


Critique and Construction of Gender-Based Islamic Education Classroom Management

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ABSTRACT

Gender-Based Islamic Education Classroom Management focuses on creating a learning environment that respects and accommodates the distinct needs and roles of male and female students, in line with Islamic principles. This research aims to review several articles on gender-based islamic education classroom management and generate new ideas to reduce gender bias and increase active participation and student achievement in the learning process. This research uses an article review method, which involves summarizing several published articles, comparing them, providing critiques, and generating new construction or ideas as a development of scientific knowledge. The results of this research include reviews of several articles on the new concept of educational management, namely separated classroom management, as a factor that can improve student achievement. The critique of this concept is that while it has been implemented in many places, it is only suitable for monolithic institutions and not suitable for multicultural institutions. The construction of this concept applies supervision management as a solution to concerns about disrupting the learning process.

Keywords: *Critique; Construction; Islamic Education; Classroom Management; Gender.*

INTRODUCTION

In the world of education, student diversity is not only based on social, cultural, or economic backgrounds but also on gender aspects. Gender plays a crucial role in determining how students learn, interact, and respond to their educational environment. Therefore, effective classroom management must consider gender differences to create an inclusive and fair learning environment.

Gender-Based Islamic Education Classroom Management emphasizes equitable opportunities for participation, fostering mutual respect, and promoting values of modesty and collaboration. Teachers play a crucial role in designing activities and discussions that are inclusive and sensitive to cultural and religious norms, ensuring that both genders feel valued and empowered to excel academically and spiritually. This approach nurtures an atmosphere of ethical growth and holistic development. This approach aims not only to improve academic achievement but also to develop the emotional and social aspects of students (Damayanti & Rismaningtyas, 2021).

According to UNESCO, gender issues in the education sector often lead to problems such as gender bias that can cause differences in learning experiences between male and female students, the influence of gender on teacher performance resulting in an imbalance in performance between male and female teachers, and the gender gap in education (UNESCO, 2023).

Researchers found several studies on gender-based classroom management, including the first article written by Susilawati titled "Manajemen Kelas Perspektif Gender," which was published by SAMAWA (Sakinah, Mawaddah Warahmah) Journal: Family, Gender, and Child Studies, Volume 4, Number 1, 2021. The research method of this article is qualitative Library Research, and the main idea of this article is to convey the values of equal rights to education for both male and female students (Susilawati, 2021). Second articles written by Zainul Muflihini and Fatmawati titled "Implementasi Kebijakan Segregasi Kelas Berbasis Gender di SMPS IT Mutiara Duri." This article was published by EL-DARISA: Jurnal Pendidikan Islam Volume 01 Nomor 02 Tahun 2023. The research method of this journal is qualitative field research, while the main idea of this article is to present the concept of education that separates groups of male and female students at the research location (Muflihini & Fatmawati, 2023). The third article is written by Zainal Abidin and Asep Rahmatullah titled "Manajemen Kelas Berbasis Pemisahan Gender dan Relasinya dengan Prestasi Siswa Studi Kasus di MTs Darullughah Wadda'wah," published in 2023. The research method of this journal is qualitative field research, while the main idea of this article is to present the concept of education that separates groups of male and female students at the research location, a concept believed to be a factor that can improve academic performance (Abidin & Rahmatullah, 2023).

The three articles share a common topic on classroom management studies and gender issues, and the management concepts offered are new concepts that have largely not been applied in other educational institutions in Indonesia. For that reason, through the article review, the author attempts to summarize several of these articles and re-examine them with analysis and comparison to other theories and literature as supporting references, in order to generate criticism and construction as new ideas that can be offered to the readers.

METHOD

This research uses the article review model, which involves re-examining several published articles with similar topics, then attempting to generate critiques and provide new ideas from in-depth analysis based on relevant theories or literature reviews related to the discussed topic. This review model is carried out through several methodological stages, including First, Summarizing, which involves reviewing published articles and rewriting them more concisely while still presenting the sources to draw conclusions. Second, Comparing, which involves examining published articles to find similarities and differences among several articles to draw conclusions. Third, Criticizing, which involves forming opinions on the read sources based on analyses grounded in literature reviews of other relevant articles. Fourth, the construction

method is an article review method that combines several sources into a new idea. This method is carried out by comparing several conclusions to provide a new idea as a construction.

FINDINGS AND DISCUSSION

Overall, the journal to be reviewed consists of three parts: introduction, discussion, and conclusion. However, in this review, only the introduction and discussion will be presented because the conclusion only contains the summary.

