



## ATTENTION LEVEL OF STUDENTS CHOOSING SOCIAL SCIENCE TADRIS STUDY PROGRAM AT SAYYID ALI RAHMATULLAH UIN TULUNGAGUNG PERSPECTIVE GENDER

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### Abstract:

*The research context includes the opening of general study programs at religious-based universities or under the Ministry of Religion, especially the Social Studies Tadris study program, the open opportunity to pursue general education in the Ministry of Religion universities for all genders (men and women), especially in the Social Studies Tadris study program, and community support in the implementation of the Social Studies Tadris study program. This type of research is in the form of exploratory research that focuses more on finding explanations about the truth of the level of attention of students choosing the Tadris IPS study program from a gender perspective. Data retrieval through 2 techniques. First, through the study of documents in the form of photographs, graphs, sheets, and tables. Second, the data from the interview is in the form of a description from the source's review. The analysis using an interactive model emphasizes data that is directly related to research themes related to the level of attention of students choosing the Social Studies Tradis study program from a gender perspective. The validity of the data in the form of a dependability test, researchers conducted an audit of the initial to final process related to the level of attention of students choosing the Social Studies Tradis study program from a gender perspective. There are 3 researchers' findings. First, equal rights of education of women and men. Every student has the same right in education without any cultural, gender, social, or ethnic distinctions. Second, the escalation of women's attention in the field of social sciences. Every year the attention of women in the field of social sciences has escalated consistently until 2020. In 2021, there was a reduction of 2 students. Then in 2022 it has escalated to reach 4 students. Third, the reduction of male attention in the field of social sciences. The lack of annual attention of men in the field of social sciences. This can be seen through the comparison of the total attention of all women and men in the field of social sciences listed in the table. The purpose of the researcher is to analyze and find the level of attention of students choosing the Tadris IPS study program from a gender perspective.*

**Keywords:** Attention, Tadris IPS, Gender.

### INTRODUCTION

The existence of education from year to year has escalated covering the fields of science, technology, religion, and social affairs. Starting from elementary education,

junior high school, senior high school, and tertiary education. One of the tertiary institutions that became a sample of education escalation was UIN Sayyid Ali Rahmatullah Tulungagung (Suhermanto, S., & Anshari, 2018). Even though the campus is under the auspices of the Ministry of Religion, the study programs on the campus are not monotonous around religious study programs. One study program with a general smell is Tadris Social Sciences.

The Tradition of Social Sciences or the Social Sciences Tradition was ratified on May 19, 2015. The procurement of study programs took into account several things. One of them is university competition in increasing product quality and quantity. Improving the quality of higher education products cannot be separated from the role of marketing management. Formulation in marketing management requires the existence of the right or precise expertise and strategy (Mulyasa, 2014). One element of the strategy is marketing. The function of marketing for tertiary institutions is to attract the attention of the public or prospective students through the formation of a superior image of the institution or college.

Marketing aims to promote higher education products and programs, as well as overcome the problem of people's mindset in studying study programs in higher education, especially under the auspices of the Ministry of Religion. The mindset problem is in the form of the community's assumption that the Ministry of Religion's tertiary institutions only provide study programs that smell religious. So most people entrust their sons and daughters to public universities. Because for the community only public tertiary institutions provide study programs outside of religious study programs.

Along with technological intelligence, this mindset problem can be overcome through internet media marketing (Suhermanto, S., & Anshari, 2018). As the sample review in paragraph one. The opportunity to receive general education at the Ministry of Religion's tertiary institution is open to all genders (male and female), especially in the Tadris IPS study program. Dewi in her journal reviewed that education is a supplement for individuals. Because education can shape individuals into innovative, creative, and productive people. The productive activities of the community are realized with the condition that the education system is carried out in accordance with educational goals including the formation of dignified individuals who are spiritually, intellectually and emotionally intelligent. This was reinforced by Anisatul in his journal reviewing, individual skills in understanding their respective roles can be explored through gender literacy (Nilamsari, 2018).

