

The Influence of Gender-Based Classroom Management on Students' Learning Achievement

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Abstract

Student learning achievement is the main indicator of the success of the educational process that reflects students' ability to carry out learning activities in accordance with the expected achievements. Student learning achievement is influenced by many factors both internal and external such as attitudes, interests, basic abilities of students, learning strategies, and classroom management. In the context of education in Indonesia, especially in Aceh, the implementation of gender-based classroom management is one of the classroom management models that is carried out in an effort to improve learning achievement. This gender separation is in accordance with Qanun Number 23 of 2002 concerning the education system based on Islamic law, namely religious values and community culture, but the effectiveness of this model of classroom management is still unknown. This study aims to determine the effect of gender-based classroom management on student learning achievement at SMAN 11 Banda Aceh. The quantitative method was used by distributing questionnaires on gender-based classroom management and learning achievement taken from report card scores given to 143 respondents, namely students through a purposive sampling technique. Data analysis using simple linear regression SPSS version 25. The results showed that the effect of gender-based classroom management on learning achievement obtained a significance value of 0.364. This finding concludes that gender-based classroom management does not have an effect on learning achievement. Therefore, an in-depth study is needed to understand the effectiveness of this strategy, especially in order to achieve optimal learning outcomes.

Keywords: Class management, Gender separation, Learning achievement.

INTRODUCTION

Student learning achievement is one of the main indicators of the success of the education process. Learning achievement is evidence of learning success or a student's ability to carry out learning activities according to the weight achieved.(Sitirahayu & Purnomo, 2021). Learning achievement can be shown through the grades given by a teacher from the number of subject areas that have been studied by students.(Dongoran & Yulia Syaputri, 2022)revealed that low learning achievement can have a negative impact on the competitiveness of graduates in the global job market and hinder efforts to improve the quality of Indonesia's human resources.(Setyawan, Wijoyo, & Amalia, 2023).

The decline in student learning achievement is a complex problem that is influenced by various factors, both internal and external. Internal factors start the problem with students' attitudes, interests, and basic abilities.(Mona & Yunita, 2021). In addition, the student's family environment greatly influences learning outcomes. There is no sense of security and comfort in the family, lack of parental attention and affection, and disharmonious relationships between parents and children can hinder students' academic progress.(Nabillah & Abadi, 2019).

The school environment, which serves as a center of learning, greatly influences how well students learn. Several problems that arise in schools, such as teachers' unvaried teaching styles, inadequate facilities and equipment, and inappropriate curriculum, can disrupt the learning process.(Hermawan, Suherti, & Gumilar, 2020). The influence of the community environment on student learning achievement is also important. Factors such as unhealthy community life, mistakes in choosing friends to hang out with, and lack of supervision of other community activities can cause students to behave in a way that does not support their learning outcomes.(Nasri, Setiawan, Warianto, Aden, & Ilmadi, 2022).

Various factors regarding low student learning achievement show the complexity of problems in the world of education. Classroom management is one of the skills that teachers must have in understanding, diagnosing, deciding and the ability to act towards improving a dynamic classroom atmosphere.(Hidayat, Jahari, & Nurul Shyfa, 2020).

In the context of Aceh, this model approach has strong historical and religious roots, namely the application of Islamic values. In its implementation, there are two different types of learning groups related to the effectiveness of competitive learning, namely homogeneous classes and heterogeneous classes. Homogeneous classes consist of boys and girls with a single gender,



while heterogeneous groups consist of boys and girls with mixed genders.(Faizy, Lestari, Roviati, & Bagaskara, 2023).

This is based on the assumption that boys and girls have slightly different learning potentials, and separation can create a more conducive learning atmosphere.(Abidin & Rahmatullah, 2023). On the other hand, research conducted by Tiya Nur Haryani indicates that this separation may not significantly affect learning achievement, and may even potentially hinder the development of social skills.(Haryani & Nurhaeni, 2019).

To understand the implementation of gender-based classroom management in the Indonesian context, we need to take a closer look at one of the regions that has unique characteristics in the implementation of Islamic values in its education system, namely Aceh Province. Aceh is one of the provinces in Indonesia, located at the northern tip of the island of Sumatra and is the westernmost province in Indonesia. In the Aceh region, gender-based classroom management is widely implemented. One of the schools that implements this gender-based classroom management system is SMAN 11 Banda Aceh. The classroom management implemented in the Aceh region refers to Qanun Number 23 of 2002 concerning the education system based on Islamic Sharia.

