DEVELOPMENT OF THE GENDER RESPONSIVE LEARNING MODEL FOR FORMING THE YEARS OF UNY STUDENTS ON GENDER JUSTICE AND EQUITY

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ABSTRACT

This study aims to develop a gender responsive learning model to shape students' sensitivity to gender justice and equality. This research is a research and developmental research, through a 3-D procedure, namely: defining, designing, and developing. In accordance with this procedure, the development of gender responsive learning models begins with the stages of needs analysis, drafting, and validation. Validation is done through expert review and limited trials. The results showed that 1) the process of developing a gender responsive learning model to shape students' sensitivity to justice and gender equality can be done through the planning, learning and assessment stages. a) The planning stage of the lecturer designs the RPP and the design of gender responsive learning in accordance with the curriculum used, the design of learning is designed through learning modules with material content, gender responsive methods and media. b) The implementation phase, students both male and female as a center in the learning process that students are expected to experience a gender-sensitive learning process through various learning activities including collective, collaborative, cooperative, explorative activities by utilizing an environment that applies the principles of justice and gender equality. c) The learning assessment stage is divided into two, namely the assessment of knowledge and social knowledge, the assessment of knowledge is obtained from students' understanding of the material on gender issues in socio-cultural changes, while social assessment is an indicator of gender sensitivity. 2) Feasibility of gender responsive learning models in the formation of student sensitivity to justice and gender equality assessed by an expert team consisting of a) curriculum experts, b) experts in the field of "Socio-Cultural Change" and c) experts in gender studies explained that the module Gender responsive learning gets good and feasible value categories as a guide for students in learning. 3) Student responses to the gender responsive learning model applied in learning are in a good category, meaning that the modules developed are considered capable of optimally developing the potential of all students.

Kata Kunci: *responsive gender learning, student sensitivity, justice, gender equality*