ANALYSIS OF GENDER EQUALITY AND SOCIAL INCLUSION IN CLASS PARTICIPATION ENGLISH LEARNING TEN GRADE AT SMK NEGERI 1 TUHEMBERUA IN 2023/2024

By Efaif Martin Berkatnia Gulo

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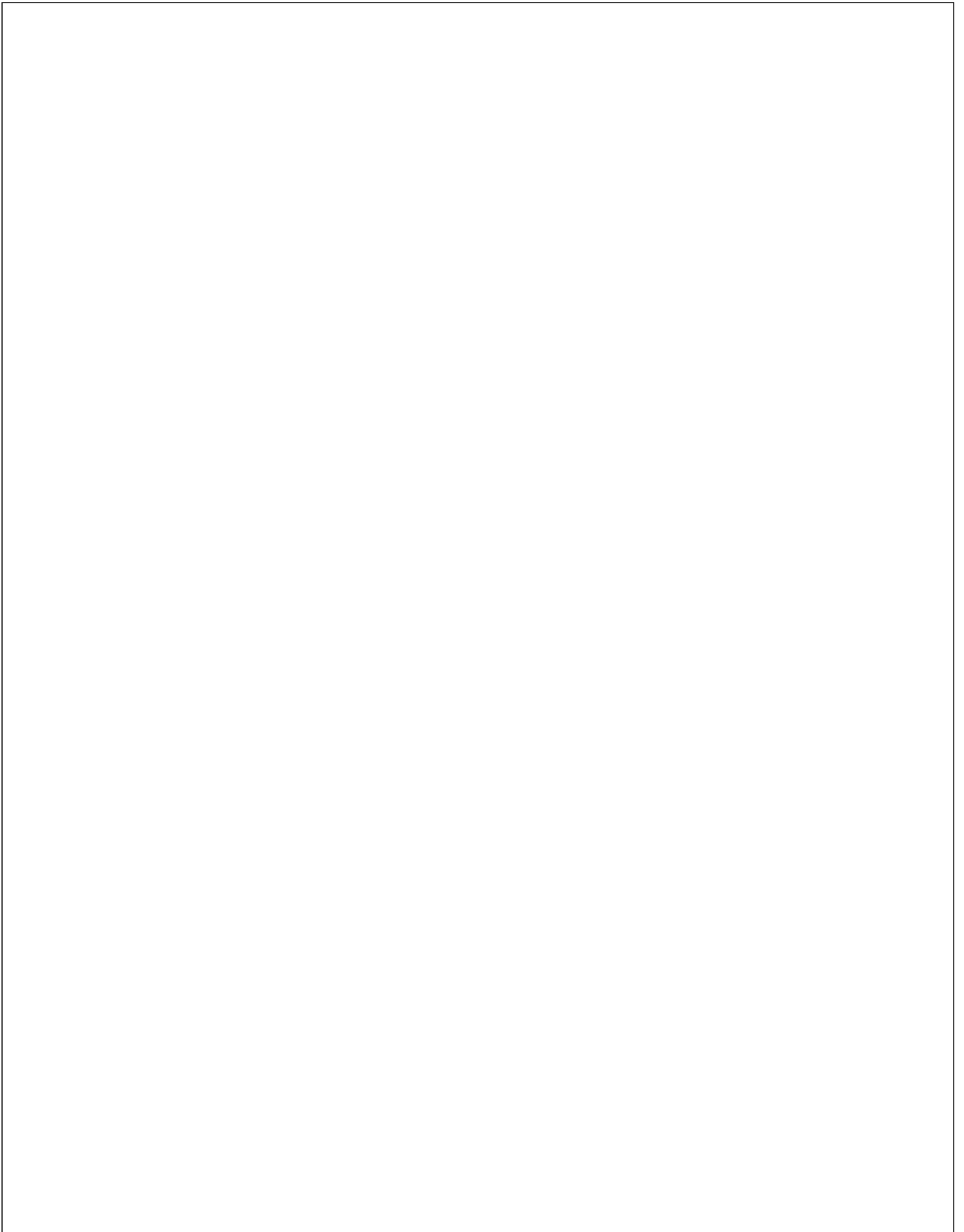
THESIS

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CHAPTER I

INTRODUCTION

1.1 Background Of The Problem

English is one of the foreign languages taught in education systems across many countries worldwide. English plays a crucial role in education as it opens up access to knowledge and opportunities in various fields. Analyzing gender equality and social inclusion in class participation is essential to understanding the extent of access and involvement of individuals from diverse backgrounds in the learning process. The root of this issue may relate to unequal access to education between men and women, as well as among certain social groups. Factors such as cultural, economic, and geographic norms may also influence levels of participation and engagement in the classroom. This analysis aids in designing more inclusive and equitable strategies and policies in education.

"Gender equality is one of the fundamental principles in sustainable social development. This equality does not only pertain to the workplace and public life, but it must also be realized in personal relationships, including in the context of dating" (Ngazizah in Damanik and Saliman, 2024). Thus, the fundamental development of social equality also emphasizes how individuals must be able to conduct themselves as students, which can impact participation in the classroom, ultimately fostering closer relationships within the class. "Gender equality, as a fundamental principle in sustainable social development, reflects the aspiration to achieve justice and balance between men and women in all aspects of life. This focus on equality is not limited to work and public life but must also be deeply embedded in every personal interaction, including dating relationships. Personal relationships, as an integral part of people's lives, cannot be separated from the concepts of gender equality, making them a healthy and

harmonious space for those involved" (Asrofah in Damanik and Saliman, 2024).

Gender is socially and culturally constructed; for example, men are often portrayed as stronger, tougher, disciplined, and intelligent, while women are seen as weaker, nurturing, and delicate, making them more suited to domestic work. Thus, gender is not natural but rather a human construct. Gender differences do not cause problems as long as they do not lead to injustice; however, the issue arises when they result in various forms of inequity (Yanti Dwi Astuti in Melatie Z., 2022).

The issue of gender equality remains an ongoing challenge and continues to be fought for. In this context, gender does not refer to the biological differences between men and women; instead, it emphasizes the differences in roles, functions, and responsibilities between men and women (Gusmansyah in Audina D., 2021). H.T. Wilson in Yuni Sulistyowati (2020) highlights the importance of understanding gender as a basis for determining the influence of cultural and societal factors in distinguishing between men and women.

The significance of gender equality becomes increasingly evident as relationships often serve as the initial stage in the formation of social norms and values. Hence, further exploration and a deeper understanding of how sociology can be an instrument for instilling gender equality values have become urgent matters (Saputri in Damanik and Saliman, 2024). Gender equality is not only about providing equal rights and responsibilities for men and women. It also entails respecting differences, recognizing individual uniqueness without gender-based discrimination. By studying sociology, students can develop insights and awareness of the diversity of gender roles in relationships, distancing themselves from limiting stereotypes, and aiming for more inclusive and fair relationships (Hamidsyukrie in Damanik and Saliman, 2024).

In Social Harmony material, introducing the concept of gender equality is a critical step in forming the foundation for students' understanding of equal relationships. Gender equality theory reflects the view that men and women have equal rights, responsibilities, and opportunities in society. One theory supporting this concept is feminist theory, which emphasizes the importance of identifying and overcoming gender inequality in all aspects of life (Toipah in Damanik and Saliman, 2024).

