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## **Learning Management based on Gender Responsive Segregation at MA Raudlatul Ulum**

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### **ABSTRACT**

*The research entitled Learning Management based on Gender Responsive Segregation is considered an important study in an education since many people clash with religious dogma with segregation in education, it is necessary to review how the implementation of gender segregation itself in the education world. In this research, the researcher raised the theme of Islamic education as the location of the conducted research at MA Raudlatul Ulum. Islamic education is a holistic education that oriented to whole system, not only its components but its studies including values, morality, and skills. This research study uses qualitative with phenomenological methods. In the process of collecting data, the methods used are interviews, participatory observation, documentation and data analysis using context analysis. This research procedure is the stage of the research process through analysis of learning management and student learning outcomes, analyzing gender responsive forms and the last is evaluating learning management based on gender responsive segregation. The result of this research shows that learning management conducted at MA Raudlatul Ulum is gender responsive with the implementation of planning in stages that takes into account gender responsive aspects. Then, the process of implementing learning management did not find material that marginalized and stereotyped, and was proven by the successful learning outcomes of students.*

**Keywords:** Education, Learning, Management, Segregation

## INTRODUCTION

Education is a one way for human to achieve or develop their potential for more convenient life in their future, which is accompanied by social interaction in society. The education itself has several definitions, according to National Education System Law No. 20 of 2003 which states that education is a conscious and planned attempt to create a learning atmosphere and learning process that make students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed in society (Syaban, 2019). Educational activities seek to link various scientific concepts that are differentiated into several fields of study with the hope of higher quality of learning for students in the areas of skills, attitudes, and a sense of humanity that results in meaningful learning (Sutik et al., 2022).

Education currently tends to be classified into two, called religious education and general education. Religious education is education in which they learn their respective religions. In contrast to general education, general education tends to be education that must be studied by every individual and society. According to R. S. Peters a person must have some body of knowledge and some kind of conceptual strategy to upgrade the skills gotten above the level of collection of disjointed fact (Olugbenga, 2022).

In this research, the researcher raised the theme of Islamic education as the location of the conducted research at MA Raudlatul Ulum. Islamic education is a holistic education that oriented to whole system, not only its components but its studies including values, morality, and skills. This classification causes a dichotomy that does not benefit humans, differences that divide the society since some are only proficient in science and technology and do not study about religion, and others are only proficient in IMTAQ (Faith and Taqwa) and are far behind in science and technology (Yusuf et al., 2021). This dichotomy and differences create social inequality in society, including the view of gender inequality which is closely related to patriarchal culture and Islamic religion in Indonesia.

According to Fatimatur Rasyidah in her research, the system of separation between men and women is not only conducted by Islamic educational institutions. There have been many western countries that have adopted an education system that separates men and women with certain goals, including America, New Zealand, Ireland, Australia, and England. In America, there are 505 educational institutions that implemented a separation system between men and women in 2009 (Rusydiyah, 2016). Social norms may cause Muslim girls to withdraw from schools or may prevent them from enrolling and attending any educational institution, which aggravates the gender gap in Muslim education. Muslim family structure may inherently be overpowering and act as a barrier towards participation of females in higher education (Sengupta & Rooj, 2018).

The factors that influence Islamic educational institutions in separating men and women both in Middle East and in Indonesia, is they are adhere to fiqh book of medieval scholars, which prohibits meetings between men and women in the public domain. The gender segregation system has two different views, the first for those who agree with this system. They support the education system according to gender, men and men, and women are the same, which among them have the different perspectives from each other.

The second view is those who disagree and state that gender segregation system in education will lead to rigidity in social relations, since education should not only teach academics but also communication patterns for both men and women. Another reason is that they believe is that gender inequality system is one of factors which is allegedly due to the existence of an education segregation system. Gender inequality in organizations is a complex phenomenon that can be seen in HR practices (i.e., policies, decision-making, and their enactment) that affects the hiring, training, pay, and promotion of women (Stamarski & Son Hing, 2015).

This research aims to find out how planning, implementation and evaluation are conducted at MA Raudlatul Ulum by applying a gender-responsive segregation learning model. Then, the purpose of this research is to analyse the planning, implementation, and evaluation in accordance with gender responsive learning management, which is able to improve the student learning outcomes.

