

The Effect of Gender Awareness Training towards Teachers' and Students' Gender-based Stereotype

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Abstract

Understanding of gender equality ought to be socialized to teachers (e.g. through gender awareness training), in order to enhance teachers' awareness of gender bias practice that happen in school. Therefore, after the training, teachers are expected to apply it in the classroom teaching so that students' gender-based stereotype will be decreased.

The aim of the research is to examine the influence of the training towards teachers and students gender-based stereotype. The participants of the research are 4 elementary teachers and 185 elementary students. The gender awareness training is conducted to teachers. Data is gathered through questionnaire, an observation of the classroom learning process, and interview to teachers are also carried out to monitor the effect of the training on gender-based stereotype.

The result reveals that there is a decrease of gender-based stereotype on both teacher ($t=5.563$ and $p=0.011$) and students ($t=4.137$ and $p=0.009$) after teacher training. Discussion and suggestion of the result, such as handling practical obstacles, the principal's support, will be further described in the paper.

Keywords: gender, stereotype, training, teacher, student

Background

'I don't like playing football since it is game for boys, I am afraid of being kicked, and feel embarrassed of playing it'. This statement comes from a primary school girl when she is asked to do something that she thinks 'inappropriate' with her gender identity. In our community, many people hold gender-based stereotype, such as stereotype related with personality characteristics between male and female, i.e. woman has to be gentle and caring, on the other hands, man should be strong and tough. Gender-based stereotype is a 'rigid' application of sex role toward others without considering their unique, individual characteristics. These gender bias beliefs influence individuals' daily life including in classroom context. Muthali'in (2001) found that bias gender socialization might occur in the teaching-learning process at school. It was reflected in