

## **Gender Responsive in Class: Study of Communication Behavior Teacher in Elementary School**

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### **Abstract**

*The failure of the learning process is not always because of the ability of the students, but there are other factors that further specify which aspects of communication. This study aimed to analyze the differences in gender responsive teacher communication behavior in cities and in villages in the classroom. The method used was a survey method. Samples were obtained as many as 200 people consisting of 100 teachers in the city of Padang (50 men and 50 women) and 100 people in the district of Padang Pariaman (50 men and 50 women) using Taro Yamane formula. The data collected in this study consisted of primary data and secondary data. Quantitative data were analyzed with descriptive statistics and inferential statistics. The results showed there were differences in verbal communication behaviors of teachers in urban areas with rural areas in terms of the use of negative words, positive words, degrading words, confirmation, and euphemism.*

**Keywords:** teachers, verbal communication behaviors, gender responsive

### **Introduction**

Progress of a nation must be supported by good quality resources, especially human resources aspects. To produce good human resources and quality of education obtained through the process of good quality and also, through formal education, nonformal or informal. The factors that affect the passage of the education process is the presence of teachers, students, community support and government policy.

The teacher is an important and strategic factor in the learning process to produce a quality educates students in addition to other factors. Because, through knowledge transfer teachers to educate students to run. The interaction of teachers and students are going well can produce changes in behavior and knowledge in students .

Teacher interaction in the learning process is closely related to communication for almost the entire process of learning to use communication both verbal and nonverbal. The process of learning requires teachers who have good communication skills both verbal and nonverbal, so what will be delivered, in this case the subject matter, by the teacher to the student can be digested optimally, so that the educational goals to be achieved can be realized.. Good communication climate will affect the attitudes of students in learning (Alkatiri 2011). Research Masjub & Rais (2010) found that students hope that teachers use good communication and do not say rude to students .

The failure of the learning process is not always because of the ability of the students, but there are other factors that further specify which aspects of communication. Teachers sometimes ignore aspects of communication where the teacher merely convey material without thinking about how the material can be well received by the students so as to make the learning process into something that is fun for students is not something rigid and frightening. Eriyanti research results (2011) found that poor teacher communication with students what students look of rejection, accusations, belittling and dignity of the students ability, judgment and censure, coercion, threats to, and outbursts of anger. This can result in stiff and tense situation learning because students fear. Poor communication also have a negative impact on students psychological, in the form of fear, shame to classmates, the growth of apparent compliance, verbal resistance, and mocked mimicked friends.

In addition to poor communication, the teacher is still differentiate between male students to female students. The results of the study Jatiningsih & Kartikasari (2010) found the teachers still distinguish male students with female students, because the boys and girls are socialized differently. Research Salamah (2006), states that the learning activities and processes of interaction in the classroom are often detrimental to female students. Teachers unconsciously tend to put their hope and greater attention to male students than female students as teachers pointing male student class president, master of ceremonies, and so forth. The same thing also expressed men still placed in a more favorable position in the overall process of education (Kemendiknas, 2010). Puspitawati et al. (2013) found that a third ( 31.6 percent ) teachers attention to students differentiate women and men according to the physical and psychosocial needs. The results of the study Triana et al. (2003) also showed that gender socialization in the schools of West Sumatra, both in curricular and extracurricular activities, flows to dichotomy feminine and masculine. Research Suharyo et al. (2003) found that men are still dominant in behavior in the classroom, at school, and even in socially at school. The students are still divided into stereotyped women are feminine and men are masculine.

The government has sought to narrow or eliminate the gender gap in many areas of life with the enactment of Presidential Decree No. 9 of 2000 on gender mainstreaming (*PUG*) in national development, which is then followed by the release of Ministerial Regulation No. 84 Year 2008 on Guidelines for the Implementation of Gender Mainstreaming in Education. The expectation around the interactions that occur in the learning process can apply prinsip justice and gender equality (*KKG*) the attention of men and women.