Public awareness of gender literacy can explore individuals in enjoying the right to education as the purpose of this education. This frees society from educational discrimination. The implementation of higher education at the Ministry of Religion, especially in the Social Sciences Traditional Study Program, upholds the value of equal rights to education without applying a patriarchal culture. Thus, the researcher is interested in addressing the research theme "Level of Student Attention in Choosing Traditional Social Science Study Programs at UIN Sayyid Ali Rahmatullah Tulungagung Gender Perspective (Carolina & Tjakrawiralaksana, 2021).

## **METHOD**

This type of research is exploratory research. Research that is more focused on seeking explanations about the correct level of student attention chooses the Traditional Social Sciences Study Program with a gender perspective. Data collection through document studies and interviews. Data through document study in the form of photos, graphs, sheets, and tables. While the data from the interviews were in the form of descriptions from the interviewees' reviews (Albi, 2018). Data analysis using an interactive model. The interactive model analysis emphasizes data that is directly related to the research theme related to the level of attention of students choosing the Traditional Social Sciences study program with a gender perspective. The validity of the data is in the form of a dependability test. The researcher conducted an audit of the process from start to finish related to the level of attention of students choosing the Traditional Social Sciences Study Program with a gender perspective (Winarni, 2021).

## RESULTS AND DISCUSSION

The attention level of students choosing the Social Sciences Tadris study program at UIN Sayyid Ali Rahmatullah Tulungagung from a gender perspective, according to the presentation of the data, researchers experienced an escalation of attention and a reduction of attention. From 2015 to 2018, the attention level of students choosing the Tadris Social Sciences study program experienced an escalation of attention. Both the overall total and the attention score according to sex. In contrast, from 2019 to 2022 the attention level of students choosing the Tadris Social Sciences study program will experience reduced attention. As described by the Head of Social Sciences Study Program, Suwanto.

"Tadris IPS is a new study program compared to other study programs. Thank God, every year the attention of students taking Tadris IPS has escalated even though it only lasted until 2018. From 2019 to 2022 it has experienced a reduction and escalation. But this does not have negative implications for the study program. Because the reduction that occurred was only 2% to 3% compared to the previous year.

The review of the interview was reinforced by a review submitted by Dita Hendriani, one of the Tadris IPS lecturers.

"Every year there is an escalation in student attention choosing Tadris IPS. This escalation can be seen from the increase in the number of students per year. Even though it didn't reach 50% of the previous year's amount. But that doesn't make us pessimistic lecturers. Have experienced a reduction in 2019 and 2021 of around 5% to 7% from the previous year's number. Not only that, annually the attention of women chooses Tadris IPS more than men, around 60% to 75%.

The comment submitted by Dita was strengthened by the review expressed by Iis Halimatus Sa'diyah, one of the Tadris IPS students.

"I entered UIN in 2019. The study program I chose was Tadris IPS. I chose Tadris IPS, because I am interested in social sciences. For me social science is more challenging than other sciences. This is because knowledge cannot be separated from activities, order, and the social environment in both the community and the family. I also assume that my female friends who took Tadris IPS agree with what I think. This is indicated by the lack of male students who choose Tadris IPS."

The source said above as a concept that, the right to education has no boundaries for both women and men. All have equal rights in education. Only the location of the distinction is in the student's attention. As explained in the review of the numbers in table 1.1 and table 1.2.

**Tabel 1.1**

2015			2016			2017			2018		
L	P	Total	L	P	Total	L	P	Total	L	P	Total
9	14	23	15	34	49	21	64	85	40	74	114 <sup>1</sup>

**Tabel 1.2**

2019			2020			2021			2022		
L	P	Total	L	P	Total	L	P	Total	L	P	Total
23	77	100	44	95	139	33	93	126	37	97	134 <sup>2</sup>

<sup>1</sup>Dokumen, 3 November 2022.

<sup>2</sup>Dokumen, 8 November 2022.