Gender-Based Classroom Management

The article written by Susilawati is titled *Manajemen Kelas Perspektif Gender*. In the introduction, she states that gender is the distinction between men and women in non-natural aspects, where "natural" generally refers to the sex and reproductive organs of men and women. Education differentiates treatment of students based on gender. Educational touch is an educational process that takes place full of warmth, familiarity, and affection without differentiating based on gender. Students feel as if they are in their mother's embrace, making them feel calm and peaceful, fostering warmth, familiarity, and affection with the students regardless of whether they are male or female. Education should be able to use knowledge and intuition to delve deeper into students' behavior and requires greater perseverance guided by an optimistic feeling. Education should be able to use knowledge and intuition to delve deeper into students' behavior and guided by an optimistic feeling (Susilawati, 2021). The main idea in the article in this paragraph conveys that male and female students have the same rights in obtaining education.

In the discussion section, Susilawati stated that gender is a complex relationship between individuals and their roles in the non-formal realm, including functions, roles, and responsibilities. Education, both formal and non-formal, is a field that can be considered as a field without inherent bias, limitations, or prejudices. Management is an important aspect of education, involving effective and fair educational management. Management is a universal principle that is central to educational policy, aiming to serve as a guide for creative and conducive teaching, learning, and instruction to achieve educational goals. A classroom is a room bounded by four walls where a number of students gather to participate in the learning process, and its area is a small community, part of the school community, organized to assist the dynamic work unit. Perspective education is a form of education that aims to balance the interests of teachers and students, ensuring that the curriculum is tailored to the needs of students. This includes fostering a sense of belonging, respecting diversity, and balancing the needs of both teachers and students themselves. The relationship between teachers and students is an important aspect of education, as it affects the level of education, discipline, and the relationship between teachers and students. The relationship between teachers and students ensures that the education system is viewed from a gender perspective (Susilawati, 2021). The main idea in the article in this paragraph is the affirmation of the gender concept and its relationship with the concept

of management in general and Class Management, as well as the importance of class management regulation in education.

Next, he quotes an article from the book "Landasan Pendidikan" by Tatang Syarifudin about the National Education System Law No. 20 of 2003, which states that education means a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop all their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in society. Meanwhile, in the Amendment of the 1945 Constitution Article 28 B paragraph 2, it is stated that every child has the right to survival, growth, and development, and the right to be protected from violence and discrimination. In Law No. 23 of 2002 Article 9 paragraph 1 on child protection, it is stated that every child has the right to receive education and teaching for the development of their personality and intelligence according to their interests and talents (Syarifudin, 2012).

Next, it is mentioned about gender bias in a quote from Wawan Junaidi and Iklilah Muzayyanah that gender discrimination appears in various forms, including stereotypes, subordination, violence, double burden, marginalization, and marginalization. Stereotypes refer to labels about gender roles and performance, while subordination involves actions that make one person's position more different from others, preventing prioritization. Violence refers to actions that are detrimental to others, whether in sports or mental health. Double-burden occurs when someone is forced to work for hours, while marginalization happens when someone is treated as an unimportant economic factor, even though they are crucial. Violence is a form of detrimental action that affects others, both in sports and mental health (Junaidi & Muzayyanah, 2010).

Furthermore, it is also mentioned that the phenomenon of gender inequality in education can be categorized into three dimensions: lack of participation, lack of representation, and unfair treatment. Lack of participation refers to the lack of representation, where teachers are not actively involved in the education system, leading to progressive disparities. On the other hand, under-representation refers to teachers who are passive in the education system but do not actively participate in the education system. Unfair treatment, unfair treatment, and unfair treatment are all factors that contribute to gender inequality in education. Access dimensions are educational facilities that are difficult to reach or opportunities to decide on products/results and educational methods. The contributing factors are the presence of secondary schools in each district, the long distance from home, the heavy burden of household chores placed on children, and the accumulation of these factors, which leads to students quickly dropping out of school. The dimension of the learning process includes educational materials such as questions in books, formal positions in books, illustrations, and gender bias. The dimension of mastery is the ability possessed by an individual to advance their role in society. The control dimension is the ability or authority to decide on products/results and educational methods, having the strength to gain benefits from resources. The benefit dimension is something good to be

obtained or received by an individual from the process of using or utilizing resources (Asrohah, 2008).

Lastly, the perspective of gender equality in education from an Islamic viewpoint emphasizes equality, harmony, and unity in education, dismantling hierarchical systems and empowering all Muslims to contribute to the learning process. Education must be tailored to the needs and abilities of each individual, not just focusing on academic and economic education. Education and support for participation in all fields are new ways to promote harmony, facilitated by education, including national education (Susilawati, 2021).

