

# Analysis of The Needs for A Blended Learning Flipped Classroom Model Based on Gender Mainstreaming as An Effort to Prevent Sex Violation

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**Abstract:** This study aims to analyze the need to develop a gender mainstreaming-based blended learning flipped classroom model as an effort to prevent sexual harassment. The research was conducted using a survey method in 9 (nine) elementary schools in Aceh Besar and Banda Aceh districts. The research subjects were class teachers who taught 18 thematic lessons. The objects studied were the response of school principals and teachers to the development of gender mainstreaming-based blended learning flipped classroom models as an effort to prevent sexual harassment, the tendency of teachers to apply thematic models in school learning, student reasoning, and student character. Data collection was carried out by interviews, questionnaires, observations, and tests. Data were analyzed descriptively model, so that they support and state that they are ready to be involved in development, (3) the learning model used by teachers so far has no indication that it leads to models based on gender mainstreaming and sex abuse.

**Keywords:** Reverse Model Class, Sexual Harassment, Online Learning

## 1 Introduction

Education is the process of enhancing students' skills so that learning drives education. Learning is a mental process that results in a change in behavior that is greatly influenced by how one acquires experience. Learning tests a person's abilities as well as what they already know (content and performance) [1].

Education is the main foundation in managing, printing and developing high quality human resources. Education can optimally develop the various potentials possessed by humans, namely developing the highest individual potential in the physical, intellectual, emotional, social and spiritual aspects. to prepare high quality human resources [2].

Teachers as educators have a professional duty to improve and develop academic qualifications and competencies in a sustainable manner in line with developments in science, technology and art (Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers); thus teachers are required to always develop their teaching competencies in accordance with the latest developments in science and technology which will influence the implementation of learning strategies in their classes. Applying appropriate learning strategies through a combination of interesting learning methods or models, appropriate learning media and learning resources, and involving students in active learning can make it easier for teachers to achieve student learning goals[3]. In order for learning to be meaningful, teachers

must be able to create teaching methods that allow students to concentrate on doing their coursework. If the teacher is innovative in creating their learning tactics, learning issues in the classroom such as boredom, a student's inability to comprehend the information, or a student who is absorbed in playing alone might be predicted. The use of a learning model with the Blended Learning flipped classroom approach is one learning strategy that necessitates technical expertise [4].

Learning is about how to create meaningful experiences for students to be able to gain knowledge. Creating meaningful experiences includes three things, namely (1) creating an ecosystem to want to learn, (2) creating contextual experiences, (3) creating a great sense of curiosity (curiosity). In supporting this, teaching methods must be aligned with the current generation, known as Generation Z, namely those born over 1995.

The development of a person with character must begin at a young age, especially in elementary schools, the most fundamental institution that can serve as the first significant turning point in the character development of students. Early character development tries to ensure that children have a solid memory of the character values they are to develop [5].

In Aceh Province, a lot of education is still done the old-fashioned way, especially in rural institutions like the elementary schools in Singkil District, West Aceh, Seumelu, and Nagan Raya. There are few resources and infrastructure available. As stated in the 2013 Curriculum, instructional activities have also not made use of local culture and environment. The majority of students who attend school are from lower middle class families, and teachers lack the skills necessary to execute creative learning, despite the fact that the 2013 curriculum's theme learning has been used in elementary schools for some time. and it's a problem that has to be addressed [6].

Gender Mainstreaming is one of the strategies used by our nation in overcoming the various complexities of the existing gender gap problem. This commitment has been demonstrated through Presidential Instruction (Inpres) Number 9 of 2000 concerning Gender Mainstreaming in National Development, which instructs all heads of government institutions, both central and regional, to integrate gender into all dimensions. Starting from the planning, budgeting, implementation, monitoring, to evaluation and audit stages. The Presidential Decree is more than 20 years old. Therefore, we need to review the progress of gender equality that has occurred throughout Indonesia [7].

