Analysis of Student and Teacher Social and Gender Relations: A Sociological Perspective

Nelson Hasibuan¹, Ruth Judica Siahaan¹, Mario Alberto Manodohon¹
¹STT Ekumene Jakarta
Email Korespondensi: hasibuan.nelson@gmail.com

Abstract
This study aims to describe how social and gender relations are in the learning process in the classroom as well as activities and social interactions between students and teachers of sociology subjects as well as with the whole community of High School. The research result verifiers indicate the selection High School tight enough to make the background as diverse as the students do not have close family and financially capabilities. Social class does not affect the learning process and facility use. There is positive competition among students such as achievement competition, student council elections, and the election of the chair of other organizations in the school environment.

Keywords: gender relations, social relations, hidden curriculum.

Abstract
Penelitian ini bertujuan untuk mendeskripsikan bagaimana relasi sosial dan gender dalam proses pembelajaran di kelas serta aktivitas dan interaksi sosial antara siswa dan guru mata pelajaran sosiologi serta dengan seluruh masyarakat SMA. Verifikator hasil penelitian menunjukkan bahwa seleksi SMA cukup ketat dengan latar belakang yang beragam karena siswa tidak memiliki keluarga dekat dan kemampuan finansial. Kelas sosial tidak mempengaruhi proses belajar dan penggunaan fasilitas. Adanya persaingan positif antar siswa seperti persaingan prestasi, pemilihan OSIS, dan pemilihan ketua organisasi lain di lingkungan sekolah.

Kata kunci: hubungan gender, hubungan sosial, kurikulum tersembunyi.

Introduction
The relationship of social class in education has always been an interesting discussion. Initially, studies were related to the cost of education and different cultures between social classes in society (Aisyah, 2014; Hendayani, 2018). However, along with the government's decision to waive the cost of primary and junior secondary education, Indonesian education researchers examine more about how the relationship between cultural differences between students and the curriculum and learning process in schools (Astuti & Casmana, 2022). In addition to social class, gender equality discourse in Indonesia since the 1970’s has gotten the attention of almost every field of disciplines. Even though in the practice of equality between men and women there are still many obstacles, especially in developing countries that still highly respect men (patrilineal culture) (Drianus & Dinata, 2019; Utami & Yonanda, 2020).

In Indonesia, the practice is still stagnant and poorly distributed within social and political institutions. Structures and institutions in a sociological sense are spaces where they make discourse, regulations, and rules and are also a medium of practice in the life of the wider community, including in this case the practice of gender
equality (Maarif, 2018; Syarif, 2018; Ratnawati et al., 2019). In politics, a regulation on the involvement of women in government institutions has been issued through Law No. 12 of 2003 on General Elections. Article 65 paragraph (1) which states, "Every Political Party Contesting the Election may nominate candidates for DPR, Provincial DPRD, and Regency/Municipal DPRD for each Electoral District by taking into account women's representation of at least 30 percent". However, this regulation still leaves many problems in the midst of Indonesian society.

In the world of education, the challenge in providing an understanding of gender equality and justice is how to dismantle the order of values, dogmas, and even beliefs about the relationship between men and women that have always been positioned differently, namely that men are always superior to women (Mustika et al., 2021; Sulkhan, 2019).

These old values certainly hinder the entry of new understandings on how to raise the position of women as equal to men. Matters related to nature, namely congenital nature, have been constructed for too long into a disproportionate and unequal role in the household environment (Oktora, 2020; Setiyono & Imelda, 2021). The teacher's task is not only to provide an understanding of the inculcation of these equality values, but also to deconstruct the old order from the aspects of culture, religion, and unequal relations in social and political life (Pebrianti & Siswono, 2021).

The reality that is happening in society, in its current meaning, gender equality and justice is still biased due to the understanding and also the old dogmas that are still being maintained (Pertiwi & Siswono, 2021; Sastrawati, 2021). So that the teacher must be the one who understands how to give understanding from the most basic level so that students can understand it from the bottom of the problem. Efforts must be made for teachers to gain access to the basics of gender knowledge and education in order to open the minds of students (Sayuti, 2020). If teachers have gender sensitivity, they will have awareness to create gender justice and equality in the school environment, through the learning process in class, in question making and in classroom treatment (Puspitarini & Femilia, 2019; Setiawan & Rahmawati, 2020).

Social class relations and gender relations in schools are certainly not included in the official curriculum, but we can find both of them in hidden curricula. As revealed by Rakhmat Hidayat (2018), the hidden curriculum is a supplement that strengthens the official curriculum in shaping the character and attitudes of students. That is why the discussion of sociology subjects that are closely related to people's lives has an inevitable relationship with the implementation of a hidden curriculum, which in this study is a gender relation which is important for further research.