Student Performance

The article written by Zainul Muflihin and Fatmawati titled "Implementasi Kebijakan Segregasi Kelas Berbasis Gender di SMPS IT Mutiara Duri." In the introduction, it is stated that class segregation is the separation of groups between male and female students, and the importance of gender separation in schools, as it highlights the negative impact on student performance. In this article, it is suggested that the implementation of gender segregation can address issues related to diversity and student performance, such as students who are often bullied or isolated by their peers during study hours, and social problems often stem from negative relationships between students and their peers. The basis of this segregation is the instinctual attraction of boys to girls and vice versa; when these are brought together, it can result in a lack of focus and concentration among the students at the research location. Although the integration between students has both positive and negative impacts (Muflihin & Fatmawati, 2023).

In the discussion, the definition of segregation was presented, quoting Ibdaul Latifah's writing, which states that segregation is an etymological term referring to the process of separating one group from another, or separating or segregating (Latifah, 2020). Next, the segregation model is presented, quoting Kreitz-Sandberg's writing, which states that schools implementing gender-based class segregation are schools whose learning model separates male and female students with the aim of maximizing the potential and abilities of each student. Schools as a model of segregation, like a class, school organizational structure, and environment, help prevent communication between students of different genders. Segregation in schools is not limited to students, as the structure and order of the school still exist. Segregation in certain learning environments also exists, affecting the relationship between students and teachers (Kreitz-Sandberg, 2013).

Next, the theoretical basis of segregation is explained by quoting William A. Jaeger's writing in Saifuddin, which states that the separation of male and female students has two functions: the integration function, which is the separation based on the similarities among students, according to gender, age, and as a separation based on classical ability and classical belief, and the differentiation function, which is the separation based on the differences among students, such as interests, talents, and abilities (Saifuddin, 2018). In terms of religion, the separation of male and female

students who are not mahram is a teaching of Islam. This separation is to protect both from prohibited actions such as adultery. If men and women are not separated, there is a concern that temptations of lust will arise, leading to desires between them, as Allah has stated in Surah An-Nur, verse 30. Next, it is also mentioned that the purpose of the structured learning system (separating males and females) is because Islamic education aims to build relationships between individuals and groups, without fixed or imposed boundaries. Education with a separation system also aims to provide focus and context for students in learning (Ahmadi & Uhbiyati, 2015).

Gender-Responsive Education

The article written by Zainal Abidin and Asep Rahmatullah titled "Manajemen Kelas Berbasis Pemisahan Gender dan Relasinya Dengan Prestasi Siswa Studi Kasus di MTs Darullughah Wadda'wah." In the introduction, the importance of gender segregation in the research location, which is closely tied to the pesantren culture, is discussed. He mentioned that gender-responsive education is very important because it combines individual and professional skills in education. Implementing gender-responsive education as an early school will make education more effective. The curriculum should provide equal opportunities for growth, and it is important for individuals to understand gender-responsive education. Gender-responsive education is crucial to address gender segregation and prevent bias. However, current gender segregation can lead to bias and is not only negative but also dangerous. Focusing on addressing multiple factors is very important, especially in the research community (Abidin & Rahmatullah, 2023).

In the discussion, the concept of class segregation based on gender, which generally still receives both support and opposition, is explained. The supporting group is described by quoting the proceedings of Evi Muafiah, which state that groups promoting gender segregation in education have different learning principles, with varying levels of learning in cooperative and competitive areas, and that gender segregation affects their learning with respect and autonomy. This creates a negative impact for many people, as both individuals and groups have different potentials. It is important to understand that both individuals and groups have the same goals, and the differences between them are not only physical but also psychological (Muafiah, 2018). Meanwhile, the opposing group cites Titis Thoriquuttyas, who explains that gender segregation in the education sector can lead to gender bias. The practice of gender segregation in education creates a gap between gender and ability, leading to gender bias in practice. This concept creates a lack of creativity in education, which can hinder its effectiveness. Moreover, many schools in Islam still have gender segregation, which creates the potential for gender bias. This bias is more likely to occur in the process of gender segregation than in the application of gender principles. The issue of gender bias is not caused by the factors that lead to gender segregation, but rather by a lack of awareness about gender bias (Thoriquuttyas, 2018).

Next, it was conveyed about the implementation of gender segregation at the research site because the institution is under the auspices of an Islamic boarding school

based on theological and psychological principles. In terms of theology, it is more about caution to prevent excessive interaction that could potentially lead to greater immorality. The immorality referred to is the potential for destructive behavior when men and women are in the same class. Psychologically, the management of gender separation at the research location indicates that men and women have slightly different learning potentials. Generally, boys grow up in a spirit of competition while girls develop in an atmosphere of togetherness. This is what legitimizes the separation of girls and boys when studying (Abidin & Rahmatullah, 2023).

