

ANALYZING TEACHER'S PERCEPTION OF TEACHER-STUDENTS INTERACTION BASED ON GENDER PERSPECTIVE

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Abstract: This research aims to determine the teacher's perception of teacher-student interaction in the classroom. This research is conducted in SMA Negeri 3 Poso. The method used in this research is descriptive qualitative. The subject is the English teacher and the students of tenth grade. The data are collected by observation about teacher-student interaction in the classroom and interviews with English teachers and some students of Academic Year 2017/2018. The result of the research shows that all students receive equal attention or help from the teacher, all students receive praise verbal is equal. While male students more participative in the classroom and they also usually get verbal sanction from the teacher..

Keywords: *Perception, Teacher Students Interaction, Gender*

INTRODUCTION

Understanding gender is very important in education. Especially in the learning process at the classroom, because education is not only a learning process but also is one 'resource' for all knowledge. Hence it is an effective instrument of value transfer including values related to gender issues. Thus education is also a means of cultural socialization that took place formally including in schools. Male and female students can influence factors such as the level of participation in the classroom and the achievement of learning outcomes. The social and cultural value of gender stereotypes can unintentionally occur within and in school through the interaction between teachers and students or among students, the apparent behavior in the school life of the interaction of teachers, teacher-students, and students both within and outside the classroom during lessons and breaks will reveal the constructed gender constructs so far.

Gender roles need to instill in teachers, because teachers play an important role in education, especially in the learning process. Teachers should be able to understand the role of gender in the learning process because when teachers are not sensitive to gender it will affect the inadequacy of gender equity in education. In this case, the teacher must be able to recognize student identification of the characteristics of male and female students. Basically, the ability of male students and female students in learning is the same. But sometimes arise the different perspectives or views from teachers and parents. Here the teacher as a facilitator in the learning activities in the class must be able to foster a balanced learning spirit between male and female students.

Perception

According to Sarwono (2012:44) perception is the ability to discriminate, classify, focus all objects referred to as the ability to organize observations. Then Walgito (2010:99) stated that perception is a process that is preceded by the process of sensing, which is the process of receiving stimulus by the individual through the senses or also called the sensory process. While according to Queen in Sarwono (2012: 93) stated perception is the combination process of the sensation that is accepted by organs and results interpretation (the result of brain processing)". Hence it can be concluded that perception is a process that begins with a stimulus received by the senses and then interpreted by the brain so as to produce a response to an object or event.

Moreover, Sarwono (2010:103) stated that many factors that affect social perception and often make difference in perception between one person to another. The factors are as follows.

1. Attention, usually does not catch all the stimuli around us at once, but focuses on one or two objects. Differences in the focus of attention between one another will cause differences in perception.
2. A person's mental readiness for surrounding stimuli that will arise.
3. Needs, which are temporary or permanent needs in the individual will affect the person's perception. Different needs will cause perceptions for each individual.
4. Value system, namely the value system that applies in society also affects perception.
5. Personality type, which is where the personality patterns possessed by individuals will produce different perceptions. In connection with that, the process of forming perception is

influenced by one's self, the perception between one person and another is different or also between one group and another.

Gender

Gender and sexuality have also engaged in disrupting the biological basis of 'sex' and gender and troubling the supposed dichotomy between sex (as biological) and gender (as social). That gender identities are multivalent, that is to say, they intersect with other salient identities, including social class, ethnicity, religion culture, disability, sexuality, and age. Gendered identities cannot be interpreted in isolation from others' attributes, along with which they vary widely across cultures and change over time.

Archer et al, (2007:31-33), state that sex might be better understood as a product of gender, rather than the other way round. In other words, sex, gender, and sexuality do not simply derive from genetic or biological differences – rather they are 'real fictions' that are produced and constructed through social life and relations of power. The work has been highly influential within the field of gender theory. Archer posits that gender can be understood as performative – as produced through acts and (bodily) performances of people as social actors. This production of gender through performance and action is encapsulated by the notion of 'doing boy' and 'doing girl'.

