



## Gender Responsive Classroom Management to Prevent Bullying during Puberty in Elementary School Students

Nurokhmah Fitriani<sup>1\*</sup>; Suryanti<sup>2</sup>; Wahono Widodo<sup>3</sup>

<sup>1,2,3</sup>Magister Pendidikan Dasar, Universitas Negeri Surabaya, Indonesia

<sup>1\*</sup>Corresponding Email: [24010855064@mhs.unesa.ac.id](mailto:24010855064@mhs.unesa.ac.id) Phone Number: 0856 xxxx xxxx

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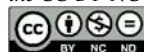
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**Abstract:** This research aims to strive for gender-responsive classroom management in elementary schools so that it can minimize and prevent bullying among elementary school students. During puberty, sensitivity to gender, self-identity, and social pressure increases, and ignorance of sex education and the reproductive system makes students more vulnerable to bullying. This research uses the systematic literature review (SLR) method by collecting literature from scientific journals, books, and other sources. The results of this research are strengthened by students' knowledge about sexuality education and the reproductive system, thereby making students' attitudes able to accept differences and demonstrate behavior that supports gender equality. Based on this research, it was concluded that classroom management, which focuses on gender-responsive matters in facing puberty, has been proven to be able to minimize and prevent bullying in elementary school students. Gender-responsive classroom management has great potential to prevent bullying and create a safer and more inclusive learning environment for all students. The implications of this research cover various aspects, from curriculum development and teacher training to changes in social norms. By applying these research findings, we can create a generation of young people who are more equal, tolerant, and respectful of differences.

**Abstrak:** Tujuan penelitian ini adalah untuk mengupayakan manajemen kelas yang berbasis responsif gender di sekolah dasar sehingga mampu meminimalisir dan mencegah tindakan perundungan pada siswa sekolah dasar. Pada masa pubertas, sensitivitas terhadap gender, identitas diri, tekanan sosial semakin meningkat, serta ketidaktahuan terhadap pendidikan seksualitas dan sistem reproduksi menjadikan siswa lebih rentan terhadap perundungan. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan mengumpulkan berbagai literatur baik yang bersumber dari jurnal ilmiah, buku, maupun lainnya. Hasil penelitian ini diperkuat dengan adanya pengetahuan siswa tentang pendidikan seksualitas dan sistem reproduksi, sehingga membuat sikap siswa mampu menerima perbedaan dan menunjukkan perilaku yang mendukung kesetaraan gender. Berdasarkan penelitian ini disimpulkan bahwa manajemen kelas yang menitikberatkan pada hal-hal yang responsif terhadap gender dalam menghadapi masa pubertas, terbukti mampu meminimalisir dan mencegah tindakan perundungan pada siswa sekolah dasar. Manajemen kelas berbasis responsif gender memiliki potensi yang besar untuk mencegah perundungan dan menciptakan lingkungan belajar yang lebih aman dan inklusif bagi semua siswa. Implikasi riset ini mencakup berbagai aspek, mulai dari pengembangan kurikulum, pelatihan guru, hingga perubahan norma sosial. Dengan menerapkan temuan-temuan penelitian ini, kita dapat menciptakan generasi muda yang lebih setara, toleran, dan menghargai perbedaan.

## A. Introduction

Sexuality education during puberty is an integral part of character education that needs to be given from an early age (Gaol & Stevan, 2019). However, there are still many elementary school students, especially in phase C, who have an inaccurate understanding or even myths about puberty, fertilization, and menstruation. This lack of knowledge often triggers bullying in the school environment. Article 28B, paragraph 2 of the 1945 Constitution guarantees children's rights. Therefore, we must respect and protect these rights. This article states that every child has the right to survival, growth, and development, as well as the right to protection from violence and discrimination.

On the other hand, sensitive issues such as gender and bullying are also increasingly prevalent in the school environment (Fridha & Haryanti, 2020). Lack of proper understanding of gender concepts and the negative impact of bullying can result in discriminatory attitudes, violence, and other social problems. Therefore, it is essential to provide comprehensive sexuality education and character education from an early age so that children can grow into individuals with character, gender responsiveness, and freedom from violence (Muzdalifah, 2021).