According to Asrofah (in Damanik and Saliman, 2024), teachers start by discussing feminist theory, which highlights power structures that privilege men in various contexts, including romantic relationships. Through this theory, students are guided to see that gender equality is not just about providing equal rights but also about identifying and addressing inequalities that may be deeply embedded in social norms.

According to Gultom (in Damanik and Saliman, 2024), the Social Harmony and Social Change material plays a vital role in shaping students' understanding of gender equality in dating relationships. Data analysis shows that the introduction of gender equality concepts through feminist theory and social change theory provides a solid foundation for students to critique patriarchal norms and promote equal partnerships in relationships. Furthermore, according to Werdiningsih (in Damanik and Saliman, 2024), a practical approach in Social Change material, such as group projects that involve students in advocating for gender equality, positively impacts internalizing gender equality values and stimulates students' active participation in social movements.

In this context, these findings have implications for student participation in high school education. The content of Social Harmony and Social Change should continue to be enhanced and enriched with practical examples and interventions that encourage students to internalize gender equality values and take concrete actions to promote positive social change. This can help create an inclusive educational environment and empower

students to become agents of change who contribute to a more just and equitable society.

In fact, when observers examine the "Analysis of Gender Equality and Social Inclusion in Class Participation in the Tenth Grade at SMK Negeri 1 Tuhemberua," they will encounter issues present in the field. Gender equality will undoubtedly serve as a key focus for researchers in schools. The level of student activity and participation in class, along with the teaching methods employed, can significantly influence gender equality. Learning approaches that introduce the concept of gender equality are often grounded in feminist theory, which emphasizes the power structures and deep-seated patriarchal norms within society. Teachers use real-world examples to illustrate the impact of gender stereotypes on understanding, stimulating students' critical thinking regarding the need to address gender inequality. On the other hand, Social Change material offers insights into how shifts in social values and norms can bridge gender gaps by presenting equal partnerships as a more equitable and positive alternative.

Researchers will observe classroom dynamics during the learning process, paying close attention to how active students are throughout the lesson. Overall, this research suggests that the material on Social Harmony and Social Change at the high school level plays a significant role in shaping students' perceptions of gender equality in relationships. By integrating feminist theory, social roles, and symbolic interactionism, students not only grasp theoretical concepts but also apply them in group projects that support positive changes in the social order. Thus, the researcher has titled the study, "Analysis of Gender Equality and Social Inclusion in Class Participation in English Learning in the Tenth Grade at SMK Negeri 1 Tuhemberua."

1.2 Focus of research

Based on the background presented by the researcher, there are three focuses for starting research, as follows:

1. Analyze gender equality in social inclusion in SMK Negeri 1 Tuhemberua
2. Analyze the gender equality of students' class participation in SMK Negeri 1 Tuhemberua
3. Analyze the impact of student gender equality in classroom learning in SMK Negeri 1 Tuhemberua

1.3 Formulation of the problem

1. How of gender equality and social inclusion at SMK Negeri 1 Tuhemberua
2. Why gender equality for these students in class participation can occur at SMK Negeri 1 Tuhemberua
3. How the impact of social inclusion gender equality on students can be considered and can be integrated into class participation at SMK Negeri 1 Tuhemberua

1.4 Objective of the research

Based on the problems studied, this research aims to:

1. To observe the extent of gender equality and social inclusion at SMK Negeri 1 Tuhemberua
2. To find out whether there are differences between social inclusion students in class participation in English education at SMK Negeri 1 Tuhemberua
3. To observe students' and perceptions of gender equality and social inclusion in the educational context at SMK Negeri 1 Tuhemberua

1.5 Significance of the problem

There are several uses for this researches namely:

1. For researchers, this research provides knowledge and understanding about gender equality which is applied in schools in education, especially in the classroom

2. For researchers, this research can be used as reference material about gender equality and social inclusion and can be studied and applied in schools, especially for male and female students

3. For future researchers, it is hoped that this research can serve as a guide and reference sources for further research

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoritical Frame Work

2.1.1. Definition of Gender Equality

According to Nur & Palobo in Ngazizah N. et al. (2022), gender is a psychosocial aspect that influences how individuals behave and act to be accepted in their social environments. Gender equality refers to the conditions in which women and men have equal opportunities and status to fulfill their human rights and participate in development across all fields. Putra, as cited in Ngazizah N. et al. (2022), asserts that equality in the learning process means that all students should be exposed to teaching materials and methods that are free from stereotypes and gender bias. Moreover, both male and female students should have the freedom to explore, learn, and develop skills across all academic and extracurricular offerings (Esteve, in Saputri D. et al., 2022). Gender roles, as described by Mahdi & Jf in Saputri D. et al. (2022), refer to the attitudes, behaviors, and considerations that society deems appropriate for men or women. Meanwhile, Siregar & Amran in Saputri D. et al. (2022) state that gender inequality results in an unequal distribution of roles and responsibilities, disproportionately affecting either women or men. Sujarwo and Waode Azfari Azis (2024) further explain that adolescents are particularly vulnerable to gender stereotypes, rigid social expectations, and cultural norms that perpetuate inequality. Therefore, it is crucial to raise awareness of gender equality among youth to foster a more inclusive and just society.

According to Nuraeni, Y., & Suryono, I. L., as cited in Nisarohmah L. (2022), they analyze the level of gender equality and its challenges within the employment sector in Indonesia. This research, conducted through a qualitative approach with descriptive analysis, reveals that while the gender gap in Indonesia has decreased, several obstacles still hinder the achievement of gender equality. The study concludes that there is a need for greater enforcement of gender equality in the informal sector for women (Nuraeni & Suryono, in Nisarohmah L., 2022).

Judiasih S. (2022) argues that gender is not merely a biological difference between men and women. Gender is defined in terms of the physical and physiological characteristics related to sex, such as chromosomes, genes, hormone functions, and reproductive anatomy, while gender encompasses the roles, behaviors, and identities that are socially constructed between men and women.

Nuzuli, as cited in Syayekti E. (2023), reports that gender sensitivity in the media increased following specific training sessions. This training is intended to help the media create gender-friendly content and improve journalists' understanding of the importance of promoting gender equality. Wicha Rizky Sakti Mashito Widodo, Nurudin, and Widiya Yutanti, as cited in Syayekti (2023), emphasize that, despite different backgrounds, the two media outlets studied shared a common goal of advocating for gender equality for all, including men, women, and others.

In some regions of Indonesia, societal norms still place higher respect on women who stay at home to care for children and husbands than on those who pursue careers outside the home (Dwi, 2017; Azmi in Nuraeni Y., 2021). Additionally, other factors, such as low levels of education and skills among Indonesian women, hinder their ability to enter the job market, and early marriages remain prevalent (Scholastica in Nuraeni Y., 2021).

Gender justice is a process aimed at creating a balanced starting point for both women and men. Gender justice ensures fair treatment for both genders, taking into account the needs and interests of each individual. According to the ILO (2017), gender justice may involve equal treatment or treatment that is deemed equivalent in terms of rights, benefits, obligations, and opportunities (Sugarda et al., 2021). Thus, gender-based education should ensure balance between genders.

According to Ulya in Saputri D. et al. (2022), education based on gender equality accommodates gender differences without discrimination and provides equal opportunities for both men and women to improve the quality of human

resources in education. Gender equality-based education addresses the issues that result in the subordination of women due to socially and culturally constructed factors.

