

**GENDER BIAS IN LEARNING CAPABILITY: ENGLISH MASTERY OF
STATE VOCATIONAL HIGH SCHOOL'S STUDENTS OF SALATIGA**

Artikel Jurnal
Program Sarjana (S-1)
Jurusan Sosiologi



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**PRODI SOSIOLOGI
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
2022**

NOTA PEMBIMBING

Lamp : 4 (empat) Eksemplar

Hal : Persetujuan Naskah Skripsi

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Fakultas Ilmu Sosial dan Ilmu Politik

Universitas Islam Negeri Walisongo Semarang

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Menyatakan bahwa artikel jurnal yang berjudul "*Gender Bias in Learning Capability: English Mastery of State Vocational High School's Students of Salatiga*" merupakan hasil karya tulis ilmiah hasil penulisan saya sendiri dan di dalamnya tidak terdapat karya tulisan pihak lain yang pernah diajukan untuk memperoleh gelar sarjana di Universitas Islam Negeri Walisongo maupun di lembaga perguruan tinggi lainnya. Pengetahuan yang diperoleh dari hasil penerbitan dijelaskan di dalam tulisan dan daftar pustaka.

Semarang, 3 Januari 2023

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GENDER BIAS IN LEARNING CAPABILITY: ENGLISH MASTERY OF STATE VOCATIONAL HIGH SCHOOL'S STUDENTS OF SALATIGA

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Abstract

Human are naturally divided by biological aspects called sex. The biological gender then produce a product of society known as society gender which greatly influenced and affecting how people live their social live. Gender bias is a problem which heavily consists of stygmas and stereotypes based on specific biological gender. Beside it is affecting people social, it also affecting how people learns new language for them. Moreover, language in general have gender-based characteristics such as feminine and masculine. This study tries to examine gender bias phenomenon based on research analysis with qualitative method. To understand and answer the stereotypes that is has been around society, this study tries to examine: 1. The reality of the stereotype stating male learns and master English better female; 2. The reality of the stereotype stating male are better or proficient in using English verbally than female; 3. The reality of the stereotype stating male are better or proficient in English literacy than female; It is shown that male students have better ability to use English verbally, whereas female shown better score in terms of reading and content comprehension. Hence, Gender bias does not have meaningful effect on how people's internal aspect such as their capabilities of learning, but it does have external effect such as decreasing the urgencies and reasons for learning English.

1. Introduction

When we try to examine or pay specific attention to social life by looking at biological factors, indeed gender is a real aspect and is inherent in each individual. This results in conditions that create a series of sex-based life influences. Gender differences are a reality that cannot be avoided, and everyone may views it or gives a different perception (Wibowo, 2012). The biological aspects of human life that affect their social life in society are also called gender. The concept of

gender then introduced by social scientists to explain women and men who are innate as God's creations and which are cultural formations that are learned and socialized from childhood (Herien, 2013). Social gender itself is often misunderstood as gender as biological context, especially in English for the reason of lack of diction. However, the orientation of these two terms is different. Biological gender is an aspect that is purely seeing human from the biological factors attached to a particular sex. Male is a classification for humans who have a penis, have a jackal, and produce sperm, while female is a classification for humans who have a uterus, a canal for giving birth, have a vagina, and have breastfeeding organs (Soedarwo, 2010). Whereas the context social gender itself is a social functional difference where biological gender affects human life in society. In general, social gender context is the assumption attached to a particular gender along with a set of social distinctions between the two. Even so, social gender itself is a neutral position depending on the use of its meaning (Setyaningsih, 2006). The formation of gender differences undergoes a very long process and through many things, it is formed, socialized, strengthened, even socially and culturally constructed through the state and religious teachings (Afandi, 2019). In other words, social gender is a habit that is formed between the strata structure of society which is used in assessing the position between men and women to create a more egalitarian social order (Setyaningsih, 2006).