Sexuality education in Indonesia is still often controversial today (Rahmawati & Khamdani, 2021). The majority of people do not agree with sex education being carried out at home or school. The general public's view of sex education is that it is considered "taboo" to be discussed, let alone taught to children, especially in early childhood (Ondja & Kuanine, 2022). Society often assumes that young children are not old enough or have not had the time to understand things related to sexuality. People think that young children will understand naturally someday. Another view assumes that sex education given to children from an early age will motivate children to have sex earlier, too.

It should be noted that sexual education is a teaching or educational effort that can help save teenagers from sexual urges, which will later become a source of problems in the future (Widayati, 2018). Sexual education aims to explain everything related to sexuality and the reproductive system in a form that is still at a natural stage (UNESCO, 2008). In his research, Mkumbo (2012) stated that teachers found it difficult and uncomfortable to teach sexuality education topics during puberty. Apart from that, the results of research by Bilinga & Mabula (2014) stated that the teacher's lack of competence and comfort, as well as lack of training and religious and cultural knowledge, caused obstacles to teaching about sexuality education in elementary schools.

Children's formal education generally starts from elementary school (Hendriyani, 2016). This is the right moment to introduce the concept of gender responsiveness. By providing a robust and mature understanding of gender equality from an early age, students can grow up with a better awareness of the importance of respecting diversity and differences and feeling accepted as unique individuals. The existence of gender equality guarantees that there will be no structural discrimination and injustice towards men and women (Fibrianto, 2016). This will also have an impact on the implementation of gender-equitable education by having a process and fair treatment between people. Apart from

that, it also ensures that there is no standardization of roles, acts of marginalization, subordination, double burdens, and even violence against both men and women (Warliah, 2017).

Netti Lastiningsih, S.Pd., M.Pd, Head of the Quality Division of the Sidoarjo Regency Education and Culture Service at the 2022 Gender Responsive School Module Production Training held by INOVASI at the Muhammadiyah University of Sidoarjo stated that 3 (three) things must be considered by schools which are responsive to gender include: (1) equal access to education; (2) quality of education; and (3) school management. Gender Responsive Schools is a strategy to ensure that the educational environment (academic, social, and infrastructure) takes care of the gap in the needs of male and female students. So far, according to Janah & Septiana (2022), we can see gender inequality from the following 5 (five) things: (a) Stereotypes (labeling); (b) Subordination (secondary); (c) Marginalization; (d) Violence; and (e) Double burden. With gender-responsive learning, students gain the same obligations and rights in the learning process, such as access to facilities and the ability to play a role in teaching and learning activities (Susilawati, 2019). A gender-responsive learning atmosphere and school environment support good collaboration between students, teachers, principals, and officers in the school environment (Wigati, 2022).

Gender Responsive Schools (SRG) Basic Education is a learning process in elementary schools that seeks to cultivate, support, and learn that is responsive or cares about gender (Wachidah et al., 2022). The gender gap targets explicitly the gap between men and women or vice versa. Ibda & Wijanarko (2023) stated that disparities due to other aspects such as differences in ethnicity, race, religion, physical condition, and geography, which also have an impact on men and women, are called GEDSI (Gender Equality, Disability, and Social Inclusion). This gap is caused by cultural factors, traditions, or policies that are not sensitive to the different needs of women and men or between groups. Gender Responsive Schools consciously and plannedly seek policies to overcome them and ensure that an educational environment/educational ecosystem, both academically, socially, and in facilities and infrastructure, cares about these gaps and is therefore responsive to the diverse needs of women and men. At any level of education, gender-responsive schools (SRG) are very important. The characteristics of a Gender Responsive School (SRG) are that it always cares or is responsive to possible differences in needs, experiences, problems, aspirations, roles, and responsibilities between girls and boys. If these differences are not paid attention to, it will give rise to discriminatory practices towards children and women.

The discourse on differences in needs that schools respond to through improving their educational ecosystem policies is called Gender Responsive Schools (SRG). In realizing a Gender Responsive School (SRG), there are at least four elements that must be considered in managing education, namely: (1) school culture, (2) facilities and infrastructure, (3) human resource management, and (4) financing or education funding. Experience so far shows that many school cultures are still discriminatory toward female

students (Wigati, 2022). The availability of many school facilities and infrastructure needs to accommodate the specific needs of female students.