Problems of communication behavior differences in teacher education is one of the crucial issues. The issue is the implications of weak implementation of gender equity (*KKG*) in education and the lack of guidance or standardization of communication competence. More specifically, this study seeks to look at the differences of gender responsive teacher communication behavior in cities and in villages in the classroom. The results of this study are expected to be input for the policy makers particularly in the local government efforts to increase gender responsive communication behavior as well as a reference for other researchers to examine gender responsive teacher communication behavior.

### **Research Methods**

The study was designed as a descriptive explanatory survey. This research was conducted in the city of Padang and Padang Pariaman of West Sumatra Province held for five months, from August to December 2013. Population consisted of men teachers and women who teach in elementary Padang (urban) and the district of Padang Pariaman (rural), the total sample of 100 teachers in the city of Padang (50 men and 50 women) and 100 people in the district of Padang Pariaman (50 men and 50 women) using Taro Yamane formula. The data collected in this study consisted of primary data and secondary data. The collection of primary data through questionnaires, indepth interviews, focus group discussions, and direct observation. Quantitative data were analyzed with descriptive statistics and inferential statistics. Spearman rank correlation test and Chi Square was conducted to determine the relationship between variables X with Y variable whereas the t test was conducted to determine the difference between a teacher at the urban in the rural. The process of data analysis using SPSS 20 software.

## Results

### Overview Teacher at Two Regional Research

Based on data from the Department of education and culture of West Sumatra (2012), the number of elementary school teachers in the city of Padang amounted to 4.846 people, who teach in the public school consisted of 59 male teachers and 3,570 female teachers while the number of teachers who teach in private elementary totaled 238 male teachers and 979 female teachers in 351 public school spread and 57 private elementary school. When viewed from the human teacher, the number of elementary school teachers in the city of Padang who have a diploma under S1 amounted to 3460 people (71 percent), diploma S1/diploma IV numbered 1365 men (28 percent), diploma S2 were 30 (0.6 percent), and diploma S3 numbered (0.02 percent). The number of teachers who have been certified by 2011 as many as 1959 people.

For Pariaman district, the number of elementary school teachers in the district of Padang Pariaman amounted to 4.282 people, who teach in the public school teachers consisted of 823 men and 3.426 women teachers while the number of teachers who teach in private elementary numbered 5 male teachers and 28 female teachers spread across 399 public school and private elementary school. When viewed from the human teacher, the number of elementary school teachers in the district of Padang Pariaman who have a diploma under S1 amounted to 3382 people (79 percent), diploma S1/diploma IV amounted to 899 persons (21 percent), diploma S2 numbered 1 (0.02 percent), and no one has to have a diploma S3. The number of teachers who have been certified by 2011 as many as 877 people.

From the above data shows that the number of male teachers in both the city and in the district of Padang Padang Pariaman not comparable with female teachers. This is due to a view that is suitable to teach in primary schools are women, because women are more patient and painstaking in the face of a child, especially at the elementary school level. Based on interviews with several informants, that teaching in primary schools, suitable for men, in addition to due to the perception that primary school age need a patient teacher and *penyanyang*, also the presence of factors in the *Minangkabau* culture that educating children is the duty of women, as taught at the primary level identical to educate themselves so rare male teacher who taught in elementary school. Even more extreme they assume, the existence of a less prestigious flavors for men if taught in elementary school, usually male teachers teaching in the primary only to be used as a springboard to teach junior high or high school. It is also one of the reasons why it is difficult to continue the elementary teacher education, as a teacher, both men and women who have graduated S2 then naturally they will try to move to junior high or high school. For that indirectly teachers who want to continue their education there will be clashes with the leadership because the leadership in this regard will be anxious to lose the principal teacher concerned. As expressed by one informant (D) "when it's high education teacher certainly do not want to teach in elementary school again especially for male teachers." Based on the observations of researchers in the field some schools have no male teachers, even for a gym teacher in the grass while by the classroom teacher. Which occurs when a class teacher cum sports teacher, physical education teacher while still using the uniform teaching instead of sports uniforms. So the gym is not optimal.

