

# **Implementation Of Lentera Socialization In The Teaching Assistance Program In Improving Understanding Of Gender Equality In Students Of UPT SD Negeri Kesamben 07**

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## **Abstract**

This study aims to improve elementary school students' understanding of gender equality through the implementation of the LENTERA program (Gender Literacy for Tolerance and Equality in Children). The program involved contextual and engaging activities such as classroom discussions, educational games, the use of a fishbone diagram, and daily reflection journals. The research employed a descriptive qualitative method with observation, pre-post testing, and documentation techniques. Results indicated an increased awareness among students, with 65.2% stating that their views on gender roles changed significantly after the socialization. Real changes were observed in students' behavior, such as gender-balanced collaboration in school activities and challenges to traditional gender roles. The program proved effective and is recommended for integration into elementary school curricula as part of character education and a step toward achieving SDG goal 5 on gender equality.

**Keywords:** Gender Equality; LENTERA Program; Student Character.

## **1. Introduction**

Basic education plays an important role in shaping students' character, national values and social identity (Abdulatif & Dewi, 2021). At this level, learning is not only focused on cognitive aspects, but also on instilling noble values, one of which is gender equality. Gender equality reflects the values of justice, respect for differences, and the spirit of collaboration, which are in line with the principle of Global Diversity in Pancasila education (Adi et al., 2018). This principle emphasizes the ability of Indonesian students to maintain local cultural identity while being able to be open and respectful of differences in cross-cultural interactions (Permendikbud, 2020).

Gender equality is an important issue that has become a global concern in various aspects of life, including in education (Kartika, 2020). In the context of basic education, the introduction of gender equality values from an early age is very important to form a fair and unbiased perspective on the roles of men and women (Halizah et al., 2023). Children who are familiar with the concept of gender equality will grow into individuals who respect differences, uphold justice, and are able to interact healthily in a diverse society.

From the analysis found in the field, in reality there are still many gender stereotypes that are strongly attached to the elementary school environment, both in the learning process, social interactions, and in the delivery of material by teachers. This stereotype is an assumption or view that generalizes a person's role, nature, and abilities based on their gender (Islam et al., 2024). For example, the assumption that men are more suitable to be leaders, while women are more suitable to take care of the household is still often found (Fitriani & Neviyarni, 2022). This can limit children's potential from an early age and foster inequality in the long term.

This condition shows the need for systematic efforts to erode gender stereotypes and instill values of equality from an early age. Elementary school is a period of rapid cognitive and social development, where children very easily absorb values and form self-identities (Utami & Yonanda, 2020). If not addressed, ingrained stereotypes can be carried

over into adulthood, affecting social relations, division of roles in the family, and access to education and employment.

One of the strategic efforts to overcome this is the Teaching Assistance activity from the State University of Malang, which provides a program in the form of LENTERA (Gender Literacy for Children's Tolerance and Equality), which is a gender equality socialization activity in the school environment. This socialization is carried out through various activities, such as class discussions, educational games, delivery of materials related to gender equality, to the role model of teachers in treating students fairly without distinguishing between genders. Through this approach, students are expected not only to know, but also to understand and apply the values of gender equality in their daily lives. This effort also supports the achievement of the Sustainable Development Goals (SDGs), especially goal 5, namely "Achieving Gender Equality and Empowering Women and Girls" (Sudirman & Susilawaty, 2022). Equal and inclusive education is an important foundation in achieving global development goals, because gender equality has an impact on various sectors, from education, health, economy, to political participation (Haslita et al., 2021). Based on this explanation, schools are not only a place for academic learning, but also a space for character formation and life values. Through this LENTERA program, students in UPT SD Negeri Kesamben 07 are expected to grow into a generation that is fair, critical, and appreciates the diversity of roles in society.

## **2. Method**

The implementation of community service activities can be described in the following sequence or stages of work.

### **2.1. Pre Activity**

Before carrying out the LENTERA socialization activity, direct observation activities were carried out during the teaching assistance program at UPT SDN Kesamben 07. During the implementation of the teaching assistance, it was found that there was an imbalance in the roles of male and female students in school activities. Where it still shows that there are still strong gender stereotypes so that this is the basis for the need to implement this program.

### **2.2. Preparation Stage**

After identifying the problem, the author prepared an activity plan and prepared supporting media and instruments such as LKPD in the form of a fishbone diagram containing 100 adjectives or roles that are commonly found in the school environment. This plan takes into account the formation of equal and inclusive characters. After that, the author also prepared instruments for pre-test and post-test activities which were used to determine the level of students' understanding of gender equality both before and after implementing this program. The target used is grades 5 and 6 of UPT SD Negeri Kesamben 07.

### **2.3. Implementation Stage**

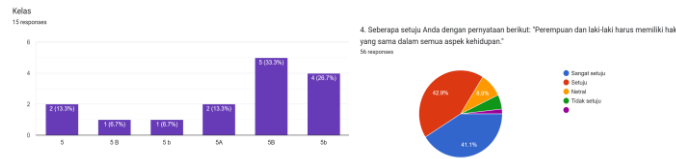
This activity has been carried out according to the set schedule, namely from April 26, 2025, the first activity was the socialization of LENTERA then after the socialization was carried out, a fishbone diagram was distributed which was worked on by students to better understand gender equality.