Gender Bias in Education

Banks (2010:145-147) stated that an unspoken rule from school days. He said that if you wanted to speak, you knew just what to do to get called on. Raising a hand might be your first move, but waving your hand would signal that you really wanted to talk. Eye contact with the teacher was always a good idea, but a few strategically placed grunts could work miracles in getting attention. Once called on assuming you had the right answer (not always a sure thing) you got to speak, your needs were met, and the teacher's needs were met as well. By calling on the eager and willing students, the teacher moves the lesson along at a good pace, the main points are all 'covered', and there are smiles all around. Most teachers call on students who want to talk, leave the others alone, and everybody is comfortable.

Although it sound saw fully good, the purpose of school is not to make everyone comfortable. Schools are for education, for learning new and sometimes uncomfortable skills. Talented teachers know that if they select only students who quickly volunteer, reticent students will be relegated to the

sidelines. In this world, the students who need a little more time to think, because they are by nature thoughtful, because English is a new language, because their cultural background encourages a lower response, or because they are shy-become spectators to rapid classroom exchanges. Females lose out, children of color lose out, English language learners are left behind, and shy boys are silenced. The gendered nature of classroom interactions can be subtle and is often ignored.

Moreover, Yet even a fraction of a second is too long for some students to wait to be heard. Very active and animated students challenge the rule and simply shout out the answer. Intellectually, teachers know they should apply rules consistently, but when the discussion becomes fast-paced and furious, rules are often swept aside. When this happens, it is an open invitation for male dominance. Studies show that male students frequently control classroom conversations. They call out and answer more questions more often than girls. They receive more praise for the intellectual quality of their ideas. They are criticized more publicly and harshly. They get help when they are confused. They are the heart and center of interaction. Some researchers emphasize that low-achieving males get most of the negative attention while high-achieving boys get more positive and constructive academic contacts.

Besides, Paechter (1998:19-21), states that schools are structured on the originally developed lines for men and this imbalance continues through secondary school. It is most marked in higher education, where the quantity of women is outnumbered by men at lower hierarchy levels. There are many gender issues in education, especially in schools. This appears in the form of teacher and student interaction. For example, the teacher pays more attention to female students because female students are more active. On the other hand more teachers give many opportunities to male students, for instance, such a teacher's habits that give more time to waiting for answers from male students rather than female students. Teachers reprimanded male students at the time the subjects took place instead of admonishing female students. The teacher also asked more questions and answer to male students. The issue causes women to get corned or not get more attention from the teacher itself. But most students are not aware of the attitude of such a teacher.

Moreover, he also states that school reinforces stereotypical gender roles where girls are meant to be quiet and compliant, while

boys more actively participate. Some have even gone as far as to state that females are the ideal student due to their greater ability to stay on task, to have greater compliance and greater willingness to please. Males in elementary and secondary schools are eight times more likely to call out and demand a teacher's attention than females. When males called out, teachers tended to accept their answers, while females are more likely to be criticized for the same behavior. Males were trained to be assertive learners, while females are being trained to be passive spectators in the classrooms. Thus, the male students dominate the space and time in classroom and the rules that constitute patriarchal community structures. It is allowing the male to gain privileged access to school resources. The existence of class disorders also disturb, both teacher and other students the behavior of some of these children generally allows the male to demand more time and attention in class, and often from lessons are directed toward male interest than female. The classroom is one of the containers that children use to learn how to behave. Differences in treatment by the teachers in the classroom often cause gender inequality between male and female students. The female students will feel less attention than male students. There the differences in treatment given in the class can in fact be inhibiting student achievement. If anything this continues

unnoticed the teacher has formed a high fortress differentiation between men and women. Female students who initially have responded as well as attitudes which are positive for learning can change with different treatment done by the teacher in the classroom. Teachers' attitudes are more often given attention to male students can result in decreased motivation to achievement in female students.