Based on the results of preliminary observations conducted by researchers at MA Raudlatul Ulum, it can be seen that MA Raudlatul Ulum is an educational institution that implements a learning segregation system in education and lives of its students and has the students with achievements that recognized by state and Public. This can be seen from the number of students and community narratives. It has become a reference for state officials in Central Java province with evidence of being used as a superior MA, and having a diploma equivalent to Al-Azhar University, Cairo, Egypt.

In this research, the researchers focused on MA Raudlatul Ulum Pati, which is an educational institution that implements an educational segregation system in the education and lives of its students, and it has students with achievements that recognized by state and society. Also, researchers focus on the management of gender segregation in Islamic schools of Pati district which already has a good image at both the provincial and national levels. This makes this research unique, because this study examine the learning management with a segregation system in Islamic educational institutions based on pesantren, but it has students with good learning outcomes. The research with segregation theme is always associated with gender inequality and gender inequality which is then allegedly making the students' management in learning outcomes is decreasing, because it makes students rigid towards the opposite sex.

## **RESEARCH METHODOLOGY**

This research was conducted at MA Raudlatul Ulum with a qualitative phenomenological method. According to Denzin, phenomenological research methods generally describe and understand the meaning and actions of individuals who are developed on the basis of phenomena (Denzin & Lincoln, 2018). This method is a qualitative method that requires a ratio or filtering process, in order to get pure consciousness. Qualitative research is a process of naturalistic inquiry that seek an in-depth understanding of social phenomena within their natural setting. It focuses on the “why” rather than “what” of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives (Chandra et al., 2022). This type of data helps establish the relevance of an idea or confirm a hypothesis. It helps identify a claim and find out whether it is true or false (Handayu et al., 2022)

This research reveals the symptoms of learning management that occur in MA Raudlatul Ulum, an Islamic educational institution that applies a gender responsive segregation model. The learning management that occurs in educational institutions is takes place in the classroom. The educational institutions that apply the gender responsive segregation model are able to compete with general educational institutions, both domestically and abroad.

The research phase includes literature study research and field research, then evaluating learning management at MA Raudlatul Ulum Educational Institution. The initial stage of this research is to conduct observations and interviews to find out the learning management portrait in MA Raudlatul Ulum. In analysis process, the researcher verified between teacher interviews regarding lesson planning, observations and students’ interviews. Then, it was emphasized by looking at student learning outcomes’ documents of MA Raudlatul Ulum to prove children's learning outcomes as a form of evaluation of implementation analysis.

In this process, the data analysis conducted by researcher, such as data analysis presented by Denzin, the context of analysis with the researcher efforts to clarify the symbols given when communicating, made criteria for clarification in making predictions. In addition, the researcher also uses Miles and Huberman's analysis, that starts from collecting raw data, displaying data, reducing data, and getting to data verification and conclusions (Alhojailan & Ibrahim, 2012).

## **RESULT AND DISCUSSION**

Learning Management is come from the words of Management and Learning. Management itself has many meanings, according to its context. Learning management in this research is the art of doing a job through people (the art of getting things done through people). Management is a science and art that

regulates the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal (Mochklas, 2022). In Islamic management, it means doing a good job that rewarded in this world and in the hereafter.

Learning comes from the word learning, learning itself means the process of changing behavior as a result of an experience. Learning has the essence of meaning to do an activity that expects a change in behavior in the individual who is learning. Learning is a series of activities (conditions and events) that are deliberately made to influence students, then the learning process can be conducted easily. This activity does not only about the concept of teaching, but also includes events that can be formed through printed materials, pictures, programs, radio, videos, slides and other materials.

At the beginning of 20th century, Henry Fayol suggested that there are five functions of management, called planning, organizing, commanding, coordinating, and controlling, but now the functions of management have been summarized into four, called planning, organizing, mobilizing and evaluating (Saifulloh & Darwis, 2020).

Segregation linguistically comes from the word “to segregate” which has the meaning of separating. Besides, the word segregation also comes from the word “segregation” which has the meaning of separator. Segregation in social science is one of the processes in resolving social conflicts without destroying one party, besides that segregation is also a relationship between social groups (Paturusi, 2016).

In education, segregation is more often associated with schools that separate children with special needs from regular school system. The education system with the segregation application applies it according to gender, as well as the education system for classes with special and regular needs. The separation is good in educational process, infrastructure, to evaluation system that being distinguished from the others (Rahmawati, 2018).

In education, the students separation according to gender is often associated with religious arguments. In fact, there are many other factors that influence segregation in education world. Such as the students’ learning ability that each individual is different. Then, the segregation is often highlighted caused by religious arguments.