Gender-based classroom management at SMAN 11 Banda Aceh shows several indicators that are still obstacles such as the level of student participation in class, self-confidence, and learning motivation which are still low. Therefore, this study is considered necessary to find out more deeply whether gender-based classroom management has an effect on student learning achievement. This study is also expected to provide a comprehensive picture of the effectiveness of this model of classroom management in an effort to maximize learning achievement. Based on the problems that have been described above, the researcher wants to find out more whether gender-based classroom management has an effect on student learning achievement.

OVERVIEW OF CONNECTIVISM

Classroom management is a conscious effort to organize the teaching and learning process to run systematically. This conscious effort is directed at preparing learning materials, preparing facilities and teaching aids, arranging the learning space, creating situations and conditions for the teaching and learning process, and arranging time, so that the teaching and learning process runs well and the curriculum objectives can be achieved. (Gustriani, 2020).

According to Froyen and Iverson, classroom management includes three dimensions: content management, agreement management, and behavior management. According to them,



the concepts of content management (e.g., space, materials, equipment, movement, and learning); agreement management (e.g., social dynamics and interpersonal relationships) for preventive strategies; and behavior management (e.g., discipline problems) for reactive strategies when referring to classroom management(Kuntjojo, 2024).

The purpose of classroom management is to organize student activities so that these activities support the learning process in educational institutions (schools); furthermore, the learning process in these institutions (schools) can run smoothly, orderly and regularly so that it can contribute to the achievement of school goals and overall educational goals and to make it easier to raise important issues to be discussed in class for the improvement of teaching in the future.(Sumampow, 2024).

The function of management is as a vehicle for students to develop themselves as optimally as possible, both in relation to other aspects of student potential. In order for the function of student management to be achieved, there are several functions of class management as follows:

1. Provide teachers with a clearer understanding of the educational goals of the school and their relationship to the teaching carried out to achieve those goals.
2. Help teachers clarify their thinking about the contribution of their teaching to achieving educational goals.
3. Students will respect teachers who seriously prepare to teach according to their expectations.
4. Providing opportunities for teachers to advance their personal and professional development(Sumampow, 2024).

In their role as classroom management, teachers must pay attention to the principles of classroom management in order to carry out their duties well. The principles of classroom management are:

- 1) Challenges. Every student loves some challenges that pique their curiosity. Various challenges can be done by teachers through the use of words, actions, methods and learning materials that are designed to provide challenges to their students.
- 2) Varied. In classroom teaching and learning activities, variations in teacher teaching styles are needed because they can avoid boredom and tedium. Positive emphasis. Emphasis made by teachers on positive student behavior.
- 3) Cultivating Discipline

The ultimate goal of classroom management is to create a conducive learning climate in

the classroom, which is why teachers are expected to motivate their students to carry out discipline and be role models in self-control and carrying out responsibilities. So, teachers must be disciplined in everything if they want their students to be disciplined in everything.(Febrianti, 2022).

Gender Segregation in Education

Ann (1972) in her book "Sex, Gender and Society" states firmly that gender means a distinction that is not biological and not God's nature. Gender is a behavioral difference between men and women that is socially constructed, namely a difference that is not God's provision but is created by humans through a long social and cultural process.(Utaminingsih, 2023).

Some important points in understanding the concept of gender are as follows:

1. Gender Identity: Gender identity refers to how a person identifies themselves as male, female, or identifies with another gender or no gender at all (non-binary).
2. Gender Expression: Gender expression includes how a person expresses themselves through behavior, appearance, and lifestyle that reflect certain gender norms.
3. Gender Roles: Gender roles are social roles that are expected and imposed on individuals based on their sex by society.
4. Gender Stereotypes: Gender stereotypes are common, prejudicial views or expectations about a particular gender, such as the view that men tend to be physically stronger or women tend to be more emotional.
5. Gender Equality: Gender equality is a principle that demands that all individuals, regardless of gender, should have equal opportunities, access, and rights in society, including in education, employment, and political participation (Alamsyah, 2023).

Related to the declaration above, in fact, when education is not only considered and stated as a main element in efforts to educate the nation but also as a social product or construction, then education also has a role in the formation of gender relations in society (Astuti, 2021).

