taught. In the learning design, it is recommended to include elements of gender equality values in classroom activities so that the pedagogic ability of teachers is an important investment in understanding the diverse backgrounds of students. Therefore, teachers can implement a democratic and non-discriminatory learning process, especially regarding gender. Intracurricular activities are designed as well as possible by considering various aspects including the environment and teaching and learning activities related to gender.

Teachers are already understanding the importance of educating students about gender equality through the teaching and learning process to prevent violence in the classroom. According to Keisu and Ahlstrom [25], the participation of teachers and students in the learning process was capable of visualizing democratic conditions or attitudes among students. There is a process carried out in intracurricular activities to instill the

value of gender equality, specifically in the learning process (discussion, presentation, learning model), socialization during imtaq activities, and flag ceremonies conducted by the principal.

Teaching and learning activities are carried out by teachers in the classroom. In this learning process, the teacher instills the values of gender equality through learning materials. The learning materials directly contain the values of equality, especially on social material. Meanwhile, the application of the value of gender equality can be observed in learning activities carried out by teachers, such as in the process of group discussions, group presentations, and questions and answers by providing equal opportunities for students to express opinions without discrimination, teaching students to respect each other during the learning process going on. So that students have a complete understanding of gender equality, and it can be reflected in concrete attitudes and behaviors.

The principal lead the briefing activity to the teacher regarding the curriculum and the teacher's role. This activity is an overview of how the principal's leadership has an impact on the implementation of the entire program, vision, mission, and goals of school management, especially concerning the commitment to instilling the value of gender equality in the school environment. The principal is the highest leader in the school who has a responsibility to ensure that all school members work together to create a gender-responsive school environment to minimize bullying against female students in particular and male students in general.

The principal's leadership as the highest leader is an important instrument in the success of intracurricular and extracurricular activities that must be supported by all school members. The involvement of students is expected to provide a good understanding of gender issues or social issues such as bullying. This is in line with the opinion of Mulyahati and Rasiban [17, 18]. The application of the value of gender equality can be practiced in all school policies, and school curricula and integrated into character education programs [21].

In addition, the counseling teachers also have a very important and strategic role, namely monitoring and supervising students. Monitoring and supervision activities are carried out before the lesson begins. The counseling teacher has a role in controlling whether the school rules and regulations have been implemented and followed by the students.

Gender equality values are also internalized through extracurricular activities. In extracurricular activities, students are allowed to determine the organizations they are interested in to develop students' interests and talents. The school tries to facilitate every extracurricular in carrying out its activities. Extracurricular activities must refer to the achievement of the vision, mission, and goals of each school. Through these extracurricular activities, the school educates and familiarizes students with democratic values, solidarity, and respect for differences.

Thus, it can be concluded that instilling the value of gender equality in intracurricular and extracurricular activities can provide understanding and formation of student attitudes. This is reflected in the process of social interaction that occurs between female and male students. This balanced and positive interaction occurs during the learning process both inside and outside the classroom. In addition, the teacher has optimally formed students' democratic attitudes through discussion and presentation activities in

classrooms, as well as creating a conducive learning atmosphere by providing equal opportunities to all students without experiencing discrimination, especially concerning student gender. In addition, students have been able to build an attitude of mutual respect for different opinions.

3.1.2 Utilization of Social Capital in Preventing Bullying in the School Environment

Prevention of bullying can be done by utilizing social capital sourced from school culture because it helps in instilling the value of gender equality for all school members. Regarding gender understanding, school members, especially students, can implement values or norms that must be obeyed while they are in the school environment. The school as part of a social organization tries to conduct and provide understanding regarding gender equality and minimize bullying and the school continues to build trust in all school communities.

The belief value is seen from the process of implementing learning materials and social interactions that are manifested in the school environment, supporting each other in the implementation of school policies. Creating the belief value in the school community as an effort to strengthen the attitude of solidarity among school members so that every student, teacher, principal, and employee can create a peaceful atmosphere and social relations without conflict or discrimination and also cooperate in carrying out activities in the school environment.

These collaborations are internal cooperation (cooperation between all school members) and external cooperation (cooperation with parents and the community). This is following the statement of Fukuyama [26] which explains that social capital is the ability of each individual to work together to achieve goals and is interpreted as a form of norm or value structure that is carried out collectively. The cooperation initiated by Fukuyama cannot occur if every individual in the school environment does not have trust in the school community. It is very unlikely that school organizations will succeed in preventing bullying.