In addition to the issue of the number of male teachers in primary schools is minimal, another problem is that there is a shortage in Padang City elementary school teacher. Padang education department noted the advantages of secondary school teachers as much as 729 people. While the primary level there is a shortage of teachers around 709 people. To overcome this education office Padang did teachers redistribution program that aims to help teachers who lack certification teaching hours. The target, after the move, 24 hours of teaching hours can be met by teachers. It became mandatory criteria that must be met by the teacher to be redistributed. The teachers teach these will be placed in the region closest to the residence of each and there is a shortage of teachers. Redistribution teacher who made the Department of Education (Education Department) Padang some time ago still leaves excess teachers in middle and high school levels, as well as the shortage of teachers at the primary level. To overcome this, the Education Department will implement the second S1 for teachers. That is, teachers learned back in Padang State University (UNP) in accordance with the subject areas where there is a shortage of teachers (*Harianhaluan.com* 20-11-2013). In addition to the program through the redistribution of teachers, education authorities (*Disdik*) Padang perform conversion program teachers become elementary teachers. In 2014 the program will start with selected 40 teachers to participate in UNP PGSD education. Teachers were selected to attend the program meets the following criteria: (1) has been certified, (2) desire to move, (3) have undergone a minimum service life of seven years (Razali 2013).

For in the district of Padang Pariaman, there are also problems of shortage and excess of teachers. Teacher shortage occurs at the primary level . Several alternative method to solving these problems, among others, are : (1) mutation of the excess school teacher school teacher to teacher shortages by considering the distance of residence, length of service, qualifications of teachers, the ladder, with certain criteria, (2) fulfillment of the mandatory 24- hour clock for certified teachers by requiring teaching in schools that lack teachers, with the first hour of data memfalidasi old school teaching and teacher shortages in schools, (3) placement of new teachers in rural areas within maximum of 10 years after it was rotated to the other schools, which are located more strategically placed and successor newly appointed teachers (civil servant), (4) provides an opportunity for teachers early retirement at 55 years old and dismiss teachers who are troubled after coaching as provided by law, so there are opportunities formation appointment of a new teacher (5) proposed the formation of school administrative personnel as needed to the Civil Service Agency (*BKN*) to test prospective civil servants (*CPNS*) , with priority placement in primary and secondary schools located in the interior of the district of Padang Pariaman, (6) local government policy (*BKD*) with the approval of parliament to move the Regents and technical personnel from other agencies that excess workforce to be placed in schools that lack education personnel, (7) enable teachers who are competent management field school as educational personnel to assist in the management of the schools, and incentives given to him by the school concerned. The above solution should be conducted objectively supported by accurate facts and data without intervention from other parties. Thus, the equity requirements in accordance with the planned workforce.

### Verbal Communication Behavior in a Gender Responsive Classroom

Verbal communication is a common form of communication used to convey messages to others through written or oral. In this study analyzed verbal communication through negative words, positive words, degrading words, confirmation, euphemism, and taboo. Verbal communication is generally done by the teacher in the process of communication with students at school because verbal communication is considered very effective and precise as is done directly face to face with students. Verbal communication behaviors are presented in Table 1 below.

Table 1 Mean scores of verbal communication behaviors

Verbal communication behavior	The mean scores						
	Urban		Rural		Total		Coefficient (t test) Areas
	Male	Female	Male	Female	Male	Female	
Snarl words	2,86	2,88	2,98	2,99	2,92	2,93	4,03*
Purr words	3,07	3,13	2,72	2,80	2,90	2,96	108,43**
Degrading words	2,82	2,91	2,89	2,97	2,85	2,94	6,91*
Confirmation	2,88	3,03	3,00	3,02	2,94	3,02	160,88**
Taboo	3,13	3,05	3,10	3,03	3,11	3,04	3,33
Euphemism	2,81	2,77	2,01	2,04	2,41	2,41	110,63**

