

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

By: **Aniva Kartika** and Maria Eugenia Hastuti

University of Surabaya, Surabaya, **Indonesia**

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