Teaching and learning activities involve interactions between two human elements: students, who learn, and teachers, who teach, to achieve specific goals. Schools require students to study to achieve good results. Learning achievement is the outcome obtained after going through certain processes, influenced by various factors, meaning that the level of student achievement depends on these factors (Esteves in Ngazizah N. et al., 2022). According to Praseptia & Zulherman in Saputri et al. (2022), learning achievement involves a series of activities based on what someone has accomplished, with results reflected in grades. As stated by Mahdi & Jf in Saputri D. et al. (2022), gender roles encompass attitudes, behaviors, and attention. On the other hand, gender inequality leads to an uneven distribution of roles and responsibilities, disproportionately affecting either women or men (Siregar & Amran in Saputri D. et al., 2022).

Based on the above statement, it can be concluded that implementing gender equality in schools is essential. It highlights that schools are spaces where students can actively participate in exchanging ideas, even though issues of gender inequality may still persist.

Schools serve as preparatory grounds for students to enter higher education, equipping them with the necessary skills and awareness they will need (Karani & Taufik, Ngazizah N. et al 2022).

Muafiah E. et al, (2020) identified four key factors in gender analysis: access, benefits, participation, and control. a. Access: This refers to the opportunities or chances available to individuals to obtain or use specific resources. b. Benefits: This involves acquiring resources that contribute to development, ensuring equal benefits are provided to all parties involved in a program. c. Participation: This concerns the inclusion of women's voices and perspectives in decision-making processes. In general, women's voices are often

underrepresented or not represented due to gender role constraints. Participation involves not only men and women but also students. In this context, student participation in both classroom and extracurricular learning is crucial. The active participation of students, teachers, and parents is vital for the effective implementation of learning both inside and outside the classroom. Without proper communication between these parties, schools may face challenges in developing students' abilities according to their potential. d. Control: Effective learning in schools requires several stages. The initial stage involves curriculum preparation, followed by the main stages of planning, implementation, and evaluation of learning.

Considering the factors discussed above, it can be concluded that gender equality goes beyond mere equality; it involves how students can apply these factors in practice.

Types of Gender:

- Agender: Individuals who identify as agender do not associate with any gender.
- Androgyny: According to Healthline, androgyny refers to a gender-neutral identity or a combination of both masculine and feminine characteristics.
- Genderqueer: This term describes someone whose gender cannot be exclusively categorized as male or female, or masculine or feminine.
- Cisgender: Cisgender individuals identify with the gender that corresponds to their sex assigned at birth.
- Genderfluid: Genderfluid individuals experience a "fluid" gender identity, which may shift over time, ranging from days to years or even decades.
- Omnigender: Omnigender describes people who experience multiple or all gender identities on the spectrum simultaneously or over time.

It is also emphasized that teachers play a crucial role in promoting gender equality (Huda, in Lestari F. et al 2024). Teachers with a multicultural education background are expected to foster a humanistic and gender-oriented understanding, empowering women to participate freely in various life sectors (Masamah & Zamhari, Lestari F. et al 2024). Moreover, it is vital for teachers

to implement gender equality by ensuring equal treatment in the classroom. This means not differentiating between male and female students, and being supportive of all students in their learning. During exams, teachers allow students to progress at their own pace (Rahman, in Lestari F. et al 2024). In this regard, teachers are also responsible for setting the same competency expectations for both male and female students. Education for both genders should be balanced, with equal opportunities for women to pursue their studies. Open education is essential, offering subjects that align with individual talents and interests to develop reliable competencies. Additionally, according to Syaputra & Shomedran in Lestari F. et al (2024), gender equality education programs are crucial for achieving basic educational outcomes, meeting educational needs, and ensuring equal access to educational services for all. In group learning, teachers implement a rotation scheme, ensuring no special treatment is given to any gender.

2.1.2 Social Inclusion

Inclusive education is a system of educational services that provides opportunities for all children to learn together in public schools. The presence of inclusive education offers new hope for children with special needs (ABK) to receive a quality education fairly and without discrimination, as supported by several experts in the field.

According to Wardah, Saputri D. et al. (2022), inclusive education is the first step in transferring values of gender equality within society. In agreement, Priatmoko, Saputri D. et al. (2022) argue that educators must instill values of justice and gender equality by implementing and developing gender-responsive learning models in the classroom. Yulisnaini, as cited by Kusumawiranti R. (2021), suggests that empowerment is a process aimed at building independence and human identity, enhancing human resources through coaching, technical assistance, and guidance.

Bahri, Saputri D. et al. (2022) emphasize that inclusive education is not only for children with special needs but for all children, recognizing that each child has unique characteristics and diversity inherent in them. Meanwhile, Muafiah, Saputri D. et al. (2022) state that social inclusion focuses on preserving individual dignity and independence as the main elements for achieving an ideal quality of life. Although there are differing opinions on this matter, they align in their overall significance within the education system.

In this context, applying critical thinking skills and promoting social inclusion within the school environment is an ongoing process requiring commitment and effort from educators, administrators, and the entire school community. Elder and Paul, as cited by Siga et al. (2023), define critical thinking as the ability to evaluate and analyze thoughts to increase knowledge. Social inclusion allows students to express their opinions about their educational needs, and students must develop insights that help them understand these needs. Suwitra, as cited in Siga et al. (2023), shares a similar view, emphasizing the role of creativity and critical reasoning in processing information and finding appropriate solutions. Luthfi & Septiyanti, in Siga et al. (2023), highlight that the increase in student engagement is due to design thinking practices, which foster closer teacher-student relationships and quality cooperation. Claridge and Ziaulhaq, as cited by Siga et al. (2023), support this by noting that social cooperation strengthens social cohesion and promotes peace beyond differences. This collaboration is vital for instilling values in students' social lives and learning processes, as noted by Telaumbanua in Siga et al. (2023), who focuses on student-centered problem-solving. This approach also leads to the creation of prototype ideas and testing for students, serving as a reference for schools.

There are several applications of critical thinking skills and the development of social inclusion understanding:

1.   Diverse Representation: Ensure diverse representation in school materials, posters, and classroom decorations, showcasing the achievements of individuals from various backgrounds (Caple and Tian in Siga et al., 2023).

2.   Respectful Language: Teach students to use respectful language, avoid derogatory terms, insults, or microaggressions, and promote active listening and empathy to better understand others' experiences (Kansky & Maassarani, in Siga et al., 2023).

3.   Safe and Inclusive Environment: Establish clear anti-bullying policies and procedures, create safe spaces for students to discuss their experiences, and encourage peer support and joint programs (Flensner & Von der Lippe, in Siga et al., 2023).

4.   Community Involvement: Involve parents, guardians, and the wider community in discussions and events related to diversity and inclusion, and collaborate with local organizations that promote diversity and social justice (Campbell, in Siga et al., 2023).

5.   Assessment and Evaluation: Develop assessment methods to measure students' critical thinking abilities and understanding of diversity, provide feedback on their progress, and use data to identify areas for improvement in school diversity and inclusion efforts (Karimi & Matous, in Siga et al., 2023).

6.   Role Modeling: Encourage staff and faculty to model inclusive behavior and critical thinking, and recognize and celebrate examples of these qualities within the school community (Muñoz in Siga et al., 2023).

7.   Continuous Improvement: Regularly assess and revise diversity and inclusion policies and practices based on feedback and changing needs to enhance students' abilities, allowing teachers to gauge the extent of inclusion (Gupta in Siga et al., 2023).