### **2.4. Program Sustainability Planning Stage**

The teaching assistance team conducted an evaluation of the LENTERA program and discussed with teachers what needed to be revised and adjusted to the situation and conditions of students, as well as monitoring the implementation of student attitudes and behavior related to gender equality through weekly journals which would later be checked by each homeroom teacher.

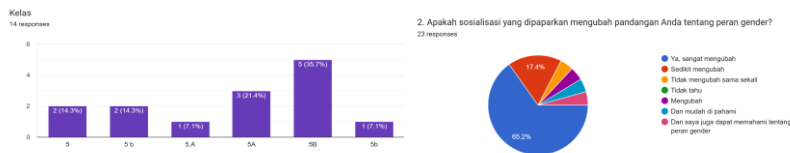
### 3. Results and Discussion

#### 3.1 Result



**Figure 1. Pre Test before to determine initial understanding of Gender Equality**

Based on the results of the Pre-Test conducted before the implementation of the LENTERA Socialization activity at UPT SD Negeri Kesamben 07, it can be seen that most students have a fairly good initial understanding of gender equality. This is indicated by 42.9% of students who agreed and 41.1% who strongly agreed with the statement that men and women should have equal rights in all aspects of life. However, there are still 8.9% of students who are neutral, indicating doubt or lack of deep understanding of the issue.



**Figure 2. Post Test Results to determine initial understanding of Gender Equality**

The implementation of the LENTERA program at UPT SD Negeri Kesamben 07 yielded positive results in enhancing students' understanding of gender equality. Pre-test data revealed that 84% of students (42.9% agreed and 41.1% strongly agreed) already had a basic understanding of gender equality, though 8.9% remained neutral. Post-test results showed that 65.2% of students experienced significant shifts in their perspectives on gender roles, while 17.4% reported minor changes.



**Figure 2. Implementation of LENTERA Socialization Activities**

The socialization activities, which employed interactive methods such as group discussions, role-playing, and fishbone diagrams, successfully engaged students. The fishbone diagram proved particularly effective in helping students identify and analyze gender stereotypes by categorizing 100 gender-associated traits or roles. Tangible behavioral changes were observed, including increased cross-gender collaboration in school tasks and heightened awareness of equality through daily reflection journals.

#### 3.2 Discussion

The success of the LENTERA program in fostering students' understanding of gender equality can be attributed to several key factors. First, the program's contextual and participatory approach enabled active student engagement in the learning process. Methods like group discussions and role-playing not only made learning enjoyable but also

facilitated the internalization of gender equality values (Muafiah et al., 2025). This aligns with findings by (Yeh et al., 2018), who emphasize the importance of collaborative learning in reshaping students' perceptions of gender roles.

The use of fishbone diagrams as a learning tool also contributed significantly to the program's success. These diagrams helped students visualize and systematically analyze gender stereotypes, allowing them to comprehend how social constructions of gender are formed. This approach suits the cognitive development stage of elementary students, who tend to grasp abstract concepts more easily through visual aids (Akpakpan, n.d.). Additionally, reflective journaling reinforced students' understanding by encouraging them to apply gender equality principles in daily life.

Behavioral changes, such as cross-gender collaboration in school tasks, demonstrate that the LENTERA program addressed not only cognitive aspects but also attitude formation and social skills. These findings support research by (Muafiah et al., 2025), which asserts that gender equality education must encompass knowledge, attitudes, and practices to create lasting change. Furthermore, the involvement of teachers and parents through daily journal monitoring established a consistent educational ecosystem, reinforcing gender equality values across different environments (Yeh et al., 2018).

However, the program also faced challenges, including time constraints and the diverse socio-cultural backgrounds of students. Some students remained influenced by strong traditional norms in their communities, necessitating more intensive and sustained interventions. To address this, the LENTERA program should be more broadly integrated into the school curriculum, supplemented with ongoing teacher training, and involve parents and the wider community in the educational process (Sudirman & Susilawaty, 2022).

#### **4. Conclusion**

The implementation of the LENTERA (Gender Literacy for Tolerance and Equality of Children) program at UPT SD Negeri Kesamben 07 has proven effective in improving the understanding of gender equality in grades 5 and 6. The results of the study showed a significant increase from the initial condition where 84% of students had a good understanding of gender equality to 65.2% of students who stated that socialization greatly changed their views on gender roles. The use of the fishbone diagram method as a learning medium successfully facilitated students to identify and deconstruct gender stereotypes that had been embedded in their thinking. Real transformation can be seen from changes in student behavior in daily activities, where collaboration between male and female students in school assignments increased without distinguishing gender, and the monitoring system through daily journals proved effective as an instrument for continuous evaluation. Based on the research findings, it is recommended that the LENTERA program be developed into an integrated curriculum that can be implemented sustainably in all subjects in elementary schools. Comprehensive training for teachers and educators needs to be carried out periodically to ensure the consistency of the implementation of a gender-sensitive approach in learning. Partnerships with parents and the community need to be strengthened through workshops and seminars to create an educational ecosystem that supports the values of gender equality. Replication of the program to other schools in the Blitar area needs to be done with the support of standardized implementation guidelines, and further research is needed to measure the long-term impact of the program on character development and student academic achievement. Barriers that may affect the success of the program include limited implementation time, differences in students' socio-cultural backgrounds, and varying levels of parental involvement, so special strategies are needed to overcome them in further program implementation.

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