# Students' Gender Perspective Analysis in Higher Education Learning

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**Abstract:** This study focuses on the analysis ofstudents' gender perspectives based on their grade level. Employing a cross-survey method, the data were collected from 70UIN Mataram students and analyzed by MANOVA test. The findings highlight no difference in the students' gender perspective in grade level. It is relevant to the results of interviews, which revealed that there is no difference in the students' gender perspective based on grade level because gender-responsive learning has started to be implemented in higher education.

**Keywords:***Students' gender perspective, higher education, grade level*

## INTRODUCTION

National education policies provide opportunities for every citizen, regardless of gender, race, ethnicity, religion, social position, or economic state,to obtain a proper and equal education. It becomes a reference for any educational institution in providing services and equal rights for each individual to getadequate education at all levels. Gender-responsive integration in curriculum and learning media is one way to instil gender inclusivity (Adriana, 2009). Thus, gender-responsive learning could optimize the students' potential to enhance their learning outcomes (Masnun&Fadli, 2022). Nevertheless, previous studies indicated that gender disparity is still rooted inhigher education, affecting students' poor learning outcomes (Grown, Caren, &Valodia, 2010; Mufidah, 2010).

Gender disparities in higher education learningare reflected in the unequal opportunities for male and female students to be actively involved. Moreover, the availability of 'gender-friendly' learning media isn't much provided because it is influenced by gender bias cultural tendencies(Sumardi&Wahyudiati, 2022; Wahyudiati, 2022; Mufidah, 2010). Adrian (2009) mentioned four cause factorsof gender-biased learning: participation, control, factors, and benefit. Accordingly, higher education must anticipate these four factors to minimize gender bias in universities.

The success of gender-inclusive learning in higher education can be achieved through implementing learning models, strategies, facilities and infrastructure, and gender-responsive media at all levels (semester). Their application could increase' students learning outcomes and academic achievement (Wahyudiati et al., 2020; Wahyudiati, 2022). However, previous studies proved that the availability of gender-responsive learning media is still minimal and has not been widely developed by lecturers (Fadli&Irwanto, 2020; Fadli&Zaki, 2022). Moreover, the achievement of learning objectives is more focused on accomplishing cognitive outcomes and tends to ignore the development of students' attitudes and psychomotor (Wahyudiati&Fitriani, 2021; Sumardi&Wahyudiati, 2021; Zeidan and Jayosi, 2014).

Referring to the elaborated issues above, this study aimed to analyze and map the scarcity of the factual conditions of students' gender perspectives based on gradelevel in university. It is also because a relationship exists between constructivism-based learning experiences and gender-responsive learning in developing the cognitive, affective, and psychomotor of male and female students in developing future careers (Masun&Fadli, 2022; Wahyudiati et al., 2020; Fadli&Masnun, 2020; Sumardi&Wahyudiati, 2021).

**METHOD**

This survey research employed a cross-sectional survey method. The cross-sectional survey is designed to measure the relationship between two or more variables to measure the factual conditions of the research subjects (Creswell, 2000). The gender-responsive learning questionnaire instrument was used to obtain quantitative data. It was continued with the focus group interview (FGD) to confirm and strengthen the quantitative data. The research population comprised all Mataram State Islamic University students and employed 70 selected samples byrandom cluster sampling. The questionnaire data obtained were analyzed using the Manova test after the Manova prerequisite test was fulfilled. Levene's test results obtaineda p-value > 0.05, meaning that the data is homogeneous. Homogeneous data is a requirement for the MANOVA hypothesis test (Bernard, 2000).

**FINDINGS**

The survey data were analyzed using the Manova test after the prerequisite test was fulfilled.The data were normally distributed and homogeneous, and there wasno multicollinearity. The normality test obtaineda p-value > 0.05 (data normally distributed) and VIF value = 0.50, indicating no multicollinearity in the data. Likewise, for the linearity test, the scatter plot matrix for each pair of research variables has a positive correlation. Furthermore, the result of Levene's test was p

value > 0.05 (Table 1), meaning that the data is homogeneous, so the Manova prerequisite test was fulfilledand was continued with hypothesis testing.

**Table 1**. Levene's test results (Homogeneity test).

|  | F | df1 | df2 | Sig. |
|---|---|---|---|---|
| **Gender perspective** | .532 | 5 | 294 | .847 |
| **Overall** | .585 | 5 | 294 | .837 |

The results of the Manova test showed no difference in gender-responsive learning based on grade level with $p > 0.05$ (Table 2), which means that the alternative hypothesis is rejected and the null hypothesis is accepted.