Critique of Gender-Based Classroom Management Article

The article written by Susilawati has a clear idea, which is to convey the existence of educational equality between male and female genders. Although this is a very good idea, the foundation presented is incomplete; the philosophical foundation from various theories should be mentioned, the legal foundation from the laws should be presented in full, not just someone's quotation of the law, and the formative foundation sourced from the Quran and Hadith as the basis of Islamic law should be included. Based on these findings, the main idea and concept in this journal article are still weak.

The article written by Zainul Muflihin and Fatmawati has a clear idea, namely the concept of learning that separates groups of male and female students. This idea is supported by sufficient theories; however, the research results do not show an explanation that aligns with the research method. This journal uses field research methods, so there should be field data from the research presented as a basis to strengthen and support the argumentation. However, in this journal, it appears as if the research is incomplete. Based on this finding, the main idea and concept in this journal article are not strong.

The article written by Zainal Abidin and Asep Rahmatullah has a strong idea about class segregation between male and female students based on gender. Based on profound theological and psychological considerations, the article also presents research findings from the study location regarding the implementation of segregation. This research is too subjective because the object being studied is not balanced with comprehensive data sources. The researcher only collected data from interviews with the institution's management, but did not present data on the opinions of the students who underwent the segregation. In addition, there has not yet been a comparison between the achievements of students resulting from the learning process without segregation and with the segregation system, which makes the conclusions drawn less objective.

Current Critical Issue of Gender-Based Islamic Education Classroom Management

The management of gender-based Islamic education classrooms faces several critical issues, particularly in the context of contemporary educational demands and societal changes. One significant challenge is balancing adherence to Islamic principles with the need for inclusivity and equal educational opportunities for all students. While

Islamic teachings emphasize gender-specific roles and modesty, the modern classroom often demands strategies that foster collaboration and interaction among male and female students. Striking this balance requires thoughtful approaches that respect religious values while promoting a holistic and inclusive learning experience.

Another pressing issue is the cultural diversity within Islamic education systems worldwide. Interpretations of Islamic teachings regarding gender roles vary across cultures, leading to differences in how classrooms are managed. For example, some communities might strictly enforce gender segregation, while others adopt more integrated approaches. This variation can create challenges for educators and policymakers who seek to develop universal guidelines for effective classroom management in Islamic education settings.

Teacher preparedness and training also play a pivotal role in addressing these issues. Many educators lack the professional development needed to manage gender-based classrooms effectively within an Islamic framework. Without proper training, teachers may inadvertently reinforce stereotypes or fail to create equitable learning environments. Providing educators with the tools and knowledge to navigate these complexities is essential for fostering an atmosphere that supports both academic and spiritual growth.

Additionally, there is a growing need to integrate technology and modern teaching methods into gender-based Islamic education. The use of digital tools and online platforms raises questions about how to maintain appropriate gender boundaries while ensuring equal access to learning opportunities. Addressing these concerns requires innovative solutions that align with Islamic values while embracing the benefits of technological advancement.

Lastly, societal expectations and evolving gender dynamics add another layer of complexity. As discussions around gender equality and empowerment gain prominence globally, Islamic education systems must address the expectations of parents, students, and communities. Navigating these pressures while remaining rooted in Islamic principles is a delicate task that demands careful consideration and collaboration among educators, religious scholars, and policymakers.

These critical issues highlight the importance of developing nuanced, context-sensitive approaches to gender-based classroom management in Islamic education. By addressing these challenges, educators can create environments that honor Islamic teachings while preparing students to thrive in a rapidly changing world.

CONCLUSION

Over the past four years, three articles have been found discussing gender-based classroom management. The first article was written by Susilawati on Gender Perspective Classroom Management, the second article was written by Zainul Muflihin and Fatmawati on the Implementation of Gender-Based Classroom Segregation Policy at SMPS IT Mutiara Duri, and the third article was written by Zainal Abidin and Asep Rahmatullah on Gender-Based Classroom Management and Its Relation to Student

Achievement: A Case Study at MTs Darullughah Wadda'wah. These three articles present a new educational concept, namely separate classroom management as a factor that can improve student achievement. The criticism of this concept is that although it has been implemented in many places, it is only suitable for monicultural institutions and not for multicultural institutions. The construction of this concept applies supervisory management as a solution to the concern of disruption in the teaching and learning process.

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