In 2015 the total attention was 23 students, 9 boys and 14 girls. In 2016 the total reached 49 students, 15 male and 34 female, with an escalation of attention of 26 students compared to the total in 2015. In 2017, the total attention reached 85 students, 21 male and 64 female with an escalation of attention of 36 students compared to the total in 2016. In 2018 the total attention reached 114 students, 40 male and 74 female, with an escalation of attention of 29 students. Whereas from 2019 to 2022 there will be an escalation of attention and a reduction of attention (SPSS, 2000).

In 2019 total attention reached 100 students 23 male and 77 female with reduced attention of 14 students compared to 2018. In 2020 total attention reached 139 students 44 male and 95 female with escalated attention 39 students compared to 2019. In 2021 total attention reached 126 students 33 male and 93 female with reduced attention of 13 students compared to 2020. In 2022 total attention reached 134 students 37 male and 97 female with increased attention of 8 students compared to 2021.

According to a review of data from 2015 to 2022 regarding the level of student attention in choosing the Tadris Social Studies study program at UIN 1 Tulungagung from a gender perspective, researchers found 3 findings. First, equality of educational rights for women and men. Every student has the same right to education without any distinction in culture, gender, social level, or ethnicity. Second, the escalation of women's attention in the field of social sciences. Every year women's attention in the field of social sciences experiences a consistent escalation until 2020. In 2021 there will be a reduction of 2 students. Then in 2022 it will escalate to 4 students. Third, reducing male attention in the field of social sciences. The minimum amount of attention per year for men in the field of social sciences. This can be seen through the comparison of the total attention of women and men in the field of social sciences as listed in the table.

### **Equal Education Rights for Women and Men**

Education is the main vessel in the formation of the nation's successors of high quality. To achieve high quality, the government gives education rights to all citizens regardless of gender. This is in line with the results of Moh's research, women have the same rights as men in the realm of studying. The context of science referred to by the author is conventional. Both related to religious knowledge, women's science, science, as well as culture and social sciences. The legalization of the right to education for women can lift women from the gender gap that often appears in various fields of social interaction (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022).

Gender disparities emerge in Indonesia through the political, economic, health, and education fields. In addition to this, society's assumptions regarding gender are also a factor inhibiting developmental growth for women and have implications for losses in women's social life. Society's assumptions that are negative about women's rights are motivated by a patriarchal culture (Riadi, 2019). Society's persistence against patriarchal culture can discriminate against all women's rights, both rights as social beings and rights as successors of a high quality nation. Discrimination of women's rights arose when the colonials controlled Indonesia. During the colonial period, women did not have honor and self-esteem as living beings. The role of women is only as satisfiers and human-producing robots. All women's activities are controlled by men. With the presence of Kartini as a figure of women's emancipation, it can awaken women's enthusiasm to fight for their rights as social beings.

Zainal in his journal emphasized that, in the Dutch colonial era, gender struggles had been fought regionally and individually by women at that time. Like Dewi Sartika, Kartini, and so on. Meanwhile, in the movement era, several nationalist organizations and Islamic organizations began to appear that had a stake in women's organizations with the aim of fighting for gender equality. For example Muhammadiyah 1912 had the Aisyah 1920 organization and NU 1926 had the Fatayat and Muslimat organizations. Some of these organizations are still operating in upholding justice for women's rights. With the active role of the organization, patriarchal culture began to erode and almost became extinct in various fields of human activity (Wahid, A., Naemuddin, R., Suhermanto, S., & Wafa, 2022). As Opy's research results in his journal, manifestations

of the similarity of roles or conditions of men and women in the fields of development, social, politics, culture, economy, and education are only contained in gender equality. The manifestation of gender equality is a hope of fulfilling HAP (Women's Human Rights) through the perspectives, experiences and needs of women, as well as knowledge of social gender construction. Gender social construction can be formed through humanism education. One element of humanism education is in the form of debriefing with regard to human rights. Every individual has the right to have an opinion, develop self-potential, expression, and develop innovative skills and ideas. As stated in the state policy.