Description : The mean score of 2:01 to 2:33 = very low , 2:34 to 2.66 = low, high = 2.67 to 2.99 , 3:00 to 3:32 = very high . \* Significant at  $P < 0.05$  , \*\* Significant at  $p < 0:01$

### Negative words (Snarl Words)

Negative words were analyzed based on the frequency of teachers use of negative words to the students as the words stupid, naughty, lazy, and *mada*. The use of meaningful words for teachers negative men and women both in urban and rural general were high. It can be said that teachers still use negative words to students in the learning process. It is indicated that the teachers have not had a competency standard and weak communications coaching to the increased communication capabilities. Based on the research results are generally teachers rarely and never even communication training.

Different test results indicate that there are significant differences in the use of negative words between teachers in the urban with the rural teacher. The data indicate that the use of negative words by the teacher in the village is higher than teachers in town. This means that a teacher in the village more often use words like stupid negative meaningful, *mada*, idler and so on to the students. It is alleged that the teacher in the village has not been due to lack of communication competence training related to communication.

From the observation that female teachers are more likely to use negative words to the boys. This is due to male students often considered to make a scene and have a lot of problems compared to female students. Based on the interviews it turned out to student teachers often use negative words to the students, especially male students. Negative words are often spoken teacher is *mada*, stupid, naughty. The words are spoken when his students to do something that is not liked by the teacher. *Mada* pronunciation seems to have been common in the interaction of teachers and students, but the word has a negative meaning that naughty. If the words are always spoken it will cause a negative label to students. Over time, this negative label will be attached to the student concerned. It is very dangerous to the child's behavior, causing one student misbehavior caused by a negative label attached to him.

Labeling is a labeling / title to someone. This labeling can be positive or negative. Labeling both positive and negative labeling would affect the child's behavior, because as we all know that children have very sensitive feelings, especially in the developing childhood. Consciously or unconsciously sometimes some teachers calling students "stupid". Caused could not understand the conversation that we submit to him or subject matter presented by the teacher has not been understood by the delivery of one or two times. Such treatment is not aware of the teacher has been doing labeling on children. While the words that are condemning or judging kids like, "idiot", "*mada*", "stupid base" will only turn off the child's confidence. Children who receive a negative label will have the confidence that he was stupid that make it inadequate when the label was the subject of jokes and ridicule of his friends. When negative often labeling him get, such as the words "child *mada* do not want to think", causing the child to feel worthless, especially when children are being accept this label and then the environment should treat a naughty child. The attitude can make the child feel that he is like what people are saying, even though he does not like it, and the worst result is that if the label has been attached to the child. That way the child will consciously or not display the labels in the day-to-day behavior.

In line with the research Eriyanti (2011) found that (1) there is verbal abuse of teachers to students in learning, which spans from the neglect of students in establishing communication, refusal students' opinions, accusations, belittling and dignity of students abilities, judgment and censure, coercion, threat to, and outbursts of anger. Of these categories, which is the dominant rejection, judgment accompanied by taunts, and threats to students. (2) verbal abuse of teachers to students is expressed through direct and indirect strategies. Direct expression strategy of verbal abuse in the form of declarative speech, interrogative, and imperative in a straightforward style, while indirect strategies declarative form of speech, interrogative, and imperative expressed by pengiasan style, rhetorical, and neglect. Of both the dominant strategy is indirect strategy. (3) verbal abuse of learning is triggered by the presence of (a) the power imbalance as a subject teacher and student learning, (b) social prejudice teachers against students, either because of the negative stereotype as well as the tenuous social distance between teachers and students, (c) behaviorist ideology embraced by teachers, (d) the characteristics of schools that bureaucratic institutions, and (e) learning situation autocratic. (4) verbal abuse of teachers have a negative impact on the learning process and students. In learning, learning verbal abuse resulting in stiff and tense situation because students fear. Verbal abuse also have a negative impact on students psychological, in the form of fear, shame to classmates, the growth of pseudo compliance, verbal resistance, and mocked mimicked friends.