Another factors other than religious arguments, the phenomenon of segregation in education can be studied through Social Construction of Reality theory, which means that the social process that occurs is an action by an individual or group that is conducted continuously and becomes a social reality, then the social reality that exists in society is the construction of society itself. It can be concluded that patriarchal culture of Javanese society that separates women and men is a construct from the ancestors, this is proof that the segregation system is not only influenced by religious factors.

Gender has two meanings in sex and society. Gender in sex means biological differences given by God that permanently different. Gender in society means the difference between women and men which is not the nature of God, but is due to the process of human culture which requires a very long process (Fakih, 2008). Gender has many views of meaning from several circles, including in Indonesia. Gender refers to certain socially and culturally determined differences between women and men as opposed to biologically determined differences. In very shorthand way, gender refers to the roles, behavior, attitudes and activities that society assigns to men and women. It can also be the power relations between men and women in a given society (Azhari, 2020).

There are several opinions regarding the assessment of gender equality or responsiveness. In general, according to Nugroho, a group that achieved gender equality is when it contains of four points, the first being the existence of equal roles between men and women, then second, having equal access between men and women. men and women, the third is women's resource control, where women have the same role as men but there are still generations to come, and the fourth is that a woman has the same benefits in society as men (Utomo & Ekowati, 2019). In this case, the community in a school is the students who are in the school or madrasa.

Gender-responsive learning management can be seen from seven factors, first, male and female students have the same access, participation, and benefits from activities at school regardless of stereotypes about boys and girls. Second, male and female students have the same rights and obligations during teaching and learning at school. Third, both male and female students get opportunities and effective ways to share their life experiences that tend to be different. Fourth, reduced patterns and behaviors in schools or madrasas that marginalize students. Fifth, students, both male and female, get good and quality services from educators. Sixth, male and female students get diverse roles unlike the roles in society which tend to be limited. Seventh, teaching materials in schools do not create stereotypes (Susilawati, 2019).

According to the description of material above, the following are the results of research on learning management based on gender responsive segregation, which has the terms and functions of each as follows:

One, planning. Planning is a thought about what to do with the resources you have. In education, this planning process includes several types, including the process of preparing materials, media, approaches, learning methods, and the allocation of time to achieve the lesson objectives. In addition to planning process, a teacher must prepare the formulation of an instrument or evaluation to measure the level of lesson achievement (Gemnafle & Batlolona, 2021).

The observations made by researchers in planning process at MA Radlatul Ulum, the founder of the foundation gave directions every morning to the principal about the importance of education, that students, both male and female, were able



to become expert in their fields. In addition, the founders also emphasized that general subject matter that tends to create stereotypes must be straightened out into a gender-fair view, that every human being has the right to be a champion, as providing an example for female figures in subjects since in textbook material, the majority of characters are male.

Besides, in classical book material, the verses of Qur'an and hadith that tend to be interpreted in stereotyped manner, or marginalized that were explained by Founder regarding *asbabun nuzul* and *asbabul wurud*, to not marginalize the female students. This makes teachers need to remain upgrade these five, and make students compete in educational field.

The observations of this research were conducted in teacher's office during break time. Based on observations made by researchers, some teachers prepare the material, some others open material to study material that will be delivered in class. There are various methods for teacher preparation, some of it is using PPT, which is usually implemented by teachers in general lessons and muthola'ah or studying material that will be conducted by the classical book teacher.

The results of the interview explained that teachers are required to submit the lesson plans before the new school year begins, then when students have begun the teaching and learning process, they are able to know the description and goals that need to be achieved in learning. In organizing, it was found that the teacher had a WhatsApp group which have the same lesson. This is done to equalize the material and assignments for students between male and female since female teachers are not included in male classes. In addition, other planning processes are also in the form of an explanation of religious arguments that allow gender inequality to arise then the students are not enthusiastic about learning.

Second, organizing. Organizing has the task of wrapping large activities into small activities. This organizing process has three scopes, called dividing the components of activities needed to achieve goals in groups, assigning tasks to a manager to hold the grouping, and assigning authority among groups or organizational units (Muhlasin, 2019).

In organizing, the researcher made observations at MA office. In this case, teachers who have lessons in the same field have their respective groups to conduct discussions in MA office. This is not only done between female student teachers, but between male and female student teachers also conducts discussions in office to discuss the material and children's achievements regarding learning materials.