Pancasila is not only the basis of the state. Pancasila has the values of humanism which are listed in every series of precepts. Example of precepts 5. The contents of precepts 5 emphasize that every individual who becomes a citizen has the same rights and justice in any field without gender discrimination. The legalization of justice contained in precepts 5 is the government's effort to prosper all individuals who become citizens, especially in the field of education. Good early education, elementary, middle, high school, to college. As Gloria's research results in her journal (Arikunto, S., & Pendidikan, 2013).

Gloria in her journal emphasized that the administrators and authorities of the university where the research was conducted reacted positively to the increasing number of female student admissions. Thus adding a dormitory building for female students. In the last 4 years, there have been 2 male student dormitories that have become mixed dormitories. This is due to the explosion in the number of women on campus. The explosion of the female population in the world of education, especially in tertiary institutions, is a manifestation of gender equality from an educational perspective.

Reviewing the discussion of the research results above, equality in education rights can elevate women's dignity as individual beings and social beings. Women's rights in the concept of individual beings are in the form of self-development activities towards high quality human beings. Especially the right as an individual who is knowledgeable, civilized, has character, has principles, and works. Meanwhile, women's rights in the concept of social beings take the form of role participation in various fields including health, social, political, educational, economic, social, and welfare.

### **Escalation of Women's Attention in the Field of Social Sciences**

Along with intelligence and technological advances, many women are involved in various sectors. The position of women in these sectors is the same as that of men. Moreover, being a leader is not something that is taboo for women. both in the state-owned, private and foreign-owned sectors. Equality of position or position has positive implications for women's activities. One of these positive implications is the openness of society towards the roles, activities and responsibilities of women in advancing and participating in the economic and educational fields (Hamalik, 2003).

One example of the active role of women in the field of education is as students or students. as students or female students get full rights related to potential development, deepening of knowledge, and positive activities organized by educational institutions. the escalation of women's activity has dominated the number of students or students in educational institutions, especially universities. As a review of the results of research on the escalation of women's attention in choosing the Tadris IPS study program. There are 2 elements that become a factor for students to choose the Tadris IPS study program. First, internal includes attention and motivation. Second, external includes support from parents and study program accreditation.

Attention and motivation are 2 important things for individuals in making choices. As the results of research related to the escalation of women's attention in choosing the Tadris IPS study program. Attention is the main reason why women dominate in choosing the Tadris IPS study program compared to men. Because for women studying social sciences can add understanding and insight into the knick-knacks of social activities. Both related to social activities in the social sphere and social activities in cultivating nature. Meanwhile, motivation is more directed to persistence in studying

social sciences. Student motivation in the social sciences is correlated with external elements in the form of parental support. As a review of Alfauzan's research results in his journal.

Alfauzan in his journal emphasized that learning motivation and parental support had an influence on students' attention to continuing education. Because, parental communication is very closely correlated with student or student learning discipline. Learning motivation and learning discipline can increase because the communication given by parents to students is packaged properly (Kulsum, U., Suhermanto, S., & Sugiono, 2021).

The active role of parents in providing support in the form of material, motivation, and advice to students has positive implications, especially learning discipline and enthusiasm in exploring social sciences. The greater the support given by parents to students, the greater the self-motivation and enthusiasm for student learning in understanding or exploring social sciences. In addition to parental support, accreditation is included in external elements that can influence the escalation of women choosing the Tadris Social Sciences study program (P. R. UNDANG-UNDANG REPUBLIK INDONESIA, 2005).

Accreditation includes all inputs including facilities, resources, programs, and students' basic skills. Resources in accreditation are in the form of students, personnel, and educational staff. The active role of these three resources has implications for both the accreditation scores of campuses and study programs, especially education staff or lecturers. Lecturers or educators are required to carry out the tridharma in tertiary institutions and prepare documents and a set of teaching materials according to established tertiary guidelines. If drawn in the Tadris IPS study program, the lecturer plays an active role or contributes to escalating the quality of the study program. Because the escalation and reduction of study program accreditation has implications for students' attention in choosing the Tadris Social Sciences study program.