RESEARCH METHOD

The writers used qualitative approach, it is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand (Creswell, 2008). The research is located at SMA Negeri 3 Poso. The data are obtained through interview and observation. Interview is conducted to Mrs. SA as the English teacher. She taught 10 classes in the school consist of class X there were 8 classes, and class XI there were 2 classes. Then two of the students are also chosen to interview. While in conducting classroom observation, X MIPA 1 with 36 students, X MIPA 2 with 34 students, and X IPS 4 with 21 students are the chosen. Then the data are analyzed by using Miles and Hubberman (2010).

FINDINGS AND DISCUSSION

1. Classroom Observation

Table 1. Observation of Teacher-Students Interaction

No.	Statement	Day 1	Day 2	Day 3	Total	P
1.	The teacher gives attention or assistance for academic assignments to students	M=0	M=0	M=0	0	0%
		F=1	F=0	F=0	1	100%
2.	Participatory forms of learning					
	a. Answer the question	M=0	M=0	M=9	9	60%
		F=0	F=0	F=6	6	40%
	b. Writing on the blackboard in front of the class	M=0	M=0	M=0	0	0%
		F=0	F=0	F=0	0	0%
	c. Asking question	M=0	M=0	M=1	1	
		F=0	F=0	F=0	0	0%
	d. Reading aloud in front of the class	M=2	M=5	M=0	7	46%
		F=2	F=6	F=0	8	53%
3.	e. Practicing conversational dialogue in front of the class	M=0	M=0	M=0	0	0%
		F=0	F=0	F=0	0	0%
	Teacher gives praise					
4.	a. Verbal	M=1	M=0	M=0	1	100%
		F=0	F=0	F=0	0	0%
	b. Non-verbal	M=0	M=0	M=0	0	0%
		F=0	F=0	F=0	0	0%
4.	Teacher Punishes					
	a. Verbal	M=0	M=0	M=0	0	0%

		F=0	F=0	F=0	0	0%
	b. Non-verbal	M=0	M=0	M=0	0	0%
		F=0	F=0	F=0	0	0%
5.	The teacher gives a warning					
	a. Verbal	M=1	M=0	M=3	4	80%
		F=0	F=1	F=0	1	20%
	b. Non-verbal	M=0	M=0	M=0	0	0%
		F=0	F=0	F=0	0	0%

Based on the observation displayed on Table 1, form totally 12 observation items, there are only 6 items filled in the observation sheet that consists of 5 items for male students, there are and 1 item for female students. For the first statement (the teacher were given attention or help for academic task), the teacher give the attention or helping to male students more often than female students. The second statement (participatory forms of learning), point (a) is male students more participative in answering question than female students, while for point (c) is female students participative in reading loudly in front of the class, and the last is on the point (d) is male students more participative in the asking questions. For the third statement (teacher gives praise), for point (a) male students get the verbal praise by the teacher. And the last one statement (the teacher give the reprimanded to students) at poin (a) verbally, male students get the reprimand by the teacher

Table 4.2 Group Arrangement

No.	Statement	Yes	No
6.	The teacher groups students either in seating arrangements or group assignments based on:		
	a. Gender		
	b. Achievement/rank		
	c. Random		

Based on the table above, the teacher classified students randomly, but in the election of class-leaders is based on achievement or rank.

The writers observed the interaction between the teacher and students in the class to find out the teacher's perception because when the interaction between the teacher and students interacted, they could be found or seen.

Hence, from the 6 items of observational data in the classroom, the writers concludes that male students are more dominate the class than female students with the total of male students is 67%, and female students is 33%.

2. Findings on Interview Result

In this section the writers reports the result of analysis data from interview with teacher and the students. The first interview goes to the teacher.

- a. Question no 1: *Which students were given more attention or helping from you?*

The teacher answered that she did not differentiate her attention to the students, means that all students receive equal attention from the teacher.