According to interview results regarding the organizing process with teachers and students, it was found that teachers had implemented a gender-responsive learning process, both in terms of explanations and the opportunities that given to male and female students were equal. There is no inequality, marginalization and stereotypes against women, both learning in the classroom and outside the

classroom. The class is classified as an active class, not based on teacher, but it is the students who present the material.

Third, movement. Mobilization is the action stage of effort then the all group members try to achieve goals with managerial planning and organizations. In this process, a group leader is needed to direct and provide encouragement then the group members are able to achieve their goals.

In the process of moving in learning management, researchers make observations in the classroom. At the beginning of general lesson learning, usually some teachers use power points to ask one of the students to present the previous material, while some other teachers ask the weekly quizzes.

During teaching and learning of classical book, it begins by repeating the previous material by several questions regarding fiqh, and nahwu to students. The materials and teaching materials used between male and female students are the same, there is no difference in learning process.

Not only the same subject matter, male and female students are given equal access to study and participate in competitions. There were no discriminatory social attitudes of teachers towards students, all of them were given the same treatment. Even the competition representatives from MA Raudlatul Ulum, through the selection of male and female students, only the best ones were chosen.

Fourth, evaluation. Evaluation is controlling the performance of a company, to assess whether the running of a company is in accordance with the initial design in planning process. In learning management, this evaluation process is in the form of review in learning model associated with learning outcomes.

In the evaluation process of learning at MA Raudlatul Ulum, the teachers conduct daily test with several methods to improve student learning outcomes. Teachers also giving weekly assignments, questions, weekly quiz programs, and review learning assignments last week using presentation method in front of the class. At other times, the teacher also creates certain groups for class discussions through articles on latest issues and conduct a small debate forum in classroom by creating groups of pros and cons.

The evaluation process for students at MA Raudlatul Ulum is through the UTS (Middle Semester Examination), UAS (Final Semester Examination) and remedial. The MA Raudlatul Ulum has an evaluation method that is different from other schools, called memorizing the Qowaidul Fiqhiyyah bait (Fiqh legal rules) every UTS and UAS. For students majoring in religion, they are required to memorize the Qur'an which is directly tested by lecturers from Al Azhar Cairo, Egypt, both for male and female students.

For the twelfth grade, they have an obligation that every two children have to write a paper under the guidance of one teacher, besides that they are given the Munaqosyah exam, which includes the Juz 30 exam, reading classical book randomly, muhaddatsah (Arabic Conversation) directly with the teachers from Al



Azhar Cairo Egypt, and Conversation (English Conversation). These is done with the aim of educating students to become responsible in learning outcomes for three years at MA Raudlatul Ulum. The evaluation in munaqosyah method, according to the researcher's observation is very interesting and makes students study seriously and they have been preparing for this musnaqosyah exam since eleventh grade.

According to the results of interviews regarding the evaluation process at MA Raudlatul Ulum, the evaluation process given between male and female students is same, there is a Daily Test (UH), Mid-Semester Examination (UTS), Semester Final Examination (UAS), deposit memorization, Writing, Al-Quran Exams directly with lecturers from Egypt, and Munaqosyah. According to interview results, the Munaqosyah evaluation process and Al-Quran exam are very scary for students, then they have to prepare carefully since eleventh grade.

In taking documentation by researchers from student achievement data of MA Regional Office at Ministry of Religion of Central Java Province, MA Raudlatul Ulum became the leading MA in Central Java in 2021/2022 academic year was able to win an academic championship which is detailed as follows:

	Champion I	2 <sup>nd</sup> Winner	Gold	Silver	Bronze	Hope
Amount	18	1	101	194	305	9
International	75					
National	574					
Province	19					
Amount	688					

Looking at the direction of Gedir's Responsive Segregation-Based Learning Management research, it is different from other studies both in terms of research focus, research location and research time.

## DISCUSSION

The learning management in this research has the meaning of planning, organizing, decision-making and controlling processes that are directed by human, physical, and information resources with the aim of improving quality and expecting good rewards from Allah SWT (Saifulloh & Darwis, 2020).

The concept of alignment that occurs in an educational institution that implements a segregated learning system is not easy. Seeing the different conditions and times, between female teachers and male teachers. It's just that a plan is the main key, so that the learning concept that applies this segregation model can achieve high learning outcomes that apply gender responsiveness.