From the above, we understand that inclusive education is a system of educational services that provides opportunities for all children to learn together in public schools. It lays the foundation for students to improve their

understanding and contribute valuable input and criticism without hesitation. They can participate in various activities with politeness, which becomes a daily value. Additionally, students learn to respect one another and comprehend the concept of inclusion, which also motivates teachers. This approach offers students the opportunity to enjoy learning without discrimination, allowing them to showcase their abilities, hone their learning skills through group and individual discussions.

Furthermore, the principles of inclusive education, as designed by UNESCO, are clear:

1. Education is a human right.

2. Every individual has the same learning ability.

3. Differences are to be appreciated as they can be sources of strength and creativity for both students and teachers.

4. Education providers must offer tools or supports that accommodate diverse learning needs.

5. Curriculum implementation and assessments should be individualized.

6. All students should be fully included in regular classes.

7. There should be acceptance and support from all class participants regarding the diversity among them (Masadhe in Umi Zulfa, 2023).

Based on the statement above, inclusion in English language education must aim to ensure equality in learning, which can also influence students' perspectives, providing a unified experience for all. The idea of similarity among students is highly valuable, as it promotes an environment free from discrimination in learning, fostering positive and constructive outcomes. Teachers play a crucial role in this process, demonstrating awareness of its importance in the educational sphere, particularly in meeting students' needs. They should provide students with the freedom to explore knowledge and express themselves, which contributes significantly to their social development in various environments.

According to Sunito M. et al. (2019), Gender Equality and Social Inclusion (GESI) guides the analysis of how women, men, and marginalized groups interact with their living spaces and the resources within them, across individual, family, and community levels. Ian Scoones, as cited by Sunito M. et al. (2019), developed the "Analysis of Living Space and Livelihoods with a GESI Perspective" framework.

Several studies related to GESI and inclusive schools have been conducted. Sigit Priatmoko and Madrasah Ibtidaiyah, as mentioned by Muafiah E. et al. (2020), emphasize that educational institutions must provide justice and avoid discrimination by implementing gender-inclusive learning practices, from planning and implementation to evaluation, with a focus on gender equality principles. In contrast, Reni Ariastuti and Vitri Dyah Herawati, also cited by Muafiah E. et al. (2020), researched the optimization of inclusive schools' roles, finding that every student has the right to quality education and teaching. These schools serve as models for others, helping to further develop and enhance inclusive education. Despite differing approaches, these studies show that inclusion and its application can coexist and complement each other.

Ian Scoones, in the work referenced by Sunito M. et al. (2019), further develops the concepts of "Living Space and Livelihoods with a GESI Perspective."

1.   Living Space: Humans have long developed ideas about how space should be managed, including selecting and dividing space to support their needs.

2.   Livelihoods: This concept begins with observing how different people and community groups live their lives in various places.

3.   Intersectionality Approach: This methodological approach examines the intersection of various power dynamics that contribute to domination, oppression, or discrimination against specific social groups. It closely intertwines gender with social class, ethnicity, religion, and other socio-political dimensions, allowing researchers to explore relationships between the

ideas of dominant groups and aspects of gender, class, sexuality, ethnicity, and other social factors.

4.   Approach to Gender Equality and Social Inclusion: Agus Pratiwi et al. (2022) describe feminism as a school of thought and awareness that addresses gender inequality, injustice, discrimination, and the exploitation of women. This awareness leads to conscious efforts to transform gender inequality and achieve equality between men and women in all life aspects.

Research implementing a feminist perspective reflects this awareness throughout the research process, from topic selection and objectives to the theoretical framework, research methods, and the roles of the researcher and participants. This paradigm has several key characteristics:

1.   First, it views social reality as complex, human-made, full of contradictions, and based on pressure and exploitation.

2.   Second, it highlights experiences of alienation, exploitation, and limitations that prevent individuals from realizing their potential.

3.   Third, it suggests that the conditions shaping social life can be changed to be more empowering, grounded in reason and values.

4.   Fourth, the research aims to explain, interpret, and empower social life.

2.1.3 Class Participation

The definition of participation, according to Keit Davis (as cited in Ratna Harmain, 2021), involves an individual's mental and emotional engagement in achieving goals and taking responsibility for them. Similarly, Moelyarto Tjokrowinoto (also cited in Ratna Harmain, 2021) describes participation as a person's mental and emotional involvement in a group context, which motivates them to develop their thoughts and emotions to reach common goals and take shared responsibility for those goals.

Anastasia (as cited in Wihartanti A., 2022) found that student participation is crucial in the learning process, emerging from activities such as

asking questions, answering, and completing assignments. Librianty and Sumantri (also cited in Wihartanti A., 2022) argue that student participation encompasses various actions, including speaking, listening, reading, writing, and even body language or physical movements. Oral participation, being the most observable, is particularly emphasized in language learning studies. Sujiono (as cited in Wihartanti A., 2022) defines participation as a learning activity characterized by dynamic interactions between teachers and students or among students themselves.

Suryosubroto (as cited in Ratna Harmain, 2021) outlines specific activities that demonstrate student participation in learning, including:

- Engaging actively to understand the subject matter with confidence.

- Learning through experiences and self-discovery to acquire knowledge.

- Personally experiencing the tasks assigned by the teacher.

- Participating in group studies.

- Experimenting with certain concepts.