Method

This research design uses qualitative methods based on the consideration of subjective reality and builds relationships with research subjects. The subjective reality that the research subjects have, in this case is the Social and Gender Relations of Students and Teachers in High School. Data qualitative approach used in this study is that the whole party on issues related to the research study. Research data in the form of expressions and actions obtained from key informants obtained by documentation study, active participation, in-depth interview processes and planned observation processes.

Research data can be classified into two categories: primary data, which is obtained from in-depth interviews and direct observation of actors; and secondary
data, which is obtained from the study of documents related to research problems in the form of documents from related agencies, previous research, scientific journals, books, online media and the like. Determination of informants using purposive sampling informant selection technique, where the selection of informants is done with the aim of obtaining information and data that can answer research questions. For this reason, the selection of informants is determined by specific criteria which can then be classified into two categories: key informants and ordinary informants. Key informants are research subjects who have in-depth knowledge of research studies.

Result And Discussion

Social Relation

Social Relations in High School Indonesian society still appreciates and has a tendency to position and give a special place to individuals and institutions based on their social class. This culture can sometimes break even bureaucratic formal rules. There is the term 3D which is usually present in the midst of society in relation to bureaucratic institutions. In matters relating to institutions of what course, commonplace in society are often precede relatives. If in this institution there are relatives who occupy certain positions, it will be easier and easier to handle documents and even apply for jobs. The close relationship between individuals and institutions has the power that also determines who has an interest in a particular institution.

In fact, many can break through complicated rules because of this close relationship. Third, money. It is undeniable that the power of money in Indonesian society can determine even if it does not have relational power with individuals or institutions. It becomes a means that makes things easier for individuals in bureaucratic institutions. In relation to the above, the High School institution as a research location is very selective. Mainly because this educational institution is an institution designed as a secondary school at the High School level. So that there are no elements of social relations with institutions or individuals that make it easier for prospective students to pass the selection. Based on data in High School, there are about 2,500 prospective students who register, but who enter and pass the selection of 130 students.

The test series also goes through four stages, namely administrative tests, academic potential tests, psychological tests and medical tests. Those who pass the selection is he who has the academic ability. Because of this, the backgrounds of students vary, in the sense that they do not have close relatives, friends, or financial strength. The interactions of students in the classroom and in the dormitory, students may tell each other about their respective family backgrounds. However, the knowledge about life between one student and another is only general. Students do not know much among their fellow students who come from wealthy, middle or low socioeconomic groups. Those who know the family background of each student well enough are usually the teacher who is the homeroom teacher. Because the homeroom teacher communicates with parents about many things related to the academic abilities and weaknesses of each student.

Apart from academic matters they do not know more deeply. A homeroom teacher can ask or consult with the parents of students if there is a decline or increase in the academic level of the students concerned, in order to improve and maintain the students' academic abilities. In addition, in their understanding, both students and
teachers, there is no significant relationship between the intelligence of students in High School and their family backgrounds who are financially well off.

In the use of school facilities and infrastructure, there is no specific distinction based on social relations in it. All students can use it. It's just that, in the distribution of schedules between male and female students are limited by different space and time, so that the interaction between them is not deep.

However, in choosing friends in the school environment they are partially selective. Because according to them, the environment and friends interact as well as discuss determining in understanding the material taught by the teacher and taught in the dormitory. Even so, there is no difference based on background or physical, apart from the convenience in discussing and sharing about the learning process and matters related to the dormitory environment.

Social relations that lead to competition among students are more on achievement competition, student council elections, and the election of heads of organizations around the school environment. However, this competition can be categorized as leading to the learning productivity of each student and is temporary. Like at the election of student council president, they compete and learn how to get the most votes from students so that they win in the candidacy. They also compete and group in carrying out the mission to reach the post of chairman of the Student Council. However, it is still in the monitoring of teachers and institutions that provide strict rules in electing the chairman of the Student Council. Likewise in the election of chairman in other organizations in High School. Even though in the case of the election of the leader, the participation of students, in the sense of running for themselves, is almost nothing except as representatives. However, the students' anemos were not inferior to the students. This temporary competition will return to its original state once the election of the Student Council Chair is complete. The two models can be illustrated as associative relationships and dissociative relationships. The associative relationship model aims to build and cooperate. Can be accommodation, assimilation, and acculturation. In this study, the relationship between parents and institutional leaders as well as teachers is accommodative cooperation.