Several processes are the driving factors for achieving gender-responsive learning. First, there is a direct direction conducted by the founder to give all teachers to discuss and remind that education at MA Raudlatul Ulum is not discriminated against the gender, custom, culture or religion. even caste. In this case, the founder always provides guidance to all teachers, especially on religious arguments which are often confused with gender inequality. The religious interpretations and materials that tend to be conceptualized by society and lead to stereotypes and marginalization. This briefing process is also always implemented by the founders every day with the school principal and administrative relatives.

Second, create a good communication between male and female teachers. This is considered necessary since the male and female students are rarely meet. In addition, this is also considered important because it aims to build the same basic patterns and concepts to direct student learning in the classroom with the same modules and assignments. After that, the teacher will discuss regarding the lesson plan making.

The communication between teachers is not only implemented at the beginning of the learning year at school. The communication process between teachers is also conducted every time, when it is needed to improve modules and teaching materials to develop the student learning outcomes. Even though they do not meet in same teaching hours, the teacher conducts discussions through electronic devices and creates groups of teachers who have the same subjects.

After the communication between teachers getting the same agreement, then teaching materials and lesson plans are designed with the same material. This is done for the human resource capabilities of students have the same education, experience and materials. Also, there are planners for maintaining human resources between talented male and female through a training process outside of school hours. It aims to maintain useful human resources, both male and female students. In this case, competitions are held for the next one to three years.

The importance of planning process conducted with a purpose to build the spirit of students to compete for becoming great students regardless of the gender and their background. The planning process is not only conducted before learning, but is reconsidered together with the founder and school principals before the mid-semester exams and semester exams are held.

Each lesson plan is reformulated regarding the same benefits obtained in the learning process, both from learning hours, materials, and decision making in determining daily tasks. This is an effort made by educational institutions to implement an educational institution based on gender responsive segregation.

The achievement of a good planning process at MA Raudlatul Ulum cannot be separated from the existence of a charismatic leader. The process is due to the formation of the character of a student in a religious education institution to the leader is *saman wa thoatan* (listening and following) what the kyai says.

The success of the implementation of learning process conducted at MA Raudlatul Ulum can be seen from several factors that the researchers found. In the learning process at MA Raudlatul Ulum, the teacher is able to create a pleasant learning atmosphere, attractive, and is able to provoke the students' creativity through presentations, assignments and active group discussions in class. In the realization of this discipline, researchers found the fact that only few students at MA Raudlatul Ulum were in and out during class hours.

Male and female students are given the widest possible space to take advantage of the learning process, both in terms of material and practice. This is proven by learning evaluation process that is not differentiated between male and female students, in addition, it is proof that access and roles are the same.

Some of the evaluation processes are, the principal supervises every week to find out whether the class is conducive, scientific and ensure that there is no material that marginalizes and stereotypes women. This evaluation process has a major impact on learning process in the classroom since the form of respect for the principal is not due to the school's structure, but is a form of respect between santri and kyai. In this case, the process of implementing gender-responsive learning management can run well, due to the form of santri devotion to the kyai. It is undeniable that gender-responsive learning management process cannot be separated from the important role of a charismatic kyai in front of students.

The form of gender-responsive learning management does not only occur in the classroom during learning, but also at the learning evaluation stage. The evaluation process for students is the assessment of learning outcomes through daily tests (UH), memorizing verses of Qowaidul Fiqhiyyah every PAT and PAS Middle Semester Assessment (PTS), Final Semester Assessment (PAS), Portfolio, and Munaqosyah Exam with juz 30 exam, Conversation and Muhaddatsah.

With these implementation, MA Raudlatul Ulum has implemented a learning process that separates male and female students, but is able to build a gender-responsive learning concept. This is in accordance with the four pillars that can be said to be gender responsive, namely:

First, male and female students have the same role in participating in learning, giving arguments and participating in competitions regardless of gender. Second, male and female students are given equal access to materials in the same time, but additional hours are given according to the needs of students. Third, the resources control. male and female students from class X to class XII are given equal opportunities to maintain human resources. This can be seen from the guidance given to students who have talent, then they are able to take part in competitions both in current school year and in the next two years. Fourth, benefits, women have the benefit to jointly make the good name of the school alma mater.

## CONCLUSION

Based on the results of research and discussion on Gender Responsive Segregation-Based Learning Management at MA Raudlatul Ulum, it can be concluded that learning management conducted at MA Raudlatul Ulum is gender responsive with the implementation of planning in stages that takes into account gender responsive aspects. The process of implementing learning management did not find material that marginalized and stereotyped, and was proven by the successful learning outcomes of children. Then, the evaluation that conducted between male and female students is the same and does not discriminate.

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