The statement above suggests that after many gender inequalities in society are assumed to arise because there is gender bias in education. Aspects that indicate gender bias in education can be seen in the formulation of the curriculum and also the low quality of education.

There are four aspects highlighted by the Ministry of National Education regarding gender issues in the world of education, namely the aspect of access to educational facilities that are difficult to achieve, the second aspect of participation which includes factors of fields of study and educational statistics, the third aspect is the aspect of the learning process which is still influenced

by gender stereotypes, and the last aspect of mastery. The reality is that the high number of illiterates in Indonesia is dominated by women (Astuti, 2021).

The reality shows that not all Indonesian citizens can access proper education. Gender issues in society have turned out to be one of the reasons why some of the nation's children do not get equal education rights. In fact, Islamic teachings state that there is no discriminatory treatment for every individual, both male and female, on this earth based on differences in gender, social status, or race (Pekalongan, 2020).

Learning achievement

Learning achievement is a better level of mental development by making maximum efforts made by someone after making learning efforts. Learning achievement can be expressed or indicated in the form of values (Donald Samuel Slamet Sentosa, 2020). Learning achievement is the perfection of a student in thinking, feeling and doing which fulfills three aspects, namely cognitive (related to thinking activities), affective (related to values and attitudes) and psychomotor (physical movement abilities related to mental attitudes) (Pradnyana, 2021).

According to Bloom as quoted in Sudjana (2010), learning achievement can be divided into three domains, namely:

- a. The cognitive domain, which is related to intellectual learning outcomes and consists of six aspects, including knowledge, memory, understanding, application, analysis, synthesis, and evaluation.
- b. The affective domain, which concerns attitudes and consists of five aspects, such as acceptance, response or reaction, research, organization, and internalization.
- c. Psychomotor domain, which is related to learning outcomes of skills and ability to act. There are six psychomotor aspects, namely reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, complex skill movements, and expressive movements (Hidayat, 2024).

There are 2 main factors that influence student learning achievement, namely:

1. Internal Factors

1) Physical health.

Good physical health will support a student to do learning activities well, so that he will be able to achieve good learning achievements. On the other hand, students who are sick, especially if their illness is very severe and must be treated intensively in the hospital, then they cannot concentrate on learning well. Of course, they will not be able to achieve good learning



achievements and can even result in learning failure.

2) Psychological

a) Intelligence

A high level of intelligence (high average, superior, genius) in a student will make it easier for him to solve academic problems at school. With good intelligence, they will be able to achieve the best learning achievement.

b) Student talent

In general, talent (aptitude) is a potential ability that someone has to achieve success in the future. So globally talent is similar to intelligence. That is why a child who is very intelligent (superior) or extremely intelligent (very superior) is also called a talented child, namely a gifted child.

c) Interest

Interest is an internal attraction that drives an individual to do something or a high tendency and passion or a great desire for something. The nature of interest can be temporary, but can persist in the long term. Temporary interest only lasts in the short term, in this case it can be said to be low interest. Strong interest (high interest), in general can last a long time because someone really has high enthusiasm, passion and seriousness in doing something well.

d) Creativity

Creativity in learning has a positive influence on individuals to find new ways to deal with academic problems. They will not be fixated on classic methods but will try to find new breakthroughs, so they will not give up on learning.

3) Motivation

Motivation is the drive that moves someone to do something seriously. Learning motivation is the drive that moves a student to be serious in studying to face lessons at school. Achievement motivation is the motivation that will drive individuals to achieve the highest learning achievement.

4) Stable psycho-emotional condition

Emotional condition is how a person's mood is. Emotional conditions are often influenced by experiences in life. For example: breaking up with a lover, makes a student not enthusiastic about studying because he feels sad, or depressed, resulting in low academic achievement (Tohol Simamora, 2020).

a. External Factors

External factors are factors that originate from outside the individual, either in the form of



the physical environment or the social environment.