In accordance with the review of the discussion of the research results above, the escalation of women's attention to choosing the Tadris Social Sciences study program includes 4 things, namely attention, motivation, parental support, and study program accreditation. Manifestations of students' attention and motivation in the form of persistence, perseverance, and consistency in studying social sciences. Meanwhile, parental support and study program accreditation are in the form of supporting factors from outside the student's self which are a source of energy for students to choose, understand, and explore social sciences.

### **Reducing Men's Attention in the Field of Social Sciences**

The current reality is that most men after graduating from school continue their education in the military, police, shipping, engineering, and some are directly looking for work. Some of these further studies have a bright future for men. More specifically in the realm of income. Men chose the study with the assumption that men's responsibilities after having a family are greater than women's. Because men are not only leaders in the family, but also a source of welfare, security, and happiness for their small family. This has implications for reducing male attention in other scientific fields, especially in the field of social sciences. Apart from continuing their studies, some of the men decided to go straight to work.

Several factors cause the reduction of male attention to continue their education in tertiary institutions. First, there is no learning inspiration and will. Second, want to find work and live independently. Assuming that working can be profitable for oneself while continuing education does not mean getting money and a job. This is reinforced by a review of Sintia's research results in her journal including the desire to work, lack of awareness, learning ability, parental assumptions, peer influence, environmental influences, and economic conditions. Most of the men chose to work directly due to unstable economic conditions. So they are more persistent in making money than continuing education. Conversely, for men whose economic conditions are stable, they prefer to continue their tertiary studies in certain study programs which are seen as

promising jobs after graduation with high salaries (Carolina & Tjakrawiralaksana, 2021).

Riki in his journal emphasized that the family's economic condition was in the very good or very high category with a percentage of 67.51%. Learning attention can increase if these economic conditions continue to be fostered. The results of Riki's research are evidence that both men and women have the same interest in continuing their studies as long as the family economy is stable. The difference lies in the assumptions going forward. Women prefer studies that are in accordance with their desires and attention within themselves. Meanwhile, men prefer to study in study programs that promise to work immediately with large salary income. In addition to economic conditions, peers are one of the inhibiting and supporting factors for interest in further studies. Peers become a factor of student discipline. Peers are friends in the school environment. This is inversely proportional to the environment of peers who do not have motivation to learn (Sa'adah, S., Zainab, I., Wali, M., 2022). Men and women who grow up in an environment where most of the younger generation are not interested in education or have minimal motivation to learn can have implications for mindsets or perspectives on education. So most of them choose to work or do other activities besides continuing their studies.

According to the review, the reduction in male attention choosing the Tadris Social Sciences study program is influenced by self-assumptions related to work, unsupportive social environment, no enthusiasm and motivation to learn, family economic conditions, parental assumptions related to education, influence of friends, lack of awareness, low interest in self-development, and there are study programs or majors that promise definite jobs with high salaries or income.

## CONCLUSION

There are 3 findings related to the attention level of students choosing the Tadris IPS study program. First, equality of educational rights for men and women can elevate women's dignity as individual beings and social beings. Women's rights in the concept of individual beings are in the form of self-development activities towards high quality human beings. Especially the right as an individual who is knowledgeable, civilized, has character, has principles, and works. Meanwhile, women's rights in the concept of social beings take the form of role participation in various fields including health, social, political, educational, economic, social, and welfare. Second, the escalation of women's attention in choosing the Tadris IPS study program includes 4 things, namely attention, motivation, parental support, and study program accreditation. Manifestations of students' attention and motivation in the form of persistence, perseverance, and consistency in studying social sciences. Meanwhile, parental support and study program accreditation are in the form of supporting factors from outside the student's self which are a source of energy for students to choose, understand, and explore social sciences. Third, the reduced attention of men choosing the Tadris Social Studies study program is influenced by self-assumptions related to work, unsupportive social environment, no enthusiasm and motivation to learn, family economic conditions, parental assumptions related to education, influence of friends, lack of awareness, low attention to self-development, and there are study programs or majors that promise definite jobs with high salaries or income.

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