- b. Question no. 2: *Which students need more discipline?*

The teacher answered that she didn't differentiate to discipline the students, means that all students receive equal attention from the teacher.

- c. Question no. 3: *Which student is more dominant in your class?*

The teacher answered that there is nothing more dominating in the classroom between male and female students.

- d. Question no. 4: *During group activities, who is the leader in your class?*

The teacher answered that she chooses the group leader who have achievements or abilities among other students, both male and female students. It means that all students can be group leaders but must have more achievement or abilities.

- e. Question no. 5: *In English learning materials, which student is the main role of drama or role-play?*

The teacher answered that all of students can be main role in drama or role-play, but in the MIPA 1 class more male students become the main roles than females students, in MIPA 2 is the same like MIPA 1 class more male students become the main roles than females students, and in IPS 4 also like that more male students become the main roles than females students.

- f. Question no. 6: *Which students are achievers in your lesson?*

The teacher answered that all of the students achievers in her lesson, the means

that all students achieve both male and female students.

- g. Question no. 7: *Which students are more participative receive lessons in the learning?*

The teacher answered that in the MIPA 1 class male students are more participative in the learning process than female students, in the IPS 4 class is also the same like MIPA 1 class male students are more participative in the learning process and in MIPA 2 students' participative equal between male and female students. Means that class male students are more participative in the learning process than female students.

- h. Question no. 8: *How do you make group students in either seating arrangements or group assignment?*

The teacher answered that she make group students based on the achievements of both male and female students who get the rank that is the group leader and the members of the groups are the students who have achievement is less than the group leader.

- i. Question no. 9: *According to you, what is the gender equality in class or education?*

The teacher answered that gender equality is the male students ability and female students ability is the same, so that no one is favored because the education is required for all students not only on one side.

- j. Question no. 10: *When you choose the material or learning media, do you consider gender equality?*

The teacher answered that the teacher she considered gender equality in the classroom so there was no imbalance between male and female students. So that female students are able to do what male students do.

- k. Question no. 11: *When the teacher was interviewed about as a teacher, have you ever been to training or reading a book on gender.*

The teacher answered that she ever do the training since she has attended gender training at the time of study, that is gender training is often organized in discussions. She was rarely reading book of gender.

- l. Question no. 12: *According to you, is gender equality important in teaching in the classroom?*

The teacher answered that gender equality is more important, because there was no imbalance between male and female students.

- m. Question no. 13: *Which students do you love or feel good if the student is superior in your lesson?*

The teacher answered that she did not distinguish if there are male or female students who excel in the subjects. It means that all students receive equal.

- n. Question no. 14: *How many male and female students of each class are you?* The teacher answered that IPS 4 class consists of 9 female students and 10 male students and IPA 2 class consist of 15 male students and 19 female students.

From the interview data with teacher, the writers concludes that the teacher saw the treatment she gave to the students during interaction in the class was all the same. There was no difference of treatment between male and female students. All students received equal treatment from her.

After interview the teacher, the second chance goes to the students. In this section, two male students and two female students were randomly chosen to interview.

- a. Question no. 1: *Which students were given more attention or helping by the teacher?*

Female students 1 (FS1) answered that the teacher paid more attention or help to male students than female students for academic work.

Female students 2 (FS2) answered that there was no difference attention to them; she motivated all students to speak English. Both students who were not good at speaking English and those who can speak English were not distinguished, even those who cannot speak English were encouraged to be able to speak English

Male students 1 (MS1) answered that the teacher did not differentiate attention to them, all students received equal attention from the teacher.

Male student 2 (MS2) answered that for the boy students such as him and his friends, also all of the girls were balanced, nothing was distinguished. All students were treated equally.

The result of interview of question number 1 above, all the students say that the teacher did not differentiate the attention to all students, it means that all male and female students are receive equal attention from the teacher.