- Communicating thoughts, discoveries, and appreciation of values verbally or through actions.
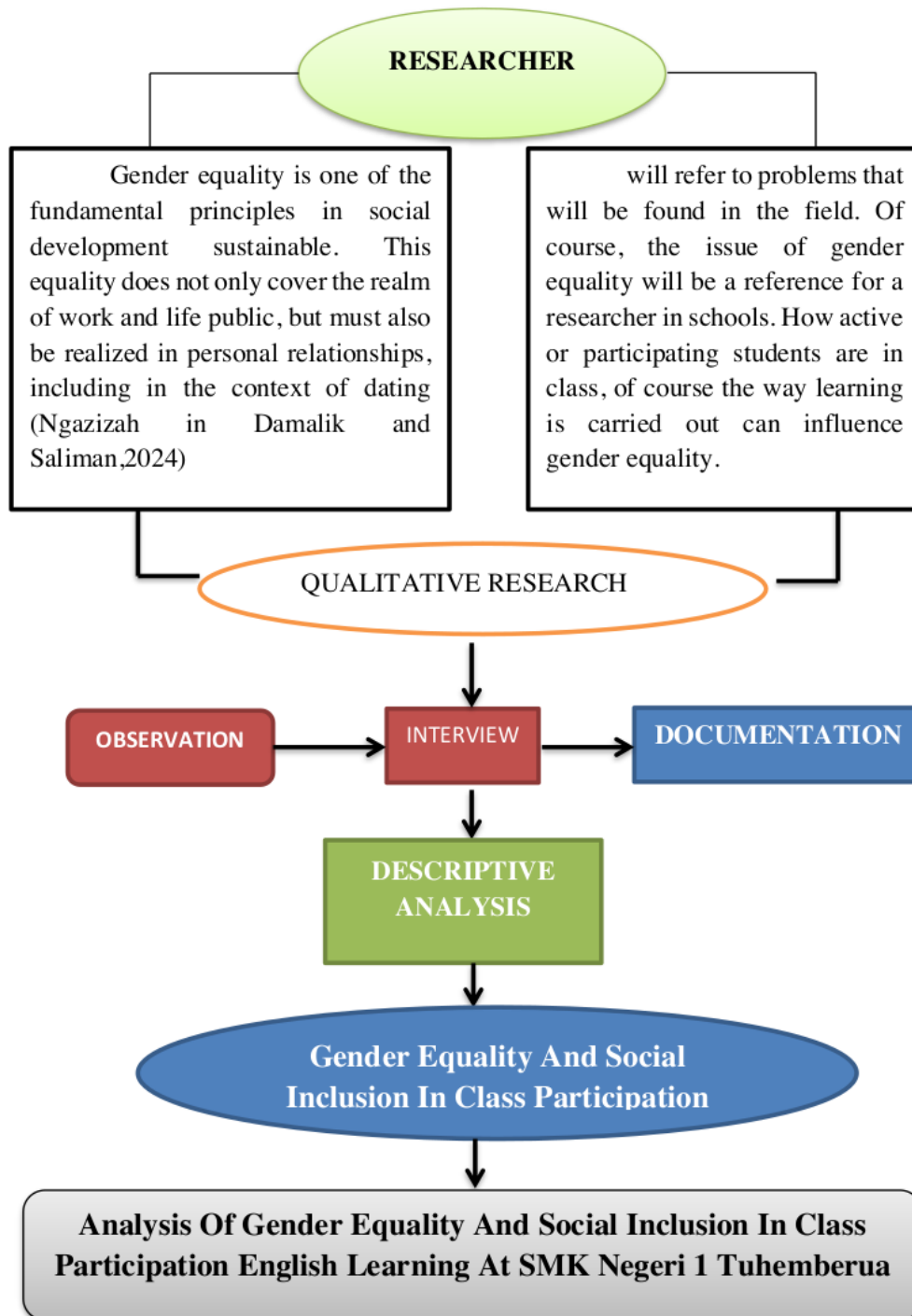
Meanwhile, McKeachie (as cited in Ratna Harmain, 2021) identifies seven aspects that can foster participation in the learning process:

1. Student involvement in setting learning objectives for educational activities.

2. Emphasis on the affective aspects of learning.

3. Active participation in learning activities, especially in interactions among students.

4. Cohesiveness within the class as a study group.

5. Freedom for students to learn, act, and make important decisions in the learning process.

6. Allocating time to address students' personal issues, whether related or unrelated to learning.

Based on these perspectives, student participation in the classroom greatly depends on the students' interest in learning and their ability to engage in classroom activities.

2.2 Conceptual Framework

RESEARCHER

Gender equality is one of the fundamental principles in social development sustainable. This equality does not only cover the realm of work and life public, but must also be realized in personal relationships, including in the context of dating (Ngazizah in Damalik and Saliman,2024)

will refer to problems that will be found in the field. Of course, the issue of gender equality will be a reference for a researcher in schools. How active or participating students are in class, of course the way learning is carried out can influence gender equality.

QUALITATIVE RESEARCH

OBSERVATION → INTERVIEW → DOCUMENTATION

DESCRIPTIVE ANALYSIS

Gender Equality And Social Inclusion In Class Participation

Analysis Of Gender Equality And Social Inclusion In Class Participation English Learning At SMK Negeri 1 Tuhemberua

CHAPTER III

RESEARCH METODS

3.1 Approach and Type of the Research

This research will be conducted using qualitative research with descriptive method. According to Moleong in Ramadyani (2019), qualitative Descriptive research is research that explains how to understand research subject phenomena, behavior, motivation, actions, etc. holistically, and how describe research results in the form of words and sentences.

In this research, researchers used qualitative descriptive to understand clarity of a phenomenon regarding gender equality and social inclusion in schools in class participation, especially at the research location at SMK Negeri 1 Tuhemberua. by using qualitative descriptive method, researchers will analyze and be able to provide explanations and descriptions in the form of words and sentences which will be prepared in accordance with the results of the research that has been carried out

3.2 Variables of the Research

According to Sugiyono in Agustian et al (2019) a research variable is an attribute or trait or value of a person, or object or activity that has certain variations determined by the researcher to be studied and then conclusions drawn. In research, variables can be divided into

In this research, the variables that can be identified, namely Analysis Of Gender Equality And Social Inclusion In Class Participation English Education "dependent" variable.

3.3 Setting and Schedule of the Research

The Research will be conducted At SMK Negeri 1 Tuhemberua located In Desa Turumbaho, Kecamatan   Tuhemberua, Kota Gunungsitoli

3.4 Source Data

Research data sources are all sources that provide information or data used in the research process. In this research, researchers will collect data sources through primary data and secondary data. In collecting primary data, researchers will collect data directly at the research location by conducting interviews, observation and documentation. Likewise, secondary data sources for researchers use various journal articles and books related to research discussions..

3.5 Instrument of the Research

A research instrument is a tool or method used by researchers to collect data in a research study. According to Sugiyono in Pramaisela (2021) Research instruments are tools used to measure observed natural and social phenomena.

The aim is to collect data or information that is useful for answering research problems. In this research, researchers will use research instruments in the form of questions asked directly in the form of interviews, and recording, picture taking or documentation equipment in the form of cell phones

3.6 Data Collecting Technique

Data collection techniques as a method of data analysis techniques. There are some data collection techniques that the author uses, namely:

a) Observation

Observation is a way of obtaining data by making systematic observations and recording (Dwija in Pramaisela, 2021). Researchers use observation as a data collection technique with the aim of researchers being able to see and observe directly what and how a school principal performs in managing human resources.

b) Interview

Interviews are data or information collection techniques that involve direct interaction with researchers and respondents with the aim of obtaining information relevant to the research topic. In this research, researchers will conduct interviews with school principals to obtain relevant and clear information regarding the performance of school principals in managing human resources as a discussion in the research.

c) Documentation

Documentation is a method used to obtain data and information in the form of books, archives, written numbers and images in the form of reports and information that can support research (Mery, 2021). Based on this understanding, researchers will use writing and images in this research as information that supports the research being carried out.

3.7 Data Analysis Technique

Data analysis in this research is the process of searching, compiling and analyzing data obtained from interviews systematically so that it is easy to understand and of course can be informed to other people. In this research, the analysis technique "Miles, Huberman and Saldana" is used, namely "interactive qualitative" which is divided into several stages, namely:

1. Data Reduction

Reducing data means summarizing, assessing the main things. The data reduction stage carried out by the researcher was carried out by summarizing all the data that had been obtained in the field and focusing on the important things to look for themes and patterns through data sharpening and classification activities. Sharpening is done by transforming long words and sentences into concise sentences and data classification is done by grouping similar data and looking for patterns by writing or typing them in the form of descriptions. This data reduction/transformation process continues after the field research, until the final report is prepared (Miles et al in Priyanti 2018)

2. Data Display

　　　After the data has been reduced, the next step is presenting the data. Data presentation is carried out in the form of short descriptions. Data reduction was carried out by the researcher, by compiling the data systematically, followed by writing the data obtained in the field in narrative form, the preparation was carried out by entering the results of the analysis into notes, then in sentences explaining the findings obtained from the results of observations, interviews and documentation in the field, and data arranged based on research focus

3. Conclusion and Verification

　　　The next process is drawing temporary conclusions from information obtained in the field. The initial conclusion is still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. Next, the researcher verified the data from the research results. If the temporary conclusions require additional data, the data collection process will be carried out again. After completing the verification, the researcher discussed the findings from the field

CHAPTER IV

RESULT AND DISCUSSION

4.1   Results

4.1.1   Data description

This research focuses on the analysis of gender equality and social inclusion in class participation engliah learning Ten Grade at SMK Negeri 1 Tuhemberua in 2023/2024 . The data used in this study included various aspects of student participation, such as attendance, involvement in class discussions, roles in group activities, and learning outcomes measured through test scores and assignments.