Communication is a crucial part of human social life. Thus, social gender itself also affects how society communicates between one individual or group to another. In the understanding of the science of sociolinguistics, the theory mentioned about the differences in the use of language. In general, each language in the world has a structure, vocabulary, and language characteristics which are also influenced by the gender of the speaker. Automatically, the influence of sex will align certain genders with existing social norms. It may be assumed that there is a biological basis that allows the two sexes to develop different behaviour (Barnas & Ridwan, 2019). Women are more conscientious and in tune with norms in sociolinguistics and they are more open, whereas men are more difficult to adjust than women in language (Wibowo, 2012). When viewed from the influence of social gender on how humans interact with communication, language itself will produce structures and characteristics that may be masculine or feminine.

Characteristics and social functions created by the influence of gender cause problems in people's social life, especially in the modern era. Usually one of the biological gender parties (male or female) feels that their rights are marginalized while their obligations are the same or there is

no difference between men and women, so the party who feels marginalized, which is usually women, claims that they are exposed to gender bias treatment, whether the treatment is a political policy, education, social interaction, or in terms of language expression (Setyaningsih, 2006).

2. Background of Study

This study is based on how gender are biased in modern society. There are studies based on gender and its biased effect conducted by researchers. Prior to this study, there is study about gender bias by Sri Isnani Setyaningsih (2015) who focused the study on the effects and causal of gender bias specifically based on language which in this study focused on English. The findings shows that there are specific words based on gender, which some of the words are discriminatory which resulting in discredit of one gender. This study focused on women welfare, taking examples of such words such as '*prostitute*' and '*abortion*' which those two words often associates with women and followed by negative context or meaning. The result and statement mentioned before are relevant to study conducted by Prasetyo (2012) which its study focused on the relevance of gender and language. In this study, it is found the fact that women are better position aware socially than men. The effect of this is women are more aware of language factor based on social class and the nature of human living being as social creature. This means that variety of language based on ethnicities and social community, at least some of it are caused by social distance. This is different from language based on gender which caused by social difference such as status. The context status can be extended to various meanings, including stigma and stereotypes.

The stigma and stereotypes being a based of language can be said as one of the causal of gender bias. It is also occurred in Indonesia as stated by Tri Rina Budiwati by her discoveries in her study (2011). Based on situational context and social culture of Indonesia, variety of proverb came to existence. Unfortunately, most of proverb appeared taking from domestic of women from which Indonesian ancient culture point of view, influenced by Malay society culture, only seeing women as server of the purpose of sex, reproduction, and domestic role. Eventhough modern idiom of Indonesian appeared proverbs which seemingly tries to abandon such culture, unfortunately another culture emerge which still have imbalance characteristic. For example, on the phrase *beauty contest* idiom implied the meanings of women seen on the beauty side for the sake of men's enjoyment rather than seeing women as a whole. The beauty of women often only seeing from how women look rather than their intelligence or their well behaviour and well manners. This one-

sided issue is relevant to the study about gender inequality conducted by Siti Rokhimah (2014). In this study, it is stated that in traditional society, the concept of patriarchy, which favor male, is a concept widely acceptable which never be an issue. The religion aspects believe that God already differentiate human gender by its place and role, and people should act and behave accordingly. This study also stated that biological aspect also affecting the belief for the reason of male in general is biologically stronger than female. These condition resulting in different social function, thus resulting in different social status and its following privileges.

Gender issue taking a huge part of current society, even the very language people use to communicate to each other. But does it means it affecting people as a human being, or is it just a product of long evolving reality of society. A lot of people seeking the justice as form of gender equality. The gender equality is an actual issue in Indonesia (Sari & Ismail, 2021). The reason why it is important for a lot of people is gender equality itself permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources, and the benefits from development results (Herien, 2013). Gender equality is a condition where women and men can play a role in all areas of life without being limited by stereotypes and rigid gender roles (Sari & Ismail, 2021). One of the benefits from development of gender equality is the welfare of education not limited by gender, including language education.