According to the initial analysis, the SD Aceh Province's educational system has a number of fundamental issues, including: Learning in the province of SD Aceh still resembles tradition; teachers continue to utilize standard textbooks as instructional tools, and the lecture technique still predominates, which prevents pupils from being motivated to study [8]. The literature that the researchers uncovered demonstrates that: Up until now, teachers have employed traditional learning techniques more frequently than they have applied new learning models; the subject matter presented is text-based so that pupils memorize more information [9].

If one links culture to the various elements that affect social issues, such as education, cultural shifts, changes in national values, the disregard of the younger generation for traditions, and so on, one can see how important culture is to the advancement of a country's civilization. There is currently no curriculum that instructs pupils on the value of restraint in preventing sexual violence [10].

The spread of globalization is something that is inevitable today. The development of globalization has both positive and negative impacts. Related to this, culture must be the foundation of every development policy carried out in Indonesia. Culture has a strategic role for a nation. Students and teachers must alter their teaching and learning behaviors in order to

apply learning models that have been modified from outside sources and implemented in schools. It is particularly challenging to condition positive interactions between kids and their friends, students and teachers, and student-teacher issues.

This blended learning flipped learning class is intended so that students are more aware of gender values, respect other people and have boundaries in the association of their peers. Blended learning flipped classroom learning so that students are able to recognize and appreciate differences with other people can then anticipate the possibility of sexual harassment among students. Through both individual and group activities, the flipped learning approach may provide engaging and dynamic teaching and learning activities [11]. Students can become more assured in carrying out discussion activities, debriefing, and offering solutions to diverse situations by using this learning style. We can draw the conclusion that flipped classrooms are a type of mixed learning that blends synchronous learning with asynchronous autonomous learning (via face-to-face and virtual/online engagement). In the classroom, synchronous learning typically takes place in real time.

In general, the background of this research is empirical facts related to the increase in sexual violence in education. So it takes the attention of all parties. This is because youth are a valuable national asset for development. Therefore it is necessary to carry out various preventive measures to prevent lost generation. These preventive measures include education. It is the responsibility of all parties, both the family as the first environment where character and character are formed. School is the second environment for children as a place for character and character development. The community has pinned its hopes on educational institutions (schools), so that children are physically and mentally smart. They are expected to manage themselves from the usual sexual urges.

This research is the first step in developing a gender mainstreaming-based blended learning flipped classroom model as an effort to prevent sexual harassment, namely by conducting a needs analysis of the developed learning model, this aims to obtain accurate information in the field about the extent to which this learning model is needed [12].

## **2 Research Method**

This research uses the research and development (R&D) research method according to Plomp which is adapted to the Dick & Carrey development model as a grand design. This study focuses more on the need assessment of the importance of developing a gender mainstreaming-based blended learning model as an effort to prevent sexual harassment. Needs analysis was carried out through extracting data on the existence of gender mainstreaming-based blended learning flipped classroom models as an effort to prevent sexual harassment, Learning Implementation Plans (RPP), Student Worksheets (LKS), Assessment of Learning Processes and Products, Perceptions and Expectations of School Principals and Teachers Toward Development of a Blended Learning Flipped Classroom Model Based on Gender Mainstreaming as an Effort to Prevent Sexual Harassment. However, these abilities are then combined to produce products because future products, especially computer products in the form of complex hardware and software, require an interdisciplinary approach. Collaboration is one of the key features of future learning that emphasizes more individualized abilities. Therefore the product of the future is a product resulting from collaborative activities. Collaboration skills must be an important part of blended learning-based learning. This is certainly different from conventional face-to-face learning where students study in the same

class under the teacher's control, in blended learning-based learning, students work independently and collaborate. Therefore, the bills in this learning will be different from face-to-face learning. Evaluation of blended learning-based learning will certainly be very different compared to face-to-face learning evaluation. Evaluation must be based on processes and results that can be carried out through portfolio-based evaluation of student learning performance. Likewise, assessment needs to involve not only teaching authority, but there needs to be self-assessment by students, as well as assessors of other students.