Data were collected through interviews with teachers. In-depth interviews with teachers were used to gain a deeper perspective on the factors that affect student participation, both in terms of gender and social background. Data from these interviews were analyzed to understand the obstacles that certain groups may face in active participation in the classroom.

Overall, the data collected in this study will provide a comprehensive picture of the level of gender equality and social inclusion in student participation in United Kingdom language learning, as well as the factors that contribute to the success or challenges faced by students in this context.

4.1.2   Results of interviews

Table 4.1 Results of interviews with English teachers

Interview	Respondent's answer
Researchers	What is your experience in teaching English
English Teacher	English lessons are one of the learning that students consider difficult. Many students think that English is not their mother tongue so they feel that they do not need to learn it deeply. It is a sad thing in teaching English. Meanwhile, the love I experience in teaching English is that student participation in learning English has increased. Then there are alumni who take or continue their studies in the field of English. So

	that I as a teacher feel proud and succeed in teaching these students to learn English as an international language which is often considered difficult by students.
Researchers	Do all students have the same opportunity to participate to all students in the class?
English Teacher	So in learning English during my teaching, all students get the opportunity to participate in learning. Both male and female students.
Researchers	Do you think there is a difference between male and female students in the classroom?
English Teacher	As an educator, I have never discriminated between the treatment of female and male students. This is because all students have the right to get the knowledge they need to prepare for their future
Researchers	Do you feel that all students, regardless of their social or economic background, have the same opportunity to participate in United Kingdom classes?
English Teacher	Yes, as a professional teacher, you must understand that teachers teach not just teaching. But also an exemplary figure in attitude. A good teacher does not distinguish between giving opportunities to students only from their social or economic background
Researchers	How do your teachers support students from different backgrounds to actively participate in class?
English Teacher	We as teachers see how the personality of students in the

	classroom is. Teachers must pay attention to how motivated the students are to learn, then what is the background so that teachers provide learning evenly. If there are students who lack motivation to learn, they will take time to be directed or given morivation.
Researchers	Are there any initiatives or activities in the classroom that support social inclusion? Can you give an example?.
English Teacher	Of course, there are especially in my English subject, even though I am not a religion teacher, but I teach them, invite them to pray in English in turn, so that they are able to pray in English and learn religious knowledge as well
Researchers	What are your suggestions so that United Kingdom classes at SMK Negeri 1 Tuhemberua can be fairer and more inclusive?
English Teacher	My suggestion is that we as teachers must provide the same motivation to every student. It is not allowed to look at background, social, gender, religion or ethnicity. Because every student must acquire equal knowledge, especially in English subjects
Researchers	Is there anything else you would like to convey regarding gender justice and social inclusion in United Kingdom language learning in your classroom?
English Dictionary	I think every child receives the same lessons. And for us women who may feel less cared for. So parents or men should also be able to pay attention to women's motivation to learn so that not

	only men are given college schools by their parents

4.2 Discussion

Based on the results of interviews conducted by researchers in class X of SMK Negeri 1 Tuhemberua, it can be seen that gender equality and inclusion in the participation of English learning classes have been sought by teachers in the field of study so that it can be implemented evenly. In detail, here is an analysis of the results of gender equality and social inclusion in class X participation in learning English:

A. Participation analysis by gender
1. Active participation in the classroom

Active participation in the classroom is one of the important indicators in the success of the learning process. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, students' active participation includes various forms of involvement, such as answering questions, participating in group discussions, expressing opinions, and interacting with teachers and classmates. This participation is not only important for the development of students' language skills but also plays a role in building their confidence and social skills.

1. Factors Affecting Active Participation

From the results of interviews with students and teachers, there are several main factors that affect students' active participation in learning United Kingdom:

- Self-Perception of United Kingdom Language Proficiency: Students who feel confident in their United Kingdom language skills tend to participate more actively in class. In contrast, students who feel incompetent or afraid of making mistakes are often reluctant to speak up or participate in class activities. The fear of being ridiculed or looked down upon by classmates is also a significant obstacle.
- Teacher Teaching Methods: The approach used by teachers in teaching has a major impact on student participation rates. Teachers who use interactive learning methods, such as group discussions or language games, successfully encourage more students to be actively engaged. In contrast, teaching methods that are too teacher-centric and less involve students in the learning process tend to lower their active participation.

- Social Support and Classroom Environment: A supportive classroom environment, where students feel safe and valued, encourages active participation. Support from classmates, both in the form of verbal and non-verbal encouragement, also plays an important role in increasing students' courage to participate. Conversely, an environment that is competitive or tends to downplay student contributions can hinder active participation.

2. Differences in Participation Based on Gender and Social Background

Data analysis showed that there were differences in active participation in the classroom based on gender and social background. Male students tend to participate in class discussions more often than female students, which may be due to social norms that encourage courage and confidence in male students. However, female students who felt supported by teachers and classmates showed equal or even more active participation in certain contexts, especially when the topics discussed piqued their interest.

In terms of social background, students who come from families with higher economic status tend to be more active in participating, perhaps because of their access to additional resources such as private tutoring or richer learning materials. In contrast, students from economically disadvantaged backgrounds often show lower participation, which can be due to a lack of support at home or limited access to educational facilities.

3. Strategies to Increase Active Participation

Based on these findings, some strategies that can be implemented to increase active participation in the classroom include:

- Increased Student Confidence: Teachers can provide more opportunities for students to speak in a supportive environment, for example through small group discussions or paired presentations. Providing constructive and motivating feedback is also important for building student confidence.
- Use of Diverse Teaching Methods: Teachers can apply more student-centered teaching methods, such as project-based learning or role simulation, that actively involve students in the learning process and allow them to apply United Kingdom language skills in meaningful contexts.
- Creating an Inclusive Classroom Environment: Ensuring that all students feel valued and supported in the classroom is key to increasing active participation. Teachers can foster a culture of

mutual respect among students and ensure that all students, regardless of their gender or social background, have equal opportunities to participate.

- Create a Welcoming Foster an inclusive atmosphere where all participants feel valued and safe to share their opinions.
- Encourage open communication, active listening, and respect for diverse perspectives.
- Clearly communicate the purpose of the activity or meeting and what is expected from participants. Provide guidelines on how participants can contribute, such as raising hands, using chat features, or group discussions.
- Use Interactive Technique to gauge understanding or opinions, which also engages people interactive
- to encourage more intimate and meaningful conversation
- Ask participants to think individually, discuss in pairs, and then share with the larger group.
- Use game-like elements, such as points, badges, or challenges, to make participation more engaging and fun.
- Utilize digital tools and platforms like interactive whiteboards, collaborative documents, or apps to facilitate engagement.
- Use chat functions, reaction emojis, or Q&A features in virtual settings to encourage non-verbal participation
- Pose questions that encourage critical thinking, discussion, and multiple perspectives rather than simple yes/no answers.