**Table 2**. Results of Gender Responsive Learning Manova Test Based on Grade Level

| Effect | | Sig. |
|---|---|---|
| **Gender** | Pillai's Trace | .074 |
| | Wilks' Lambda | .074 |
| | Hotelling's Trace | .074 |
| | Roy's Largest Root | .074 |

## DISCUSSION

The current research findings proved no difference in gender-responsive learning based on grade level. It is in line with the previous studies, which confirmed no difference in gender-responsive learning atthe gender and semester level (Wahyudiati, 2021). There is no difference based on grade level because gender-responsive learning has started to be applied from the first year at universities (Masnun&Fadli, 2022; Fadli&Zaki, 2022). It is also emphasized that learning experiences must be related to students' lives to improve soft skills and academic achievement (Sumardi&Wahyudiati, 2022; Wahyudiati, 2022). The following interview results validated thefindings:

Hj (Lecturer) stated,"gender-responsive learning has been implemented since the beginning of the semester, be it the first year, the second year, and so on, that male and female students can be actively involved to improve their academic achievement."

Ar (Male) stated,"I often experienced gender-responsive learning since I took the first semester and the next semester so that we have the same opportunity to get information and learning experiences."

Furthermore, Ni (Female) revealed,"I am very motivated to learn because lecturers provide opportunities to explore experiences independently and do not differentiate between male and female students".

Gender equality can be interpreted as providing fair and equal opportunities in obtaining rights and implementing obligations between men and women to participate in all fields of life and play a role in the success of national development. Gender equality indicators are marked by the application of learning that refers to learning models, strategies, facilities and infrastructure, and gender-responsive learning media at all semester levels. These would impact increasing student learning outcomes and academic achievement (Sutrisno et al., 2021; Wahyudiati, 2022). In addition, various concrete steps to formulate policies that refer to gender equality are by providing equal opportunities for men and women. It can be through developing their potential, promoting gender inclusivity in learning practices starting from primary, secondary, and higher education and providing the broadest opportunity for each individual to be involved in all life areas(Marhumah, 2010; Mufidah, 2010).

The absence of a gender perspective difference based on grade level is also influenced by the availability of gender-responsive learning facilities and infrastructure that refers to constructivism-based learning. The advantages of providing gender-responsive advice and infrastructure and lecturers who do not differentiate the roles of male and female students positively impact the development of soft skills and student learning outcomes (Fadli&Zaki, 2022; Masnun&Fadli, 2022). In addition, the advantages of constructivism-based and gender-responsive learning could create a vibrant, fun, and collaborative-based learning atmosphere to improve students' scientific attitudes and problem-solving abilities (Sumardi, Rohman, &Wahyudiati, 2020; Wahyudiati, 2020). These results are supported by the following interview:

Ga (Lecturer) stated,"gender-responsive learning activities are supported by the availability of 'gender friendly' learning facilities and infrastructure so that they can provide equal opportunities for male and female students".

Ha (Male) said,"The learning model did not discriminate between male and female students that I'm being motivated to learn from the first year until the last year of college".

Furthermore, Yi (Female) revealed, "Gender-responsive facilities and infrastructure prepared by our campus greatly support the development of the soft skills of male and female students, which also improves my academic achievement".

The gender-responsive learning experience is positively correlated with student academic achievement. Gender-inclusive constructivism-based learning supported by adequate facilities and infrastructure provides equal opportunities for male and female students and will significantly impact students' learning outcomes (Adegboyega, 2016; Wahyudiati, 2022). Thus, gender-responsive learning must be implemented in elementary and high school and at the university level. In addition, educational institutions at all levels of education must facilitate lecturers or teachers in designing, compiling, implementing, and evaluating gender-responsive learning programs to develop students' 21st-century skills and future careers.

## CONCLUSION AND SUGGESTIONS

The research findings showed no difference in the students' gender perspective regarding grade level perspective. The survey findings agree with the results of interviews, which also revealed no difference because gender-responsive learning has started to be implemented in higher education. As a follow-up, it is necessary to conduct research that uncovers strategies for developing gender-responsive learning models and media designed to achieve 21st-century learning goals and improve male and female students learning outcomes. In addition, this study's findings can be a reference for further research that examines the implementation of gender-responsive learning to enrich the knowledge regarding gender-responsive learning in higher education.

## ACKNOWLEDGMENT

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