Gender-responsive schools strive to fulfill students' needs not only in terms of teaching activities but also in terms of meeting facilities and infrastructure. Nainar et al (2024) stated that the majority of elementary school female students, especially phase C, have experienced menstruation (menstruation). For this reason, as a gender-responsive school, it is appropriate to provide closed trash cans in the toilets, sanitary napkins, and changing skirts in the School Health Room (UKS) as an effort to meet the needs of female students during puberty (Karla, 2023). These small things are sometimes not thought of by the school, and these small things can give rise to unwanted student actions, such as bullying or harassment of female students, who are often considered the weakest creatures by men. Therefore, this research aims to strive for gender-responsive class management so that it can minimize and prevent bullying among elementary school students by socializing and teaching about sexuality using PowerPoint slides and learning videos.

## B. Method

The research method used in this writing is a Systematic Literature Review (SLR). The stages in the Systematic Literature Review (SLR), according to Wahono (2020), include the planning, implementation, and reporting stages. Details of each stage are shown in the chart below.



**Figure 1.** Stages of *Systematic Literature Review (SLR)*

The planning stage is the stage carried out by planning to determine topics related to the questions to be studied. The implementation stage is the process of formulating keywords used in searching for relevant articles or previous research according to the study topic being discussed. The reporting stage is where the author describes the results of the analysis from various articles. The results of the review are presented by including the name of the author, year of publication, research title, and research results. The Systematic

Literature Review (SLR) method aims to examine data about gender-responsive class management processes which are expected to be able to minimize acts of bullying that occur during elementary school students' puberty.

## C. Result and Discussion

### Data Analysis

Data analysis was carried out systematically using a simplified approach. The author's Systematic Literature Review (SLR) was carried out by collecting various references to previous research. The literature search used the keywords 'classroom management,' 'sexuality education,' 'gender responsiveness,' 'bullying,' and 'puberty.' Then, the articles are filtered, and the researcher matches the subject matter to the problem to be used as reading material and references in this journal review. The Systematic Literature Review (SLR) method can also provide conclusions regarding the number of research compilations that are used as a reference for research focus.

### Critical Appraisal

Critical appraisal/critical study using JBI Critical Appraisal for Experimental Studies, which is included in the criteria for gender-responsive classroom management to prevent bullying, totaling eight articles. The discussion of each article can be seen in Table 1. Literature Review Results

Based on the literature that has been analyzed shows that gender-responsive classroom management is able to minimize acts of bullying that occur during elementary school students' puberty. The following are eight collections of references used as literature to focus on the material in this article:

**Table 1.** Data Analysis Matrix in Literature Review Articles

No	Author, Title, Journal	Methods	Results
1	Susilawati, S. (2019). Manajemen Kelas Responsif Gender. <i>Cross-border</i> , 2(2), 69-83.	Experimental Study	The results of the research show that gender equitable education can be a process of transforming knowledge in schools carried out by teachers to students in the learning process by providing equality between men and women in terms of opportunities (access), participation, opportunities to make decisions, and benefits.
2.	Rahmawati, A., & Khamdani, F. (2021). Pendidikan Seksual Pada Anak Usia 7-9 Tahun Di Sd Negeri Glawan Kabupaten Semarang. <i>Jurnal Pengabdian</i>	Experimental Study	The results of the research show that there are two accompanying materials for health education with socialization or counseling techniques about sexuality education for children, namely material about sexuality and primary and secondary sexual changes using flip sheets and videos containing the reproductive system and how to care for it.