1. The school physical environment is an environment in the form of facilities and infrastructure available at the school concerned. Adequate facilities and infrastructure at school such as classrooms with lighting, good air ventilation, availability of AC (air conditioner), Overhead Projector (OHP) or LCD, whiteboard, markers, complete library, laboratory, and other learning support facilities. Completeness of facilities and infrastructure will have a positive effect on students in achieving learning achievement.
2. The social environment of the class (Class Climate environment) is the psychological and social atmosphere that occurs during the teaching and learning process between teachers and students in the classroom. A conducive classroom climate encourages students to be enthusiastic in learning and learning good subject matter.
3. Family social environment is the atmosphere of social interaction between parents and children in the family environment. Parents who are unable to raise their children properly, because parents tend to be authoritarian so that children behave pseudo-obedience and rebel when behind their parents. Both of these upbringings will have a negative impact on children's learning achievement at school (Tohol Simamora, 2020).

In the context of learning achievement, gender-based classroom management can affect students' academic achievement through several mechanisms. First, a separate learning environment can reduce social pressure and gender stereotypes that often arise in mixed-gender classes. Second, teachers can use learning approaches and strategies that are more appropriate to the unique characteristics and needs of each gender. Thus, teachers can help students learn better without disturbing their concentration (Maspupah, 2021).

DISCUSSION

Validity testing was conducted on 30 statement items with a total of 143 respondents. Of the 30 statement items, 26 statement items were declared valid and 4 statement items were declared invalid. The evidence of the validity test of the 30 statement items can be seen in the following table:

Table 1. Results of the Validity Test of the Questionnaire Items for the Gender-Based Class Management Instrument

No Item	R count	R table	Criteria
1	0.462	0.163	Valid



2	0.560	0.163	Valid
3	0.575	0.163	Valid
4	0.211	0.163	Valid
5	0.488	0.163	Valid
6	0.486	0.163	Valid
7	0.535	0.163	Valid
8	-0.135	0.163	Invalid
9	0.430	0.163	Valid
10	-0.276	0.163	Invalid
11	-0.016	0.163	Invalid
12	0.391	0.163	Valid
13	0.456	0.163	Valid
14	0.249	0.163	Valid
15	0.396	0.163	Valid
16	0.465	0.163	Valid
17	0.338	0.163	Valid
18	0.602	0.163	Valid
19	0.771	0.163	Valid
20	0.737	0.163	Valid
21	0.531	0.163	Valid
22	0.582	0.163	Valid
23	0.671	0.163	Valid
24	0.702	0.163	Valid
25	0.736	0.163	Valid
26	0.392	0.163	Valid
27	0.534	0.163	Valid
28	0.509	0.163	Valid
29	-0.317	0.163	Invalid
30	0.354	0.163	Valid

The results of the validity test on the statement items of the gender-based class management variable (X) show that the statement items on the gender-based class management variable consisting of 30 statements by paying attention to the calculated r value in the validity test results above, it was found that there were 26 items that were declared valid and 4 items that were declared invalid so that it can be concluded that there were 26 statement items used in this study and were suitable for use as a research measuring tool.

1. Reliability Test Results

The process of calculating reliability is almost the same as calculating validity. If r count $>$ r table (the standard alpha value is > 0.06) it means that the reliability is sufficient. If < 0.06 then the instrument has high reliability. However, if r count $<$ r table it means that the instrument is said to be unreliable. The results of the reliability test with the help of the SPSS program can be seen as follows:

Table 2. Results of the Reliability Test of the Gender-Based Class Management Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.889	26

The calculation results show that from 26 statement items, the reliability coefficient (internal consistency) of the gender-based class management instrument is 0.889. This means that the correlation level of the gender-based class management instrument is stated to be reliable and is in a very high category.

2. Classical Assumption Test Results

a. Normality Test Results

The data normality test aims to test whether the residual value in the regression model has a normal distribution or not. If the significance value > 0.05 , then the residual value is normally distributed. If the significance value < 0.05 , then the residual value is not normally distributed. In this study using the Kolmogorov-Smirnov normality test, here are the test results:

Table 3. Results of the Normality Test of Class Management Based on Gender Separation and Learning Achievement

Tests of Normality							
	Learning achievement	Kolmogorov-Smirnova			Shapiro Wilk		
		Statistics	Df	Sig.	Statistics	df	Sig.
Gender Separation Based Class Management	1	.252	10	.071	.871	10	.103
	2	.109	106	.003	.942	106	.000
	3	.110	27	.200*	.948	27	.190
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							



Based on table 3, it can be seen that the significance value is 0.200 ($0.200 > 0.05$), namely with a result of more than 0.05, which means that the residual data is normally distributed so that it is suitable for use. Because the asymp sig. value is more than 0.05, H_a is accepted.