### **Positive words (Purr Wor)**

Positive words analyzed in this study of the use of positive words by teachers as smart, terrific, you definitely can, pious children, children *Sholeha*. The use of the words significantly positive for male teachers and female both in cities and villages usually were high. It can be said that teachers use positive words to the student learner in the learning process. Based on the different test there is a very real difference in the use of positive words between teachers in the rural town.

Based on interviews with students that students feel happy with sayings from teachers compared with the words negative tone. A teacher who gives positive reinforcement to the success of students in learning the students will feel more appreciated and cared for. He certainly will be more active in learning in order to obtain positive responses from the teacher. If teachers often give positive reinforcement, students are more eager to learn which of course will affect the study results. This is consistent with learning theory by Thorndike's Law of Effect which states that the existence of the business is encouraging, praising, and reinforcement activities is indispensable in learning activities (Sardiman 2011). In line with the results of Amanah, Joharman, Kartika Chrysti Suryandari (2012) who found that positive reinforcement effect on student learning outcomes.

The use of positive words greatly affect the psychology of the students. In psychology there is a theory of perception Pygmalion effect (expectations / predictions to be fulfilled by itself). Pygmalion effect, or Rosenthal effect, is a phenomenon in which the greater the expectation placed on the person, the better they will do something that is expected of it. There is a kind of self fulfilling prophecy, in which case someone will internalize their positive labels, and those with positive labels will *menyesuaiakan* these things and succeed. If the teacher gives positive words or a good reputation, then the students will internalize it and they will desperately maintains reputation of positive it.

### **Degrading Words**

Degrading words were analyzed based on the frequency of teachers in words such as these are beyond your ability, heres why you can not, really do not understand understand, you can not forget the services of a teacher. The use of degrading words for male teachers and female both in cities and villages usually were high. This means that the learning process is still loaded with the use of words that are not well done by the teacher. Based on the different test results , there is a significant use of degrading words between teachers in the city with a teacher in the village. Teachers in the higher villages using degrading words compared to teachers in the city. It is alleged that the teacher in the village had limited access to information and training.

Based on the above data illustrates that teachers often use derogatory words to the students, especially male students during the learning process, it is also reinforced by the findings of the interviews with the students was a teacher used to say demeaning words like "heres why do not understand ", " matter can not really be this easy. " meaningful utterances degrading unwittingly weaken the morale and motivation of students. At primary school age children in need of spirit and encouragement from adults, because at this age children are still learning a lot of things, for it is an educator in this case the teacher should give a boost or encouragement to her students by giving the words that could make children excited .

As with the views of teachers, that teachers be required to be diligent and patient in educating , because the parents are fully hand over their children's education to teachers. This sometimes makes teachers often become less patient, so that spoken words are not good. As expressed by one informant (M )"Teach elementary school children to be patient, especially in the villages, can be impatient if spoken words are not good, because it is difficult for her children receive lessons, different teachers who teach in urban areas, to educate load is not too heavy because of the role of the old at home and be supported by the ability of the child has been good. So the task of the teacher only fix that has good "confirmation".

Confirmation in this study were analyzed through the recognition of teachers to students, pay attention to what students are saying, answering student questions, answering phones from students, and reply to *SMS* messages from students. Confirmation for male teachers and female both in cities and villages usually were high. This means that teachers pay attention and response to students both male and female. Based on the different test there is a very real difference between teachers in the city confirm with the teacher in the village. Teachers in the city is higher in the confirmation, this is due to the teachers in the city more secure access to information and access to training.

The majority of respondents said they were a response to the student, it is seen from the recognition of teachers to students, answering student questions, answer the phone and reply to *SMS* messages from students. Conditions in the city are very different from in the village, primary school students generally have *HP*, *Tab*, and computers. Based on interviews and observations in the field sometimes ordinary students to communicate with teachers by means of calling or sending an *SMS*. Not infrequently also the current elementary school students already take advantage of virtual worlds such as facebook. Through these communication media students especially female students to communicate with teachers .