The participants in this study were the principals of the elementary schools in the South Aceh district, the elementary school instructors, and the lesson plans, worksheets, and assessment materials used. Through the use of stratified random sampling, the research sample was selected. Up to 18 teachers from 9 schools made up the sample of teachers.

The learning paradigm and resources that are available and used by teachers in Aceh Province are the focus of this study. Principal interview guidelines, instructor questionnaires, observational instructions for the prior learning models, student reasoning exams, and the HOTS questionnaire were the instruments utilized to gather data. Techniques for descriptive analysis were utilized to examine the research data.

Before class begins (pre-class), during class (in-class), and after class finishes (post-class) are the three segments of the flipped classroom method (out of class). Students have studied the subject in advance of class, and at this point, remembering and understanding the material are the skills that are expected of them. Students can so apply (apply) and analyze (analyse) content in class through a variety of interactive activities, and then after class ends they can evaluate (evaluate) and complete certain project-based tasks as activities (creating) [12].

Text, audio, video, and multimedia are all used in learning models. The use of media/technology in the creation of additional teaching resources, including the usage of text, audio, video, and multimedia, is one of the hallmarks of the web-based learning process. Text, audio, video, and multimedia are used to increase students' understanding of a subject and to supplement the material used for drill and practice. Packaging is carried out digitally and accessed through web-based teaching resources in hybrid flipped classroom learning. During the independent study period, text, audio, video, and multimedia are used. With specific storage medium, content that uses text, audio, video, and multimedia is packed. The creation of mixed learning, flipped classrooms employs the internet as the primary learning resource. Web technology is necessary for face-to-face learning, file storage, discussion, monitoring, and other activities. It is hoped that the web learning model would make up more of the autonomous learning period than face-to-face interactions both offline and online. In order to prevent sexual harassment, students learn how to create a blended learning, flipped classroom model based on gender mainstreaming using four different learning methods, including face-to-face instruction, electronic media, text, audio, video, and multimedia, web-based monitoring, etc. With the web learning paradigm, it is envisaged that more of the independent learning period will take place online and offline rather than face-to-face. The learning process uses 4 combination models, including face-to-face instruction, electronic media, text, audio, video and multimedia, and web-based monitoring, to produce a blended learning flipped classroom model based on gender mainstreaming in an effort to reduce sexual harassment. It is hoped that the web learning model would make up more of the autonomous learning period than face-to-face interactions both offline and online. The learning process uses 4 combination models: face-to-face, electronic media, text, audio, video and multimedia, and web-based in an effort to establish a blended learning flipped classroom model based on gender mainstreaming.

### 3 Result and Discussion

It can be seen from the findings of the interviews with school principals that they rarely offer specific advice on how to create student-centered learning models. The principal's lack of coaching is a result of his or her comprehension of the poor learning model.

In order to prevent sexual harassment, all school principals expressed the hope that research would be done to develop gender mainstreaming-based blended learning and flipped classroom models. Additionally, all school principals said they would give teachers the chance and support they need to participate in model development training programs. Integrated learning that is based on gender mainstreaming in an effort to stop sexual harassment. The study of the teacher response data revealed that the present learning strategy used by the teacher did not maximize student potential. There are five different types of learning models: the assignment model, the traditional lecture model, the question-and-answer lecture model, the at-home assignment model, and the instructor demonstration model.

A study method known as cooperative learning involves putting students in study groups according to their ability. Students are anticipated to be able to enhance their social, interpersonal, and academic talents as a result of employing this strategy. The goal of cooperative learning is to establish circumstances in which individual achievement is reliant on group success. Utilizing friends as a source of knowledge in addition to professors and books. Making more capable students who share the same orientation and language available as resources for less capable students. Give students the chance to accept acquaintances with various educational backgrounds. These variations include variations in socioeconomic class, intellectual prowess, religion, and ethnicity.