The issue that will be discussed here is about gender bias. The problems of this gender bias is taken from assumptions spread in society. Gender bias behavior is one of the result of gender inequality. The various forms of gender inequality are marginalization, subordination, stereotypes, violence and double workloads (Fakih, 2008). This factor is caused by the social system and structure that places men and women in a disadvantageous position (Afandi, 2019). One of the assumption is stereotypes. Gender bias is one of society stereotypes which views that there are differences between men and women in learning and mastering a skill and not based of each individual capability. Specifically, this stereotype is an assumption stating that there is a set of skills that are generally aimed specifically at one gender. For example, men should be more proficient in mastering “masculine” skills such as in the automotive sector whereas women should be more proficient in mastering “feminine” skills such as culinary or cooking. Even among the Indonesian people, the mindset has been embedded that there are mandatory gender-based skills, for example women must be able to cook and men must be able to repair vehicles.

In addressing this stereotypes, this study attempts to examine the biased capability in mastering skills based on the assumption of gender influence. Based on short interviews with 10 women and 10 men with an age range of 17-23 years, the results shows that the majority of respondents think that men are better at learning linguistics than women, and some say that there is no correlation between learning and gender. Based on these results, the hypotheses of this study are: male learns and master English better than female (1); male are better or proficient in using English verbally than female (2); male are better or proficient in English literacy than female (3).

3. Research Objectives

Gender is a productive variable that can be used to find out information (Muliadi, 2020). In the field of education, government policies are in line to create gender equality which means that education is a strategic sector to fight for gender equality (Khairani, 2018). Based on prior reasons, this study will analyze both comprehension and communicating skills in English language as a medium for measuring mastery of skills that will be applied to vocational high school students (SMK) based by sex. Thus, this study aimed to achieve certain objective, such as:

1. To find the truth of the stereotype stating male learns and master English better female;
2. To find the truth of the stereotype stating male are better or proficient in using English verbally than female;
3. To find the truth of the stereotype stating male are better or proficient in English literacy than female;

4. Methodology

a. Qualitative Research Method

Qualitative research methods are more commonly used by humanities, social, and theology academics (Darmalaksana, 2020). This research tries to examine the gender bias phenomenon seen from sociological perspective, hence this study were conducted based on qualitative research method. In qualitative research, conceptualization, categorization, and description are developed on the basis of “events” obtained during field activities (Rijali, 2019).

b. Fenomenology Research Base Design

This research has a basic phenomenological research design with a focus on the phenomenon of gender bias stigma in the mastery of English language skills. The phenomenological view seeks to understand the meaning or significance of a phenomenon and its links to people who are in certain situations. Phenomenology still contains prejudices or assumptions from problematic researchers. However, the existing symptoms are not mixed with other unrelated phenomena, or intervened by other interpretations that come from culture, beliefs, or even theories in science that we have previously (Novanti, 2013). This understanding explains that there are still limitations to subjectivity in studies with phenomenological designs.

c. Data Source

This study uses qualitative research with base of literature review and field study. Hence, this study uses data collected from literature and reality found on the field. Therefore, the flow of this study is explained on illustration below.