### **Taboo**

Taboo in this study were analyzed through a ban on the name of an older person without a word accompanied Mr/Ms, *bacaruik* / talk dirty, and a ban on the name of the genitals. Taboo for male teachers and female teachers in both urban and rural general were high. This means that teachers are maintaining the taboo words in front of students, both men and women.

Based on the results of research in the field, both male teachers and female alike keep the use of taboo words, like avoid talking dirty, do not mention the name of the genitals, do not call directly the name of an older person without being followed by the word pack / mother, but sometimes the female respondents are less able to maintain such taboo words *bacaruik* habits, according to the narrative of female teachers many respondents are still not able to avoid the habit. Although in general the respondents said they are maintaining the taboo words in the school environment, especially in front of students. This is similar to the description of an informant (D) " We are very careful in using words including the taboo or forbidden to mention the name of the genitals , for example , we are trying to find a metaphor and not call directly " .

*Bacaruik* associated with existing habits in *Minangkabau* society, *Bacaruik* means cursed with dirty words. Indeed the behavior of people who are not civilized and not habitual, habit of the thugs. This is not an appropriate greeting out of good people , especially from a man who became a role model. In *Minangkabau* society abstinence for a role model for *manyirahkan Muko, mahariak mahantam* land (angry) *bacaruik* especially in front of people because it can diminish and eliminate the authority, and exemplary. In some communities to keep this habit since young children have been taught how to keep *bacaruik* by word of mouth from family and lingkungan around. People really avoid and maintain oral habits, so used strict sanctions for perpetrators such as the lips will be smeared with chilli. *Bacaruik* habit is a bad habit, but the habit is still done by people not least for someone who is a role model and a role model. In education this practice should be avoided, especially by teachers and students, but sometimes there are teachers who do so , as expressed by a student (E)" Sometimes there are also teachers who *bacaruik* to students if another being angry or annoyed, for example, children *Ampek Waang, dak barutak*, and others" .

Based on observations in the field, *bacaruik* has become commonplace for students. This habit they use not only in a state of anger or emotion, but already the subject of jokes in interacting among themselves. Phrases like *kanciang, pantek, anjiang*, and others spoken by the student feels normal. It is indeed a very poor condition for education which upholds the values of civility and manners.

### **Euphemism**

Euphemism in this study analyzed the frequency of teachers in the use of words to replace words considered offensive to use the word that is heard as an active child to replace a bad child, children with special needs to replace the child with a disability, mental retardation to replace the word the word idiot. Euphemism means the use of words with the good sense or the good goal (Keraf 1981). The use of euphemisms for male teachers and female teachers in the city generally were high for teachers while men and women who are in the village generally is low. Based on the different test there is a very real difference between teachers euphemism in the city with a teacher in the village. Teachers in the lower village in the use of euphemism compared to teachers in the city.

Based on the above information the teacher in the village rarely used words are meaningless euphemism euphemisms when pronounced with a view to refining the speech that the information provided is negative, which can lead to angry, disrespectful, and creates a feeling offended so there is no tolerance. In connection with it, used a certain way so that negative information was still delivered but does not offend the recipient of the information. One that can be used is to use a euphemism, a sort of baseline of subtle expressions to replace references that may be perceived to offend, insult, or make a suggestion something unpleasant.

### **Conclusions and Discussion**

The teacher is a strategic factor in the learning process. The success of the learning process will be greatly influenced by the teacher s ability to communicate. Good teachers will have the ability to communicate both verbally and nonverbally. But in reality there are differences in the behavior of the communication between teachers in urban and rural teachers. This becomes a discourse that need attention from various parties, especially the government . In order for future teachers in the city and the teachers in the village have the same communication competence so that the quality of education can be evenly distributed in both urban and rural .

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