Aiming at developing the potential of students, as well as being able to find solutions to problems faced by students so that they continue to excel. Meanwhile, in assimilative and acculturative relationships, it is reflected in the relationships of students who come from different family backgrounds, mingling in constant interactions at school and dormitories. Apart from being within the institution, it has its own culture through formal regulations. Different backgrounds make new habits emerge between them in daily interactions, while the dissociative relationship model can be interpreted as a relationship in the form of competition, dispute, and conflict. This model relationship can be found between students and female students. The scale of competition between them is not destructive, but still has a tendency constructive. Namely competition in terms of learning achievement, competition in choosing leaders among themselves in the school and dormitory environment. This kind of competition can be said to be a process of learning and practice in everyday life, they are constantly under the supervision of teachers and institutions, so that there is no competition that tends to destroy.

Gender Relations in High School Basically, gender equality as a discourse has been well understood by some teachers and students of High School. This is the
starting point for entering the world of gender equality practices in schools. Gender equality apart from a social movement, it must become an academic movement. Because gender equality is one of the estuaries of creating social justice in various fields, more specifically for women. Efforts that touch academic awareness in schools can provide a stimulus to behave and behave in an equal division of roles between men and women. Informants High School argue about gender equality between men and women, that gender equity is the elimination of the difference in perspective between the two so that both men and women have equal opportunity and treatment are the same. There are no parties that are seeded or excluded in various fields in school. This basic knowledge in subjects in High School is not designed within the institution or the teacher.

But implicitly in sociology learning, the teacher tries to practice it by involving students in every learning process in the classroom in a balanced way. Provide more space for passive students to express their opinions about class material and problems, and try to invite other students to give a passive stimulus to be involved in various class discussions and activities. The practice of gender justice in this model is actually a very basic and simple one that can be found in this research. Students and students can have different experiences in the learning process. Some of the implications such as the level of participation in classroom learning and achievement of learning outcomes.

Both social and cultural values can automatically become the basis for interactions between teachers and students as well as among students themselves both in the classroom and in the school environment. The approaches and methods implemented in learning, assessment, and how interactions with students can make students more idols when compared to students.

Such conditions relating to the habits of Indonesian society where students often do not get the urge that is adequate to express their opinions in a public space or indeed many authorities are under the influence of man. However, in High School in sociology learning, a learning model like this has been created, only it has not been supported by other subjects, even some still seem gender biased. Meanwhile, there are other things in educational institutions that should also be created to support the achievement of gender equality apart from the learning process in the classroom. Written rules containing gender equality in general and specifically and other physical facilities that provide equal opportunities to students.

However, in a sitting position, for example, there is a separation between men and women by itself due to the values held by students. Men generally sit in the front row of the class while women are in the back row. There are several obstacles faced by female students in obtaining equal rights to male students. As happens in school organizations where students do not get the opportunity or rarely become leaders. Sociology teacher informants expressed the difficulty of being a leader in High School for a student.

**Gender in Learning**

The teaching and learning process is a medium for transfer of knowledge that occurs formally in educational institutions. It is the most important part of the existence of the school or educational institution. The success or failure of the goals and missions of education is actually very much determined by this teaching and learning interaction. Broadly speaking, the teaching and learning process is a
combination that includes human elements, materials, equipment facilities and procedures that influence each other to achieve learning objectives.

Humans are those who are involved in the learning system which consists of teachers, students and other workforce. Materials include books, blackboards, photographic chalk, slides, film, audio, and video tapes. The facilities and equipment include classrooms, audio-visual, and computers. While the process includes schedules, delivery methods, practice, study, exams, and so on.

This includes the interactions between the various components which are interrelated. In the context of gender, whatever is done in learning can result in bias which ultimately results in gender injustice, because the teaching and learning process is part of the socialization of culture.

A gender-unfair culture will result in discrimination and marginalization of one particular sex. Thus, a value system will affect the social system in schools. This means that behavior that appears in school social life will reveal gender bias. Teacher-teacher, teacher-student, and student interactions, both inside and outside the classroom and when the lesson takes place, will reveal this, so that learning activities which are a core part of school social life will show gender bias.

For example, cases that usually occur outside the classroom or inside the classroom, for example, when a teacher sees a boy crying, he will say "cook boys cry, boys shouldn't cry." On the other hand, when a female student climbs onto the table, for example, she will say "girls don't know manners". This gives students an understanding that only women can cry and only boys can be rude and impolite. Likewise with the nature of men who tend to be hard and soft women, in learning activities male students always want to be visible in front of the front in a different sense from female students who are more silent even though in general female students have better academic achievement than male students. This is due to the situation and conditions that allow female students to be more diligent and read a lot of books.