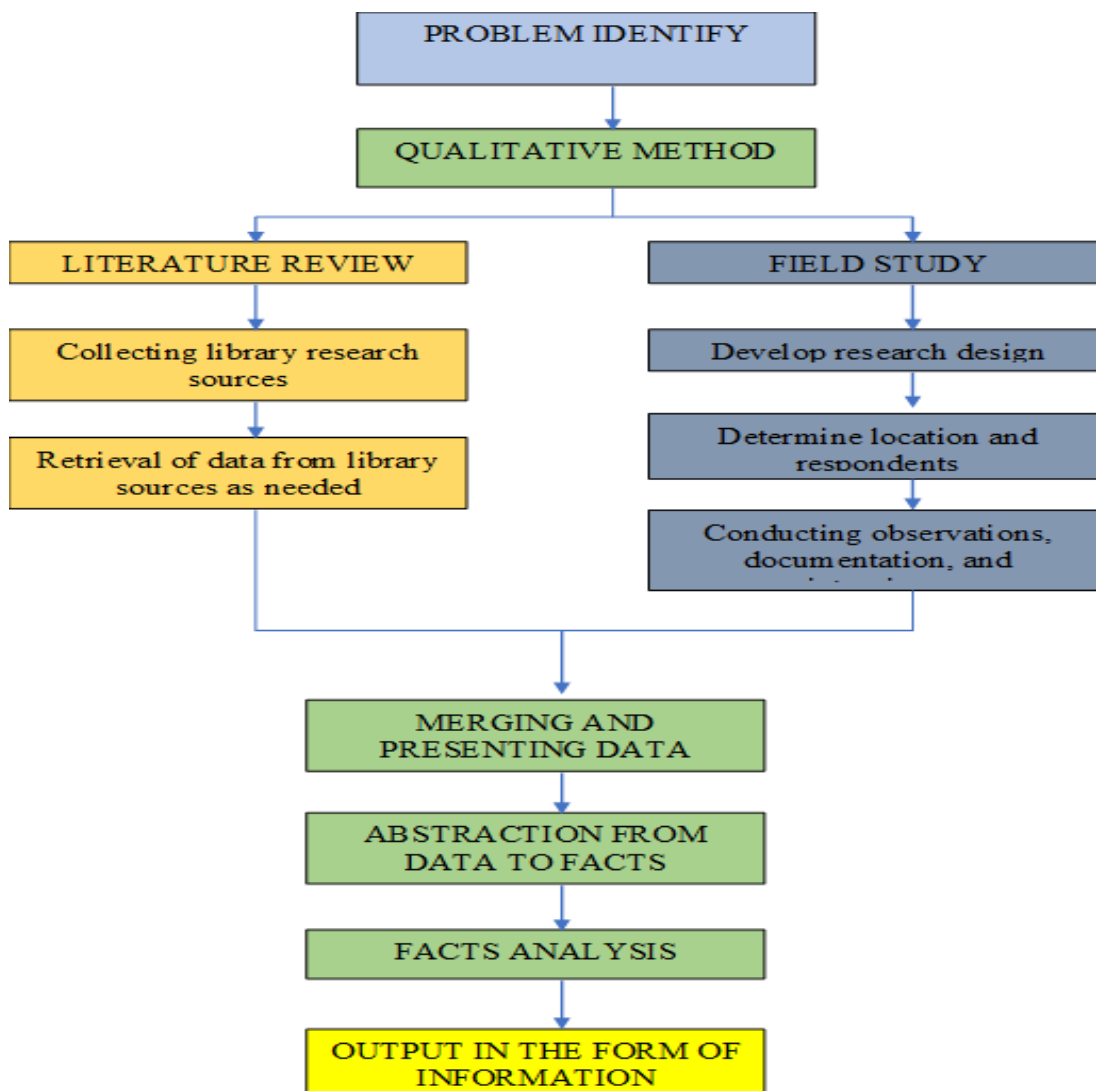


Illustration 4.1. Data Gathering Flow

Literature based data were used as the supporting background of this study whereas data from field study which consists of objects and subjects are as follows.

- a. The subjects of this study were female and male students from Vocational High School of the State (Sekolah Menengah Kejuruan Negeri) 1, 2, 3 located in Salatiga City;
- b. The object of this research is the need for information.

Data collection was done by interviewing resource persons. The selected resource persons are students who have been determined using purposive sampling to produce a non-probability sample. The criteria for resource persons in this study are divided into two, which is:

- 1) To answer the second and third hypotheses, information was taken from students in grades 10, 11, and 12 with each two females and two males. For the quality of the resource persons, the students chosen were in the top rank in English scores of their grade, which means that students selected are the top two males and females from grades 10, 11, and 12 based on their mark on specific English test, which is mid-term exam. Hence, the total of respondents are 9 male students and 9 female students.
- 2) Furthermore, to answer the first hypotheses, information was taken from interview with English teachers for grades 10, 11, and 12. Hence, the total of respondents are 9 English teachers.