No	Author, Title, Journal	Methods	Results
	<i>Masyarakat Kebinanaan</i> , 3(1), 36-41.		Therefore, follow-up guidance from schools and parents is essential for continuing sexual education.
3.	Damayanti, D., & Rismaningtyas, F. (2021). Pendidikan Berbasis Responsif Gender Sebagai Upaya Meruntuhkan Segregasi Gender. <i>Jurnal Analisa Sosiologi</i> , 10.	Experimental Study	The research results show that realizing gender-responsive education requires support from all levels of society. It is important to know aspects of awareness and understanding related to gender equality. By collaborating with the participation of both men and women, gender-responsive learning can be created using collaborative teaching approaches and methods (collaborative learning).
4.	Sukmawati, I., Fenyara, A. H., Fadhillah, A. F., & Herbawani, C. K. (2021). Dampak bullying pada anak dan remaja terhadap kesehatan mental. In <i>Prosiding Seminar Nasional Kesehatan Masyarakat 2022</i> (Vol. 2, No. 1, pp. 126-144).	Experimental Study	From the research results, there is a relationship between bullying and mental health, namely a negative and significant relationship. The higher the intensity of bullying, the higher the impact on the victim. Thus, to prevent and reduce the impact of bullying, it is necessary to have an active role in families as essential supporters in creating a positive environment, teachers as providers of education and monitoring, and the government as a provider of facilities and services for preventing bullying or bullying.
5.	Inayati, M. (2022). Kesetaraan Gender Dalam Perspektif Islam (Studi Terhadap Peran Perempuan Sebagai Kepala Sekolah Di Yayasan Ali Imron Pakamban Laok Pragaan Sumenep Tahun 2022). <i>Kartika: Jurnal Studi Keislaman</i> , 2(2), 99-109.	Experimental Study	The research results show that 75% of the leadership (school principals) are women. So, with this percentage, there is harmony between men and women in leading educational institutions. According to several studies, female school principals tend to have better management, more orderly administration, and a more conducive learning environment.
6.	Hasan, A., Suyoto, S., Utami, R. E., & Rachmawati, Y. (2023). Implementasi Profil Pelajar Pancasila Guna Pencegahan Tindak Perundungan Di SDN Sendangmulyo	Experimental Study	The results of this research are to prevent bullying among students at SDN Sendangmulyo 02. Bullying is quite a serious problem in the world of education because it is very worrying for students' parents; of course, it reduces students' comfort in studying at school. So, it is recommended that students always be protected to avoid incidents of bullying. Preventive steps that need to be carried out

No	Author, Title, Journal	Methods	Results
	02. <i>INNOVATIVE: Journal Of Social Science Research</i> , 3(2), 2103-2110.		regularly include outreach to students and teachers regarding bullying behavior.
7.	Pane, O. O., Sihombing, S., Simbolon, D., Zalukhu, D., & Lumbantobing, R. (2024). KESETARAAN GENDER. <i>Kultura: Jurnal Ilmu Hukum, Sosial, dan Humaniora</i> , 2(6), 298-304.	Experiment al Study	Hasil penelitian menunjukkan bahwa kekerasan berbasis gender merupakan pelanggaran terhadap hak asasi manusia dan menciptakan lingkungan yang tidak aman bagi perempuan. Untuk mengatasi tantangan tersebut, strategi komprehensif yang melibatkan berbagai pemangku kepentingan sangat diperlukan. Pencapaian kesetaraan gender tidak hanya membawa keadilan dan penghormatan terhadap hak asasi manusia, tetapi juga berkontribusi terhadap pertumbuhan ekonomi, pengentasan kemiskinan, dan pembangunan berkelanjutan. Dengan melibatkan seluruh potensi dan kontribusi perempuan secara setara, masyarakat dapat memanfaatkan sumber daya manusia secara optimal dan menciptakan lingkungan yang lebih adil dan inklusif bagi semua.
8.	Wardoyo, Y. P., Prasetyo, S. N., Suwandayani, B. I., Nuryasinta, R. K., Marchellinda, H. R., Karunia, N. R., & Deasilva, S. (2024). Optimalisasi geds (gender equity, disability, social inclusion) melalui sekolah ramah anak di SDN Merjosari 5 Malang. <i>Community Development Journal: Jurnal Pengabdian Masyarakat</i> , 5(1), 2357-2364.	Experiment al Study	The solution provided is in the form of training (coaching and mentoring), which is carried out using a chronological or gradual strategy. Training is carried out by providing material followed by Q&A and direct practice, as well as discussing the results of practice as evaluation and feedback. This is done with the aim of making participants more interested and enthusiastic in participating in the training. Training is provided by staff who are competent in fields related to partner issues. The output targets of this service activity include increasing teachers' understanding of the concept of gender-responsive schools and creating a conducive environment.

Some of the research results above show that gender-responsive schools manage classes on the basis of gender equality, providing equal opportunities and opportunities, and meeting the needs of male and female students without any differences. Providing education about sexuality and the reproductive system from an early age can provide an understanding of what can or cannot be done during puberty (Bella & Istianah, 2017) so as to minimize bullying both verbally and physically in elementary school students. Of course, all of this requires the role of teachers, parents, experts, and the broader community in supporting and creating a conducive environment for students to learn about sex education

from an early age so as to create gender-responsive schools with the aim of minimizing or even preventing acts of bullying in the future. Puberty often occurs due to a lack of knowledge and minimal education from an early age.