While thematic learning methods have not been fully introduced, there are still some teachers that use traditional learning models in addition to cooperative learning. Teachers don't often use theme learning models in the classroom since they don't fully comprehend them. Therefore, teachers who assert that they really need and anticipate efforts to create a gender mainstreaming blended learning model based on flipped classrooms in an effort to prevent sexual harassment recognize the importance of these efforts, support development efforts, and will get ready to participate in the process. The creation and use of learning model products.

The introduction of sex to children at a young age serves two purposes: it introduces them to wisdom and develops their moral character. It is normal for young children to be exposed to information about sex so that they can enjoy and comprehend sexual conduct [13].

One's academic intelligence accounts for 20% of success, while the biggest determinant of 80% of problems is attitude. This shows how important character traits a person must have, and it is this positive attitude that is contained in the nation's local culture that we can explore and implement in the learning process starting from basic education.

For this reason, it is hoped that stakeholders can carry out efforts to transform gender values into the millennial generation, through education, socialization and so on so that it is hoped that the millennial generation in Aceh Province.

It is anticipated that students' higher-order thinking skills will improve as a result of the blended learning model of the flipped classroom, which is based on gender mainstreaming as a means of preventing sexual harassment. It can also be easier for teachers to design effective and efficient learning environments. In the classroom, synchronous learning typically takes place in real time. While interacting with an instructor and others, students also get feedback. Asynchronous learning is more independent than synchronous learning. On digital platforms, content is typically accessed through a variety of formats. Students have the freedom to

choose when they study, ask questions in the comments section, and converse with teachers or with peers about what they have learned. Whereas,

Blended learning is a blended learning approach that blends independent/indirect learning techniques with direct (synchronous) learning techniques (asynchronous). The finest technique of instruction for learning as it exists today is thought to be blended learning. It is intended that blended learning will enable students to meet all of the predetermined learning objectives by combining a variety of tactics, methodologies, and teaching techniques. Online learning, in-person learning, and autonomous learning are the three parts of blended learning.

Teacher's position in blended learning-based learning, the teacher's role is crucial for managing learning. It is a given that educators need to be literate in the world of information. Teachers need to be proficient in using Microsoft Word and PowerPoint to create computer-based learning resources, as well as having knowledge of and skills in using the internet. They should also be able to mix two or more of these learning techniques. Starting with structured face-to-face instruction, a teacher can subsequently move on to offline computer-based instruction and online instruction. The term "combination of learning" can also refer to the integration of face-to-face instruction with online and computer-based learning. Students should receive tutoring from the beginning in order to equip them with the combined learning abilities they will need as learning tools in the future. Because of the need to change content knowledge and use blended learning as a tool, the teacher's involvement is crucial. The population of the world will increase along with the advancement of the economic system and human welfare, so it is essential to carry out effective learning in the use of resources. Learning based on blended learning and flipped classrooms is a necessity to be implemented in educational systems, especially in Indonesia. The teacher's ability to handle blended learning and flip classroom-based instruction is the key to all of this.

The flipped classroom method has an impact that is felt for teachers and students both directly and indirectly. There are several benefits offered by the Flipped Classroom method. Here are some of the benefits of this method[14]:

a. Changing the Roles of Teachers and Students

One of the main benefits of the flipped classroom method is that it gives students more responsibility for their own learning. Outside the classroom, students can study independently according to their own abilities to be able to absorb knowledge. They can set the time or place that is most comfortable for them to study. They can also repeat if there is material that they still don't understand. Therefore learning becomes more student-centered (student-centered learning). In addition, flipped classrooms allow teachers to dedicate more class time to engaging and interactive learning activities or projects that are more hands-on.

b. Learning Can Be Adapted To the Needs of Each Student

With more time spent practicing in class project activities, teachers have more opportunities to observe their students' understanding of material, and can identify their strengths and weaknesses. In traditional classes, the teacher's focus will be centered on students who are active and always respond to the teacher's questions. Meanwhile, those who are passive and do not understand the material will find it difficult to catch up. In the flipped classroom method, the teacher will focus more on students who have difficulty while students who can apply the material well are asked to work independently or help friends who still have difficulty understanding the material or also known as peer-tutoring.

c. Students Have Higher Self-Confidence And Involvement In Learning.