Rotate Roles and Responsibilities

- Assign rotating roles (such as moderator, note-taker, or discussion leader) to give everyone a chance to lead and contribute actively.
- Acknowledge contributions promptly and provide constructive feedback to validate participants' input and motivate further engagement.
- Incorporate icebreakers, storytelling, or personal sharing opportunities to build trust and rapport among participants.
- Promote collaboration and peer learning by pairing participants or forming study or discussion groups.
- Encourage participants to support and learn from each other, which can lead to more dynamic and active engagement.
- Incorporate visuals (like charts, images, or videos) and storytelling to make content more relatable and engaging.

- Visual and narrative elements can captivate attention and enhance comprehension, prompting more participation.
- Change the format regularly to keep the experience fresh and dynamic (e.g., switching from presentations to group discussions or interactive workshop.
- Identify any barriers that might be preventing participation, such as fear of judgment, language difficulties, or lack of understanding, and address them directly.
- Regularly ask participants for feedback on how to improve engagement and implement their suggestions.

4. Implications for United Kingdom Language Learning

Active participation in the classroom is a crucial component of learning the United Kingdom, as it gives students the opportunity to practice their language skills in a real context. By understanding the factors that influence active participation and implementing appropriate strategies, teachers can create a more inclusive and productive learning environment, which will ultimately improve student learning outcomes.

2. Teachers' perception of gender equality in the classroom

Gender equality in education is an important issue that affects student access, participation, and academic achievement. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, teachers' perception of gender equality plays a key role in shaping an inclusive and equitable learning environment. These perceptions can influence how teachers interact with students, manage classes, and provide opportunities for all students to thrive regardless of their gender.

1. Teachers' Perception of Students' Abilities Based on Gender

The results of interviews with teachers showed that teachers at SMK Negeri 1 Tuhemberua had a positive view of students' abilities regardless of gender. Teachers tend to believe that both male and female students have the same potential in learning United Kingdom. However, some teachers also admit that they sometimes face gender stereotypes that are ingrained in society, such as the notion that male students are more likely to excel in verbal skills or that female students are more diligent and conscientious.

Teachers who are aware of these stereotypes try not to let these views affect their interactions with students. They are committed to providing equal support to all students, encouraging active participation in the classroom without discriminating by gender.

However, in practice, there are times when teachers unconsciously give more attention or opportunities to one gender, depending on the classroom situation and student dynamics.

2. Application of Gender Equality in Teaching Methods

Teachers at SMK Negeri 1 Tuhemberua generally strive to implement teaching methods that support gender equality. This includes strategies such as:

- Balanced Group Division: Teachers often divide students into groups with a balanced gender composition to ensure that each student, both male and female, has equal opportunities to speak and contribute to group discussions.
- Inclusive Use of Language: Teachers strive to use neutral and inclusive language in teaching, and avoid using examples or materials that can reinforce gender stereotypes.
- Encourage Active Participation: Teachers actively encourage students of both genders to participate in class discussions and other activities. Some teachers even use a personal approach to motivate less confident students to be more engaged, whether they are boys or girls.

However, despite these efforts, some teachers admit that they still face challenges in creating perfect gender equality in the classroom. One of the main challenges is the differences in interests and motivations between male and female students, which are often influenced by cultural and social factors outside of school.

3. Teachers' Awareness of Gender Barriers in the Classroom

Some teachers show a high level of awareness of the barriers that female or male students may face in learning United Kingdom. For example, teachers realize that female students may be more reluctant to participate in class discussions for fear of being ridiculed or ignored by their classmates, especially if they are a minority in a class dominated by male students.

Teachers also noted that some male students may feel social pressure not to show much interest in language lessons, which are considered more suitable for girls. This awareness encourages teachers to actively create a supportive classroom environment for all students, including by providing extra encouragement to those who seem less active or marginalized.

4. Implications of Teachers' Perceptions of Teaching Practices

Teachers' perception of gender equality has a direct impact on teaching practices and student learning outcomes. Teachers who have

a good understanding of gender equality tend to be more successful in creating an inclusive classroom environment, where each student feels valued and supported to reach their potential.

Conversely, if teachers have gender biases, either consciously or unconsciously, this can create gaps in student participation and achievement. For example, students who feel neglected or treated unfairly based on their gender may become less motivated to actively participate in class, which can ultimately affect their academic achievement.

Therefore, it is important for teachers to continue to develop their awareness and understanding of gender equality, as well as to adopt truly inclusive teaching practices. Regular training and discussions on gender issues in education can also help teachers overcome any biases they may have and create a more equitable learning environment for all students.

B. Analysis of social inclusion in class participation

Student involvement in the learning process is a key factor that determines the success of education. In the context of english learning in 10 grade at SMK Negeri 1 Tuhemberua, the involvement of students from various social, economic, and cultural backgrounds is essential to ensure social inclusion and provide equal opportunities for all students to thrive. This involvement includes active participation in the classroom, interaction with teachers and peers, and contributions to various learning activities.

1. The Influence of Social and Economic Background on Student Engagement

The results of the study show that students' social and economic backgrounds have a significant influence on their level of involvement in learning United Kingdom. Students who come from families with higher economic status generally have better access to educational resources, such as private tutoring, supplementary books, and technology facilities. This often makes them more confident and more involved in the learning process.

In contrast, students who come from disadvantaged economic backgrounds may face limitations in access to these resources, which can affect their participation in class. They may feel left behind compared to their more economically fortunate peers, which in turn can lower their motivation to actively engage in learning. In addition, responsibilities at home, such as helping with family chores, can also

limit the time they have to study, which has an effect on their level of involvement in class.

2. The Influence of Cultural and Ethnic Background on Student Engagement

Cultural and ethnic backgrounds also play an important role in students' involvement in learning the United Kingdom. Students who come from ethnic minority groups may face additional challenges, such as native language differences affecting their ability to understand and use the United Kingdom. This can make them feel less confident to speak or participate in class activities.

Teachers note that students from certain cultural backgrounds may also have different social norms regarding how they should interact with teachers and classmates. For example, students from more hierarchical cultures may feel less comfortable speaking directly or expressing their opinions, especially if they feel that it does not fit into their cultural norms. This can reduce their involvement in class discussions and other learning activities.

3. Strategies to Increase Student Engagement from Various Backgrounds

To increase the engagement of students from different backgrounds, several strategies can be adopted in United Kingdom language learning:

- Providing Extra Support: Teachers can give special attention to students who come from disadvantaged economic backgrounds by providing additional resources, such as free study materials or special tutoring sessions. This helps them to catch up and increase their engagement in the classroom.
- Culturally Sensitive Learning Approach: Using an approach that respects and accommodates cultural differences can help students from different ethnic backgrounds feel more welcome and supported in the classroom. For example, teachers can integrate examples from different cultures in the subject matter to make learning more inclusive.
- Building an Inclusive Environment: Creating an inclusive classroom environment where all students feel valued and accepted regardless of their background is essential. Teachers can encourage engagement by ensuring that every student has an equal opportunity to participate, as well as by promoting mutual respect among students.

4. The Role of Teachers in Increasing Student Engagement

The role of teachers is vital in ensuring the involvement of students from various backgrounds. Teachers who are sensitive to the

unique needs and challenges faced by students from different backgrounds can take proactive steps to address these barriers. This includes providing more personalized guidance, adapting teaching methods to meet student needs, and creating opportunities for students to interact and learn from each other.