Especially in the Sociology class, although it has provided opportunities for women, it is always men who are in control. While in some other subjects, students do not get the same opportunity as students to become leaders or even students are not allowed to become leaders. In the unwritten rules of this institution many place female students as second, and it can be said as an exception where female students are like there is a ban for certain positions, they are only the area of male students. If there is, he occupies the representative as the highest position for them. For example, Student Council Vice Chairman, Deputy Chairman of the classes, and Vice Chairman in the field organization other High School, however, in reality there are very few students who occupy positions a little. High School, but also in other schools even though the quantity and quality vary.

This is not an exaggeration, presumably because in the midst of society there are still traditional values and beliefs that give superior rights to men. For example, whether or not a woman is a leader in the public sphere. In a society that upholds traditions and beliefs like this, the chances of women becoming leaders are unlikely. Directly or indirectly, what is believed by the community also influences the teaching and learning process in schools.

The picture of social life at school is a social picture outside of school, in the sense that the practices adopted from traditions and beliefs by the community are often also practiced in the school environment, and vice versa. Because these values have been
believed to be true; the leader must be male, although in other dimensions it may be seen as a problem. So that women will always be in a position that is not equal to men.

Even though academically, women have more achievements, these values are still hindering for women. State Senior High School is culturally similar to pesantren, in school students receive general lessons, but outside and in their dormitories, rules are enforced like boarding schools. More often, men and women apply different social relations in their roles in their environment. This can be seen in the use of school facilities. There is a distance in the interaction between students and students. Although in their class the sociology teacher is given the same room, but in laboratory use they are given a separate schedule between students and students.

In addition, this limitation can also be seen outside the classroom where there is a difference in time or route to access the facilities or in activities, all of which run automatically without written regulations. In addition, there are implicitly unwritten rules for students not to interact too often except in class activities and extra activities that involve students and students.

The school gives sanctions from time to time if it is found that students are involved in an intense interaction, or even "dating". This is considered to be able to interfere with the learning activities of students. Apart from that, the religious culture in state schools has become a standard of behavior in the daily life of these schools.

In the context of gender equality and justice in schools, giving understanding to students in the classroom is an effort that is expected to appear in the behavior and practices of students and students' daily lives. When viewed from a socio-cultural approach, cultivating certain behaviors is not only done by providing understanding, but also physical means must also be a priority, because physical means can help stimulate individual actions or behavior.

Parsons wrote in "The Structure of Social Action (1993)" states that individuals in society take action which are usually stimulated by material things, regulations, and rules in social structures and institutions. Even certain habits that are destructive in nature still exist intertwined in structures, institutions, and also in society at large, often if only given an understanding, they cannot fully generate awareness even though these habits are embedded in injustice or trigger attitudes that lead to injustice. One of the slow changes in attitude towards justice, among others, is allowing or creating a situation that is physically unequal or inaccessible to all, including in an effort to lead to fair action against men and women. Because changes in values are always the last, what changes at the beginning are often material things.

As with the implementation of the mental revolution in education, if it is not translated into concrete forms such as rules, facilities, and other physical means, then this awareness will only become naïve awareness and the desired changes will take much longer. It is not fully visible in everyday behavior. The objects that are the material along with the development of learning he will be continuously adapted to the process improvement actions that contains the values of justice.

In classroom or outside education, there is an adaptation process that determines the direction in which certain actions are desired. First, material. This material object can be in the form of curriculum, textbooks, syllabus and so on. Meanwhile, the facilities and infrastructure are also determined. For example, a representative laboratory and social environment. Basically, the practice of gender equality and a strategy to instill the value of social justice is a practice in everyday life. So a social
setting in schools is needed that provides unlimited space for all students to demonstrate the values of gender justice. Second, learn.

In this process the students - students were given a thorough understanding of the material object earlier. The understanding of the object of gender equality as an understanding actually deals with the problem of the unequal division of roles between men and women in various fields of social life. If you follow the understanding of classical functionalism, the division of roles in society is a natural factor and function, where women with physical limitations and abilities occupy a different social structure position from men. Meanwhile, in the perspective of humanism, differences in roles in social life are solely due to abilities, not gender differences.

So that the placement of roles depends on the extent to which a person is able to carry out certain roles in social life. If you follow this perspective of humanism, then a teacher must teach students how to realize the importance of humanity by not discriminating against gender or gender, so that they are.

Concusion

The selection of High School which is quite strict makes the backgrounds of students diverse, in the sense that they do not have close relatives, friends, or financial strength. Social relations between students are stronger for those who live in one dormitory, while with others they are less close. There is no significant difference in students' intelligence between social classes for all students acquire the learning process and facilities are the same. There is positive competition among students such as achievement competition, student council elections, and the election of the chairman of other organizations in the school environment.

Gender as a discourse has been well understood by the majority of teachers and students. However, the Islamic values that form the basis of every activity, both students and schools, provide space for differences between male and female students, especially in leadership.

References