Then the data that has been collected will be analyzed using content analysis techniques. Krippendorff argues that content analysis seeks to analyze data in certain contexts, relating to individuals or their cultural attributes (1989:403). Then in its own form according to Hayes & Krippendorff, content analysis data is usually generated or obtained by observers who record or transcribe into textual material, it can be in the form of images or sounds suitable for analysis (2007).

This study looks for data in two ways. The first method is direct interview with the informant, which is the students and the English teachers. For the duration, the researcher had to make a time contract with the participants, so that they could plan their activities for the day without being disturbed by the interview, in general, participants wanted one hour to be sufficient

(Rachmawati, 2007). Hence, the interview were conducted less than one hour for each resource person. The following questions were asked to the student respondents:

1. When the first time you know or introduced about English?
2. How long have you been using it?
3. How often you use it?
4. Do you think English is hard to learn?
5. What do you think about English usage in Indonesia?
6. Do you agree that gender affecting or have particular effect on one's capability to learn or understand English?

The following questions were asked to the English teachers respondent:

1. What gender is easier to teach about English subject?
2. What gender has more good score in English subject?
3. Do you agree that gender affecting or have particular effect on one's capability to learn or understand English?

After the interview, the second data collection was by holding a short test in the form of 10 multiple choice questions and 5 essay questions specifically for students resource person. For the multiple choice test, the test is purely about English such as language structure, grammar, and complementary sentences. Then for the essay test, the question is the same as the interview questions. The purpose of the short test is to measure the ability of the resource person directly. The test in the form of multiple choice questions is used to measure the understanding of the students in terms of reading and understanding. The test in the form of essay questions is used to measure the understanding of the resource persons in terms of writing comprehensively and thoroughly.

d. Analysis Technique

The analysis that will be carried out in this research will combine and harmonize the data found in the field with data taken from the literature review. Therefore, this study will use the concept of an inductive data analysis technique model with comparative nature. The flow is data analysis starting with data from field findings that are adjusted to data from a literature review. Qualitative research has a descriptive nature and tends to use an inductive approach analysis, so that the process and meaning based on the subject's perspective are more highlighted in this

qualitative research (Fadli, 2021) The selection of this analytical technique model is based on the statement of Bryman and Burgess (2002) which explains that the inductive model data analysis is closely related to the study of social problems.

The process of analyzing research data is done by systematic which is mutually sustainable and cannot be separated or stand alone. Data collection activities obtained from the field and data analysis cannot stand alone or be separated from each other. These two aspects run simultaneously which are mutually sustainable. Data reduction is an attempt to conclude the data, then sort the data into a certain concept, category, and theme (Rijali, 2019). Data analysis as an effort to systematically search and organize notes from observations, interviews, and others to increase the researcher's understanding of the case under study and present them as findings to others (Mudahjir, 1996). To improve this understanding, the analysis needs to be continued by trying to find meaning. Then the analysis will be summarized into a unified information compiled in an article writing format. The description of the flow of the analysis process is presented in the illustration below.