Students take more responsibility for their own learning, so they can develop more effective individual learning skills. When facing a problem in the learning process, they must find a solution and solve the problem independently. This independence can lead to an increase in self-confidence in the classroom which can have a positive impact on a higher level of engagement.

### **3.1 Steps to Apply the Blended Learning Flipped Classroom Learning Method**

There are actions that must be made by schools and teachers in order to implement the blended learning approach. This is done to ensure that learning keeps going well and can accomplish its objectives. Avoid using the blended learning approach irresponsibly so that the learning process is muddled.

The first step that the school must do is to determine the urgency of implementing blended learning and to record the facilities and infrastructure required for doing so.

The second step is to create teaching strategies that make use of blended learning. This involves choosing the platforms that will allow asynchronous/indirect learning as well as the programs that will support face-to-face learning if students are truly unable to attend class due to the coronavirus.

Socializing the adopted policies to students and parents is the third phase. This is crucial since, to the average person, blended learning is an alien concept. While being implemented, blended learning necessitates not just infrastructure and instructor readiness but also student and parent readiness.

Flipped Classroom-based blended learning aims to facilitate learning by providing various learning resources by paying attention to the characteristics of students in learning. Learning can also encourage participants to make the best use of face-to-face contact in developing knowledge. Then, preparation and follow-up can be done offline and online. Totally online learning programs are not recommended for learning that still considers the need for face-to-face contact between students and teachers. However, in learning there are times when students cannot come due to various obstacles, For example, in the physical education department there are some students who are active as sportsmen who have a strict training and competition schedule that are out of sync with the lecture schedule, so offline and online based learning is possible to do in regular student classes. Blended learning-based learning is the best choice to increase effectiveness, efficiency, and greater attractiveness in interacting between people in diverse learning environments. Blended learning offers learning opportunities to be both together and separately, as well as at the same time or at different times. The best option to improve effectiveness, efficiency, and better attractiveness in engaging amongst people in various learning environments is blended learning-based learning. With blended learning, there are options for learning in groups and alone, at the same time or at different periods. The best option to improve effectiveness, efficiency, and better attractiveness in engaging amongst people in various learning environments is blended learning-based learning. With blended learning, there are options for learning in groups and alone, at the same time or at different periods.

## 4 Conclusion

Based on the results of the research and discussion previously presented, it can be concluded as follows. (1) The school principal responds to the great importance of developing a gender mainstreaming-based blended learning flipped classroom model as an effort to prevent sexual harassment. (2) The school principal has never provided special guidance to teachers in developing gender mainstreaming-based blended learning models as an effort to prevent sexual violence. (3) The development of a gender-mainstream-based blended learning model as an effort to prevent sexual violence has not been found in educational praxis. (4) Teachers do not yet have sufficient experience in applying the gender mainstreaming-based blended learning flipped classroom model as an effort to prevent sexual harassment.

This research reveals that there has been no effort from teachers, principals, and schools to develop gender mainstreaming-based blended learning models as an effort to prevent sexual harassment. This model has never been used by teachers in learning. Therefore, the following suggestions are suggested in order to be able to use the blended learning flipped classroom model based on gender mainstreaming as an effort to prevent sexual harassment and in accordance with the context of students' daily lives, so that learning in class can be more effective and efficient.

Based on gender mainstreaming the flipped classroom learning model, also known as blended learning, blends face-to-face instruction with online and offline computer-assisted instruction to provide an integrated learning strategy. Digital-based materials were used in the past, but only as a supplementary tool, complementing in-person instruction. The most effective and efficient learning experience is what blended learning is all about. Another common definition of blended learning is a system of instruction that combines in-person instruction with technology-mediated instruction.

## Acknowledgement

This article is the result of a research collaboration between Bina Bangsa University Getsempena and research grants from LPDP for the 2022 fiscal year.

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