- b. Question no. 2: *Which students need more discipline?*

FS1 answered that the girls were given more reprimands than boys by the teachers because girls were talk more during lessons. FS2 answered that boys need more discipline, they were mostly reprimanded because they often went out of class.

MS1 answered that boys who were need more discipline

MS2 answered that he sat on boys' line, most of this line who were reprimanded, because male student who made a lot of noise

The result of interview question number 2 above about which student need more discipline, one student says that female students get more reprimands than male students while female. While the three students say that male students get more reprimands than female students from the teacher, because they were make a lot of noise and often went out of class.

c. Question no. 3: Which students are more participative receive lessons in the learning?

FS1 answered that boy were more often participate in class than females.

FS2 answered that girls are more active in class.

MS1 answered that boys were more participative; they were often answering questions and asking questions.

MS2 answered that when answering questions, boys were more dominant than girls, when reading aloud it is balanced between boys and girls. Only if asking a question is balanced, everyone is competing to ask, no one is dominant

Based on interview of question number 3 result above about which student more participative in learning process, two students said that male students are more participative than female students, one student says that female students are more participative than male students, while the last says that among male and female students are balance in participating during learning,

d. Question no. 4: Which student get more praise from the teacher?

FS1 answered that there was no difference, everything is the same

FS2 also answered that there was no difference, everything is the same

MS1 answered that nothing is different, the teacher gave the same praise to all students.

MS2 answered that the teacher gave more the praise to male students than female students. The teacher usually praise him and his boyfriends, then for female was only for one girl that always quite in classroom.

Based on interview of question number 4 result above about which student get more praise from the teacher, three students say that the teacher gave equal praise to male and female students. Only one student

stated that the male students get more praise than female students. It can be concluded that all students get equal praise from the teacher.

From all interview with students, the writers concludes that male students are more participative than female students in the classroom, they also got more often verbal sanction from the teacher and have to be disciplined. Then all students receive the equal attention or help, also the equal verbal praise from the teacher.

Furthermore, based on the result of observation and interview, obtain the result that the teacher did not differentiate attention to all students. It means that all students received equal attention from the teacher. But there is one statement from student who said that the teacher paid more attention or help to male students than female students for academic work. This finding is not consistent with the theory from Banks (2010) and Paechter (1998) which state that teachers pay more attention to female students because female students are more active. It is not consistent with previous finding that said male students receive more teacher attention than the female students in the classroom.

For the participatory forms in learning consists of answer the questions, asking the questions and read loudly in front of the class. Based on the result, male students were more participative than female students in this form of learning. This finding is consistent with the theory from Banks (2010) which state that the male students call out and answer more questions more often than female students.

Moreover in giving verbal sanction and reprimanded, male students are more often than female students. This finding is consistent with the theory from Banks (2010) and Paechter (1998) that said teacher more many reprimanded male students at the time the subjects took place instead of admonish to female students. Also in giving verbal praise, the teacher said almost equal to her students, it is in line with almost the students answer that the teacher is equal in praising her students.

Finally, based on all explanations about the results of observation sheet and interview instruments that used in this research, the writers found that the teacher did not differentiate her attention to the students, the participative form of students in learning is male students more often than female students, the teacher gave verbal warning male students more often than female students, and the teacher give the praise to student there is no

difference means that all students receive equal praise.

CONCLUSIONS AND SUGGESTION

The teacher's perceptions on the teacher-student interaction at SMA Negeri 1 Poso based on gender perspective divides into four aspects, for instance, the first in giving help, she says that she did not differentiate her attention to the students, means that all students receive equal attention. The second in the form of participatory, the teacher says that male students are more participative during learning

in classroom. The third, in giving verbal sanction, the teacher is more often giving sanction to male students more often than female students. The last in praising the teacher sees that all students deserve equal praise.

Furthermore, the writer recommends that this writing will be contributed to improve the knowledge of gender bias in education, especially in teacher-students interaction. The writer also hopefully may it be a reference in conducting another future research which has similar field or theory about gender and gender bias in education field.

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