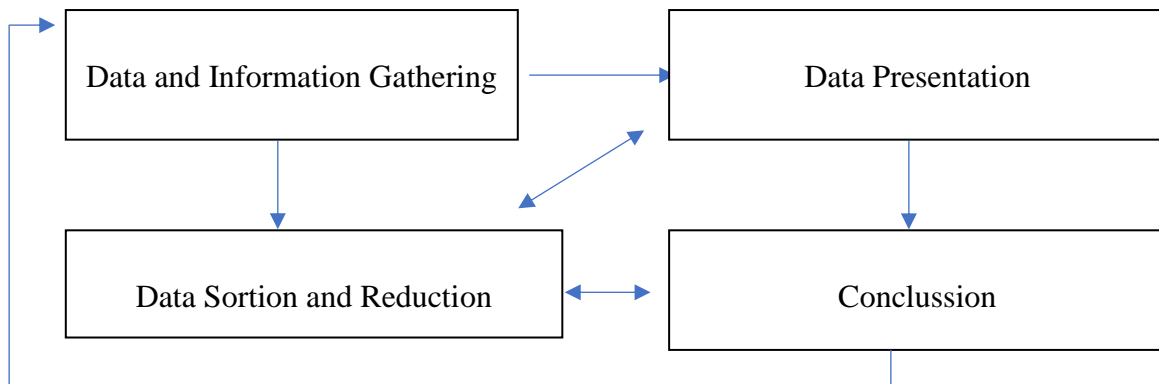


Illustration 4.2. Analysis Flow

5. Results

The result of this paper are taken from facts and data gathered which are combined, examined, and analyzed. Facts and data are taken from two sources which are other studies with related object of study prior of this study and real life facts which taken from interviews and observation.

A. Verbal English Ability Based on Biological Gender

The facts obtained from interview, as seen on Table 1 shows that 5 of 9 male students done the interview in English. Based on grammar and pronunciation, one student spoken English very well, four students spoken beginner English, and the rest used Indonesian language. Whereas for the female students done the interview in English are none.

Sex	Beginner	Intermediate	Advance	Indonesian	Total
Male	4	1	0	4	9
Female	0	0	0	9	9

Table 1. The rating of verbal english ability based on grammar and pronunciation from female and male students on interview.

Both sexes stated that it is very difficult to speak in English because they rarely used English in their daily communication. They did not understand how to use it properly on conversation. In this case, both of male and female resource person stated that it was very difficult to learn English verbally. This difficulty gets even worse when they try to speak using English. The reason for this is both sexes is yet feeling comfortable when they try to talk with language they rarely use. The uncomfortable feelings are described as close to being afraid to use it incorrectly or when resource persons try to use English. They feel they will sound strange or even inappropriate. Despite this condition, female resource persons are more willing to use and learn English verbally.

B. English Literacy Ability Based on Biological Gender

The facts obtained from English test with Google Forms, as seen on Table 2, shows that male students are lower average score but achive higher individual score than female, whereas female have higher average score and higher score range than male.

Sex	Lowest Score	Highest Score	Score Mode	Average Score
Male	1	9	4	2,2
Female	3	7	1	2,7

**Score scale 1-10*

Table 2. The score of reading and content comprehension tested on Multiple choice english test

As for writing ability based on grammar and structure aspect, as seen on Table 3, shows that both sexes are virtually the same.

Sex	Beginner	Intermediate	Advance	Total
Male	8	1	0	9
Female	8	1	0	9

Table 3. The rating of writing english ability based on grammar aspect from female and male students on essay english test.

C. Biological Gender Capability of English Mastery

Based on interview with English teacher, all of them agree that there is no difference on teaching both sexes. All of the teachers stated that the average student score from both sexes are constantly changing.

The fact according to data from research conducted which obtained after interviewing the student was that most of the students first knew English from elementary school which they mostly get basic materials such as learning numbers and letters in English. Most of students from both sex also have an interest in using English and wanted to use it proficiently, but still have difficulty understanding the material that is usually taught in school. Students from both sex also have obstacles in learning English, such as not able understanding the basic English material thoroughly. Inconsistencies of will to learn and practice and sometimes lost interest also affecting their English skill. According to the students both male and female, the upside of being able to communicate in English in their current grade does makes them looks more appealing and intelligent. The fact also states that the use of English in Indonesia is very less, especially in the environment of the resource persons who do not use English as their daily communication. Friends at school or people around them usually use Indonesian or Javanese. English holds very little use in their daily social life, less free media to practice and partners to have conversation with. According to the resource person, the purpose of learning English is not quite important in their social life.

Learning and mastering English is only required for formal purposes such as applying for a job, teaching English specifically, or educational purposes such as foreign internship. Eventhough English does facilitate interaction with outsiders because it is an international language, the resource persons rarely meet foreigners. Some resource persons even never sees one.