b. Linearity Test Results

Linearity test is used to determine whether two variables have a significant linear relationship or not. The data to be analyzed and calculated using the SPSS statistical application calculation is based on the test for linearity. The decision-making rules include, if the Sig value > real level 0.05 then H_a is accepted, and vice versa if the Sig value < real level 0.05 then H_a is rejected. The following are the test results using the SPSS program:

Table 4. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Gender-based class management	Between Groups	(Combined)	8,735	37	.236	.944	.566
		Linearity	.204	1	.204	.818	.368
		Deviation from Linearity	8,530	36	.237	.948	.559
	Within Groups		26,244	105	.250		
	Total		34,979	142			

Based on the results of the analysis, it shows that in table 4 the F value on the deviation linearity is 0.948 with a significance of 0.559, then a significant value of $> (0.559 > 0.05)$ is obtained, so from the accepted hypothesis, H_a is accepted. This means that the two data are linearly related.

3. Simple Regression Analysis Test Results

After all assumptions are met, the hypothesis is tested using simple regression analysis. In general, the formula for a simple linear regression equation is $Y = a + bX$. Meanwhile, to find out the value of the regression coefficient, it can be seen in the following table:

Table 5. Output Model Summary

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.076a	.006	-.001	.497



a. Predictors: (Constant), Gender-based class management

b. Dependent Variable: Learning Achievement

Table 5 above explains that the magnitude of the correlation/relationship value (R) is 0.076, which means that there is a very weak relationship between the gender-based class management variable (independent variable) and the learning achievement variable (dependent variable). From the output, the determinant coefficient (R Square) is 0.006, which means that the influence of the independent variable (gender-based class management) on the dependent variable (learning achievement) is 0.06%.

Table 6. ANOVA output

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.204	1	.204	.829	.364b
	Residual	34,775	141	.247		
	Total	34,979	142			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Gender-based class management						

Based on the results of the data analysis above, it is known that the calculated F value = 0.829 with a significance level of $0.364 > 0.05$, so the regression model cannot be used to predict learning achievement variables or in other words there is no influence of gender-based class management (X) on learning achievement (Y).

Table 7. Simple Linear Regression Test Results (Gender Separation Based Class Management on Learning Achievement)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,828	.322		5,681	.000
	Gender-based class	.004	.004	.076	.910	.364

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	management					
a. Dependent Variable: Learning Achievement						

It is known that the Constant value (a) is 1.828, while the value of gender-based class management (b / regression coefficient) is 0.004, so the regression equation can be written:

$$Y = a + bX$$

$$Y = 1.828 + 0.004X$$

The equation can be translated:

- The constant of 1.828 means that the consistent value of the learning achievement variable is 1.828.
- The regression coefficient of X of 0.004 states that for every 1% increase in the value of gender-based class management, the learning achievement value increases by 0.004. The regression coefficient is positive, so it can be said that the direction of the influence of variable X on Y is positive.

Furthermore, to ensure whether the regression coefficient is significant or not (Variable X has an effect on Variable Y), we can test this hypothesis by comparing the Significance (Sig.) value with a probability of 0.05 or by another method, namely by comparing the calculated t value with the t table.

The basis for decision making in linear regression analysis by looking at the significance value (Sig.) of the SPSS output results is:

1. If the significance value (Sig.) is smaller < than the probability of 0.05, then there is an influence of gender-based class management (X) on learning achievement (Y). (H0 is rejected and Ha is accepted)
2. On the other hand, if the significance value (Sig.) is greater than the probability of 0.05, then there is no effect of gender-based class management (X) on learning achievement (Y). (H0 is accepted and Ha is rejected)

Based on the coefficient values above, it can be seen that the Significance value (Sig.) obtained a value of 0.364, which means it is greater than 0.05, so it can be concluded that H0 is accepted and Ha is rejected, so it can be interpreted that there is no influence of gender-based class management (X) on learning achievement (Y).

Hypothesis testing is often also called the t-test, the basis for decision making in the t-test is:



1. If the calculated t value is greater than t table, then there is an influence of gender-based class management (X) on learning achievement (Y). (H0 is rejected and Ha is accepted)
2. On the other hand, if the t-count value is smaller < than t-table, then there is no effect of gender-based class management (X) on learning achievement (Y). (H0 is accepted and Ha is rejected).