## Discussion

The results of a literature study of the eight articles above show: (1) gender fair education provides equality between men and women in opportunities (access), participation, opportunities to make decisions and benefits; (2) gender-responsive learning can be carried out with collaborative learning approaches and methods that involve the participation of both men and women; (3) to prevent and reduce the impact of bullying, it is necessary to have an active role from the family as essential support in creating a positive environment, teaching staff as providers of education and monitoring, then the government as a provider of facilities and services for bullying prevention measures. Class management has a significant influence on the sustainability of the class itself. Management can be interpreted as administering or administering something that is managed so that it can run according to expectations smoothly, effectively, and efficiently (Erwinsyah, 2017). The class, in the narrow sense, is a room bounded by four walls where a number of students gather to take part in the learning process, while in the broad sense, the class is a small community that is part of the school community as a unit that is organized into a work unit that dynamically carries out activities—creative teaching and learning to achieve a goal (Nugraha, 2018).

In setting school policy standards that ensure male and female students have equal opportunities to achieve their potential and access to various activities. Schools do not need to create new or separate policies to make this happen. Schools only need to add clauses to existing school policies, such as policies relating to student welfare, including providing equal access to male and female students to facilities and all subjects, as well as giving balanced tasks and responsibilities in the classroom to male and female students.

Efforts to create gender-responsive schools, teachers at SDN Karangtanjung Kec. Temple District. Sidoarjo carries out socialization in learning for students regarding sexuality education and the reproductive system for students using PowerPoint slides and learning videos. The content of the material is related to primary and secondary changes, care for reproductive system equipment, and how to respond to puberty. This research was carried out during class V students at SDN Karangtanjung, which had a total of 30 students, consisting of 15 male students and 15 female students. Students show a positive response, as evidenced by the enthusiasm of students in learning activities. Through the video media displayed, students were very enthusiastic about watching all the information contained in the video regarding primary and secondary changes, caring for reproductive system equipment, and how to respond to puberty.

Education on sexuality and the reproductive system should be designed to suit the development experienced by students, especially at elementary school age. Apart from that, parents, teachers, and the community have a significant contribution to the success of

preventive efforts against violence and sexual deviation that can befall children. Ali (2008) stated that sex education is no longer a taboo subject to be discussed, discussed, and introduced to students from an early age. Wahyuni et al. (2020) in his research stated that education about sex and reproductive health could help control behavior and reduce shocks due to a child's transition period. A study by Turnbull (2008), which studied the role of parents in sexuality education, also suggested that elementary schools should include and provide parents with sexuality education guides and materials. The research also suggests collaboration between teachers and parents so that teaching efforts at school and at home can run in sync.

By providing education on sexuality and the reproductive system from an early age, students will gain initial knowledge about primary and secondary changes in their respective bodies, how to maintain and care for their bodies, and how to respond to puberty. This is undoubtedly able to reduce acts of verbal and physical bullying regarding body changes in male and female students so that the impact of this bullying can be prevented and minimized.

#### **D. Conclusion**

Class management based on gender responsiveness seeks class management that supports gender equality in terms of meeting facilities and meeting the needs of each student, both male and female. Gender-responsive classes have a positive impact on students' attitudes and behavior in treating others. Having an understanding and ability to appreciate every difference is the beginning of support for gender equality.

The use of PowerPoint slides and learning videos in socializing education about sexuality and the reproductive system allows students to be enthusiastic about learning. With this media, it is hoped that it will be able to understand students and then have a positive impact on understanding, attitudes, and behavior in facing puberty.

Based on the results of the analysis of several articles, it was concluded that classroom management, which focuses on gender-responsive matters in facing puberty, has been proven to be able to minimize and prevent bullying in elementary school students. This is strengthened by students' knowledge about sexuality education and the reproductive system, thereby making students' attitudes able to accept differences and demonstrate behavior that supports gender equality. In line with this, the evaluation results from the research that has been carried out still require further guidance from parents to participate in providing ongoing sexuality education. Gender-responsive classroom management has great potential to prevent bullying and create a safer and more inclusive learning environment for all students. The implications of this research cover various aspects, from curriculum development and teacher training to changes in social norms. By applying these research findings, we can create a generation of young people who are more equal, tolerant, and respectful of differences.

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