Facts obtained from interviews mostly stated that there was no meaningful influence of gender shown in learning and using a new language. The capability of mastering English is in accordance with the desire to learn from each individual from which differentiate one with another. However, in terms specifically English, according to most resource persons from both sexes, women are better at learning and using English. The reason of this is because women are more diligent and have better understanding capability to understand the material given at school. Women are also more interested in learning English than men. But, facts from the results of short tests that have been carried out by the resource persons shown that male correspondents have better comprehensive knowledge than women correspondents in reading in foreign language based on the short test score.

6. Discussion

The capability of learning is how capable individual to learn certain thing or skill. But some literature view learning capabilities as the result of learning. In general, learning is conducted by the role of teacher and student with the teacher teach their material or expertise to the student. The processes and the problem occurred within itself is not concluded as one's capabilities, but rather what they learn in the processes as the output or result. Robert Mills Gagne stated that the study or learning is a complex activity (Sutomo, 2017). Then after the learning processes, the learner will receive capabilities such as skill according to what they learnt, knowledge, behaviour, and value which affected by stimulation by learning environment and cognitive processes done by the learner (Gagne, 1985). Study or learning itself is a series of processes which is internal for each learner as an individual as a result of the transformation of stimuli originating from external events in the environment of the individual concerned (Sutomo, 2017).

Based on that statement, gender bias is a external stimuli in term of language learning process. Data shown that in current state, gender bias does not affecting individuals from both sexes to learn and mastering English. Rather, it is back to each individuals' will that greatly affecting the capabilities of English language. But, biological gender does have effect on individuals' process of learning. The reason is male in general is biologically stronger than female (Herien, 2013). This conditions render women weaker than men in terms of physical power. In contrast with this, women do have better sense of their position socially rather than men (Wibowo, 2012). The effect of this is women are more aware of language factor based on social class and

the nature of human living being as social creature. Thus means that women are suppose to have better speaker and learn faster than men in term of linguistic skill.

Data shows that male students are more confident using English verbally. By the amount of male students done interview with English compare to female students, it can be inferred that male students have more active English speaker than female students. In contrast with this condition, female students shows higher average score than male students. Hence, female students are virtually better in reading and comprehension ability. Considering in this study there is one male student that scored high in multiple choice test, the average score of male students could be even lower. As for writting ability, both sexes shown no meaningful difference.

By considering of the education receive by male and female resource persons, there is no difference when it comes to education provided. Both gender introduced to English mostly from elementary school. This indicate that both gender receive equal education, including the English language. This condition goes according to gender equality which itself permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources, and the benefits from development results (Herien, 2013). Both of the gender does have troubled on learning English. This means that capabilities of learning English does come back to each individual. This finding goes in line with Sutomo's study which stated that the capabilities are based on individual or learner. Even though, Sutomo mentioned in his literature that the processes of study affected by external aspects. One of the external aspects may be gender bias which related to womens domesticated culture. It may resulting in lower of motivation and decrease in willing to learn English in the first time for women because lack of urgencies. Perhaps this is the reasons female resource persons have less understanding but higher will for English language rather than male resource persons. When associated with Prasetyo's study, women tend to be better at using English literacy based on the usage. Based on this, when associated with Gagne's statement about learning capabilities, it can be inferred that stereotype of men capability to learn and master English better are proven untrue.

7. Conclusion

The difference of biological gender is an unchangeable reality. When it comes to society, it does comes with series of responsibilities and privileges. The problem of gender bias is the product of biological gender-based society role which indeed affecting how people's live their

social life. The gender bias is also affecting language from which it differs how people communicate. The 'gendered' language is real and it exists on most of language, including English. Gender aspects are also affecting how people learn and their capabilities of language as shown in this study. Affected by cultural and social stigma, it makes the bias and its effect stronger. But in contrast of this condition, the gender equality does decrease the effect of gender bias so everyone is able to receive education and learn English the same one with another. As the gender bias stereotype stating males are better at using and mastering English proven untrue, English learning capabilities finally come back to each individual.

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