3.1.3 The Integrative Collaborative P3KMG Program (Character Education, Multicultural Education, Gender Education)

School is a formal institution that has an important role in forming students' mindsets, behavior, and skills. The school supports the creation of a gender-oriented environment by instilling the values of gender equality. This can be created through several patterns of comprehensive approaches to prevent the development of bullying in female students.

Students' understanding of the gender equality paradigm is carried out through the integration of school programs into a non-formal system or curriculum that includes approaches to character education, multicultural education, and gender education. The collaboration of these three approaches are the strategies for instilling the values of gender equality which are internalized in teaching and learning activities.

The integration of character education can guide students and all school members to have positive attitudes or characters such as discipline, respect for others, and integrity in establishing social relations with all school members. This is in line with the statement

of Jeynes [27] that the application of character education is closely related to learning outcomes and is related to expressions of love and self-discipline.

Meanwhile, the process of instilling gender equality values with a multicultural content approach is effective in reducing bullying in female students because there are relevant values, namely tolerance, respect, mutual support, and acceptance of differences by inserting multicultural content. Zamroni [28]; Nieto [29] explained that multicultural education aims to support anti-racist social relations and each individual has the principle of tolerance as a form of awareness of differences regarding gender equality by prioritizing equal opportunities to achieve academic and non-academic achievements.

The aspect of tolerance and mutual respect for all differences is an important investment in instilling the value of gender equality. Banks [30] explained that multicultural education is a harmony between the concept of learning, action for change in the education system, and the educational process that aims to make changes to the structure of the institution. Banks [31] classifies five multicultural education approach strategies that can be indicators of collaborative integrative achievement through school policies, namely an equity pedagogic, content integration, prejudice reduction, and the knowledge construction process.

Gender education is integrated into the curriculum of school programs and in collaboration with school networks so that the inputs and outputs of gender education in the curriculum help teachers provide an understanding to all students of the importance of understanding gender equality. There is a significant difference in the learning process using a curriculum that applies an understanding of gender equality to students in Africa [32]. Teachers who have a positive attitude towards understanding multicultural education affect social adaptation, student culture, and teacher participation [33]. This understanding is useful for making students aware of the importance of gender equality, as well as influencing academic achievement.

The following is a model for instilling the value of gender equality that has been compiled based on research findings (Fig. 1).



Fig. 1. Model of Instrilling the Value of Gender Equality Based on Research Findings

3.2 Gender Equality Values Internalized at High School Students in Mataram City

The perceptions of school members must be built by emphasizing instilling an understanding of gender equality. One of them is the teacher's perception of gender equality must be reflected in the implementation of the learning process. Female and male students have equal access and opportunities in the learning process. The participation of male and female students to develop their interests and talents is facilitated fairly by the school. The high schools in Mataram City have achieved behavioral changes that lead to the formation of gender awareness. The values of gender equality that are internalized by high schools in Mataram City refer to the formation of positive behaviors.

Every high school in Mataram City has various internalized values of gender equality. The values of equality include the values of tolerance, non-violence, mutual respect, freedom of expression, justice, friendship, sympathy/empathy, mutual assistance, and mutual respect. The results of the research above are relevant to the opinion of Castellsague and Carrasco [34] which describes that school organizations as one of the agents of change must be able to support equality for women in the learning process and build relationship patterns in the school environment by applying attitudes of respect for differences and group solidarity or individual. This relationship pattern is formed using a cultural transmission model, to present meaning, change in values, and consistency of school institutions to show a new paradigm regarding the prevention of bullying.

4 Conclusion

Based on the research results and discussion, it can be concluded several conclusions, namely; First, the model for instilling gender equality values for high school students in Mataram City are as follows; 1) Internalization through programs of intracurricular and extracurricular activities; 2) Utilization of social capital in preventing bullying in the school environment; 3) Collaborative integrative with P3KMG program approach (character education, multicultural education, gender education). Second, the values of gender equality that are internalized by every high school in Mataram City are very diverse. The values of gender equality that are instilled include values of tolerance, anti-violence, mutual respect, freedom of opinion, justice, friendship, sympathy/empathy, mutual assistance, and mutual respect.

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