Teachers who successfully create an inclusive and supportive learning environment will see an increase in overall student engagement. This not only has a positive impact on United Kingdom learning outcomes, but also on students' social and emotional development, which will ultimately strengthen social equality and inclusion in the classroom.

5. Implications of Student Involvement from Various Backgrounds on United Kingdom Language Learning

The involvement of students from different backgrounds in learning United Kingdom has far-reaching implications for students' academic and social success. Students who are more engaged tend to show higher academic achievement, improved language skills, and greater self-confidence. Therefore, it is important for schools and teachers to continually work to increase the engagement of all students, taking into account the diversity of their backgrounds.

C. The relationship between gender equality and social inclusion

Gender equality and social inclusion are two interrelated concepts and play an important role in creating a fair and inclusive educational environment. In the context of learning United Kingdom in grade 10 at SMK Negeri 1 Tuhemberua, the relationship between gender equality and social inclusion can be seen through how these two concepts affect student participation, engagement, and achievement in the classroom.

1. Gender Equality as the Foundation of Social Inclusion

Gender equality means giving equal opportunities to all students, both male and female, to participate and thrive in the learning process. When gender equality is well implemented, every student feels valued and supported, which is a key element of social inclusion. In United Kingdom classes, this can be realized through a variety of strategies, such as:

- Equal Roles Distribution: Teachers who implement gender equality will ensure that assignments and roles in the classroom, such as being group leaders or presenters, are shared fairly between male and female students. It provides an equal opportunity for all students to develop their communication and leadership skills.

- Balanced Participation Encouragement: In class discussions, teachers who are sensitive to gender equality issues will encourage participation from both genders, especially if there are students who tend to be more passive. That way, all students feel that they have an equally important role in learning, which contributes to a sense of social inclusion.

2. Social Inclusion Strengthens Gender Equality

While gender equality helps create social inclusion, social inclusion also strengthens gender equality. Social inclusion means creating an environment where all students, regardless of gender, social, economic, or cultural background, feel welcome and supported in learning. When students feel inclusive, they are more likely to actively participate and take advantage of the learning opportunities provided. In the context of learning United Kingdom, this can be seen in several aspects:

- Acceptance and Appreciation of Diversity: When social inclusion is implemented, the diversity of students' backgrounds and perspectives is considered an asset, not a barrier. This creates a space where every student, both male and female, feels that their contributions are valued, regardless of gender or social stereotypes.
- Safe and Supportive Environment: Social inclusion creates a safe and supportive classroom atmosphere, where students are not afraid to speak up or participate because of their gender. Teachers who successfully create an inclusive environment will find it easier to encourage gender equality, as students feel comfortable expressing themselves without worrying about discrimination or bias.

3. Practical Relevance in United Kingdom Language Learning

In practice, gender equality and social inclusion often go hand in hand in United Kingdom language learning. For example, when teachers adopt inclusive teaching methods, such as project-based learning or group discussions, they automatically support gender equality by providing space for all students to contribute. Similarly, when male and female students are given equal opportunities to engage in learning, this contributes to increased social inclusion as it reduces the gap between students from different backgrounds.

Concrete examples of this linkage can be seen in activities such as:

- Group Discussions: In group discussions, teachers can ensure that each group is made up of both male and female students, as well as students from different social backgrounds. Thus, all students learn

to cooperate and respect each other's views, which reinforces both gender equality and social inclusion.

- Collaborative Projects: Projects that involve collaboration between male and female students from different backgrounds can help them develop a better understanding of the importance of equality and inclusion. It not only helps in learning United Kingdom but also in developing the social skills necessary to interact in a diverse society.

4. Implications for Teaching and Learning

Understanding the relationship between gender equality and social inclusion has important implications for teaching practice. Teachers need to realize that in order to achieve effective and inclusive learning, they must actively support both of these concepts. Implementing teaching strategies that integrate gender equality and social inclusion not only increases student participation and engagement but also helps them develop positive attitudes towards diversity and social justice.

By creating a learning environment that supports gender equality and social inclusion, teachers can help all students, regardless of their gender or background, to reach their full potential in United Kingdom language learning. It will also prepare students to become more open, tolerant, and ready to contribute positively in an increasingly global and diverse society.

CHAPTER V
COVER

5.1   Conclusion

Based on the results of the discussion that has been described, it can be concluded that gender equality and social inclusion play an important role in the context of learning in Ten Grade at SMK Negeri 1 Tuhemberua. The involvement of students from different backgrounds in learning the United Kingdom shows that social, economic, and cultural backgrounds affect student participation and engagement rates. Teachers have a crucial role to play in creating an inclusive and supportive classroom environment, where all students, regardless of their background, feel welcome and encouraged to actively participate. Teachers' perceptions of gender equality in the classroom show that despite challenges, most teachers strive to overcome gender stereotypes and provide equal opportunities to all students. This can be seen from their efforts in dividing roles fairly, using inclusive language, and encouraging participation from all students.

The relationship between gender equality and social inclusion is very close. Gender equality is the foundation for the creation of social inclusion, while social inclusion strengthens the application of gender equality in the learning process. When these two concepts go hand in hand, the result is a fairer and more effective learning environment, where all students have an equal opportunity to thrive and reach their full potential. Overall, the implementation of gender equality and social inclusion in United Kingdom language learning not only increases student engagement, but also contributes to the formation of positive attitudes towards diversity and social justice. As such, teachers need to continue to develop teaching strategies that support these two aspects to create an inclusive and empowering educational environment for all students.

5.2   Recommendation

Here are some recommendation for improving gender equality and social inclusion in class participation:

- Create an Inclusive EnvironmentUse inclusive language and learning materials that reflect the diverse perspectives and contributions of all genders and social groups. This will make students feel valued and accepted, thereby increasing their confidence to participate actively.
- Promote Equal Participation Make sure all students have equal opportunities to speak and participate in class discussions. Observe class dynamics to avoid domination by one particular group, and encourage quieter students to speak up.

- Use Diverse Group Work Create study groups consisting of students with diverse gender and social backgrounds, and rotate group members regularly. This will encourage an exchange of perspectives, reduce bias, and increase collaboration.
- Determine Clear Discussion Rules Set rules that encourage respect and active listening in discussions. Prohibit interruptions or domination of the conversation, and encourage each student to share their views safely and openly.
- Take Advantage of Anonymous Participation Tools Use polls, surveys, or other anonymous tools to allow students who feel afraid or uncomfortable to participate without risk of judgment or discrimination. This helps ensure all voices are heard.
- Provide Multiple Options for Participation Provide several ways to participate, such as through verbal discussions, writing, or online platforms. It accommodates a variety of communication styles and student preferences, making participation more inclusive.
- Train Teachers in Inclusive Practices Provide training for teachers on how to manage diverse classrooms and implement inclusive practices. Trained teachers are better able to recognize and overcome barriers to participation and create a supportive environment.

Implementing these reacommendation can increase the participation of all students in a more equitable and inclusive manner, creating richer and more meaningful learning experiences.

ANALYSIS OF GENDER EQUALITY AND SOCIAL INCLUSION IN CLASS PARTICIPATION ENGLISH LEARNING TEN GRADE AT SMK NEGERI 1 TUHEMBERUA IN 2023/2024

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