Based on the coefficients value above, it can be seen that the t-count value obtained a value of 0.910. After knowing the t-count value, the next step is to find the t-table value. The formula for finding the t-table value is:

$$\begin{aligned} \text{Degrees of freedom (df)} &= n \text{ (number of respondents)} - k \text{ (number of variables)} \\ &= 143 - 2 \\ &= 141 \end{aligned}$$

Sig. Level 5% = 0.025

The value of 0.025: 141 can then be seen in the distribution of t values, so that it can obtain a t table value of 197.693. Because the t count value of 0.910 < t table value of 197.693, it can be concluded that H0 is accepted and Ha is rejected, which means "There is no significant influence between the variable (X) of gender-based classroom management and the variable (Y) of student learning achievement".

Before conducting the regression analysis, prerequisite tests were conducted including normality tests and linearity tests. The results of the normality test can be seen in table 3 which was conducted using the Kolmogorov-Smirnov method showing a significance value of 0.200 > 0.05, which means that the research data is normally distributed. Meanwhile, the results of the linearity test can be seen in table 4 which shows the Sig. value on Deviation from Linearity of 0.559 > 0.05, so it can be said that there is a significant linear relationship between the gender-based class management variables (X) and learning achievement (Y). With the fulfillment of these two assumptions, a simple linear regression analysis can be carried out validly.

The results of simple linear regression analysis show that there is no significant influence of gender-based classroom management on student learning achievement. This is evidenced by the correlation coefficient (R) value of 0.076, which means that there is a very weak relationship between the gender-based classroom management variable (independent variable) and the learning achievement variable (dependent variable). In addition, the determination coefficient value (R Square) is 0.006, which means that the influence of the independent variable (gender-based classroom management) on the dependent variable (learning achievement) is 0.06%.

The regression equation obtained is $Y = 1.828 + 0.004$, where the constant value of 1.828



means that the consistent value of the learning achievement variable is 1.828. The regression coefficient value is 0.004. This shows that every 1% increase in the implementation of gender-based classroom management will increase student learning achievement by 0.004. This positive regression coefficient indicates that the better the implementation of gender-based classroom management, the higher the student learning achievement.

The significance of the influence of gender-based classroom management on learning achievement is also strengthened by the results of the hypothesis test, namely the t-test. The results of the t-test show that the t-count value is 0.910 < t-table value of 197.693, which means that gender-based classroom management does not have a significant effect on student learning achievement.

From the results of the simple linear regression test in table 7, the results of the significance test show that there is a value of 0.364 ($0.364 > 0.05$). This value means that there is no significant influence between the gender-based classroom management variable on student learning achievement. Furthermore, it was found that there is a positive mathematical relationship between gender-based classroom management and student learning achievement (indicated by a regression coefficient of 0.039), this relationship is statistically insignificant ($0.364 > 0.05$). The coefficient of determination (R Square) value of 0.006 indicates that gender-based classroom management is only able to explain 0.6% of the variation in student learning achievement. This means that 99.4% of the variation in learning achievement is influenced by other factors that are not included in this research model.

Based on the research results found, there were findings that gender-based class management did not have a significant effect on student learning achievement, these findings are in line with those conducted by Depi Ardian Nugraha who stated that there was no significant effect of gender interaction and learning groups on the mathematical reasoning abilities of students at the Darussalam Rajapolah Tasikmalaya boarding school in the 2019/2020 Academic Year. (Nugraha, 2020). Furthermore, research conducted by Nurul Kurnia found that although the implementation of class separation based on gender had a positive and significant effect on students' learning motivation, this was indicated by a significance value of 0.852 which was greater than 0.05, which means that the implementation of class separation based on gender did not significantly affect learning achievement (Kurnia, 2023).

CONCLUSION

This study shows that gender-based classroom management does not have a significant



effect on student learning achievement at SMAN 11 Banda Aceh ($\text{sig.}=0.364>0.05$, $R \text{ square} = 0.006$). Although there is a weak positive relationship ($R=0.076$) with the equation $Y=1.828+0.004X$, statistically this relationship is not significant. The results show that 99.4% of the variation in learning achievement is influenced by factors other than gender separation, such as teaching methods, learning motivation, family environment, or individual characteristics of students. Thus, the gender separation strategy needs to be combined with other more comprehensive approaches to improve learning achievement.

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