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## Gender-Responsive School Development in the Implementation of *Kurikulum Merdeka* (Independent Curriculum): A Case Study of SMA Negeri 7 Purworejo

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### ABSTRACT

*This study aims to analyze the efforts of school in developing gender-responsive schools, the indicators of gender-responsive schools, and the challenges encountered in implementing the Independent Curriculum. The background of this study lies in the urgency of gender-responsive education to fulfill the needs of each gender fairly and equally in the field of education. The study employed a descriptive qualitative research method. The informants included school principals; vice principals for curriculum, facilities and infrastructure, student affairs, and public relations; teachers; and students, who were selected using purposive sampling. Data were collected through interviews, observation, and documentation. The validity of the data was ensured through triangulation of sources, techniques, and time. Data analysis was carried out using the interactive model proposed by Miles, Huberman, and Saldana. The findings show that several efforts made by school to build gender-responsive schools within the framework of the Independent Curriculum. These include implementing differentiated learning, strengthening the capacity of teachers and staff, developing gender-sensitive P5 programs, integrating gender perspectives into teaching modules, and establishing TPPKS. Indicators of gender-responsive schools in the context of the Independent Curriculum can be observed through the standards of graduation, content, teaching and learning processes, teachers and educational staff, facilities and infrastructure, school management, financing, assessment, students, and community participation. The challenges in implementing the Independent Curriculum include limited time, diverse assessment formats, and the lack of offline training programs.*

Penelitian ini bertujuan untuk menganalisis upaya sekolah dalam membangun sekolah responsif gender, indikator sekolah responsif gender serta tantangan yang dihadapi dalam pelaksanaan kurikulum merdeka. Latar belakang dari pelaksanaan penelitian ini yaitu pentingnya pendidikan responsif gender untuk mewujudkan kebutuhan setiap gender secara adil dan setara dalam bidang pendidikan. Penelitian ini dilaksanakan menggunakan metode penelitian kualitatif deskriptif. Informan dalam penelitian ini adalah kepala sekolah; wakil kepala sekolah dibidang kurikulum, sarpras, kesiswaan, humas; guru; dan siswa. Informan tersebut dipilih dengan menggunakan Teknik *purposive sampling*. Metode pengumpulan data yang digunakan yaitu wawancara, observasi dan dokumentasi. Teknik validitas data yang digunakan yaitu triangulasi sumber, teknik, dan waktu. Teknik analisis data yang digunakan dalam penelitian ini yaitu model interaktif Miles, Huberman dan Saldana. Hasil penelitian ini menunjukkan terdapat beberapa upaya yang dilakukan oleh sekolah dalam membangun sekolah responsif gender dalam konteks pelaksanaan kurikulum merdeka, yaitu melaksanakan pembelajaran berdifferensiasi; penguatan kapasitas guru dan tendik; penyusunan program P5 sensitif gender; integrasi perspektif gender dalam modul ajar; dan pembentukan TPPKS. Indikator sekolah responsif dalam konteks pelaksanaan kurikulum merdeka dapat ditinjau melalui standar kelulusan, isi, proses, pendidik dan tenaga kependidikan, sarana dan prasarana, pengelolaan, pembiayaan, penilaian, peserta didik, dan partisipasi masyarakat. Tantangan dalam melaksanakan kurikulum merdeka, yaitu keterbatasan waktu dan beragam format penilaian, serta kurangnya kegiatan pelatihan offline.

## Introduction

Gender-responsive education is a crucial aspect that must be addressed to create a society capable of respecting the rights and responsibilities of both men and women. The issue of gender-responsive education refers to the effort to ensure that educational provision accommodates the needs of each gender fairly and equally. Gender-Responsive Education (GRE) is considered one of the approaches to realizing student-friendly learning by ensuring fair treatment of both male and female learners, while also contributing to the achievement of educational goals, the internalization process, and the balanced transmission of human values (Damayanti & Rismaningtyas, 2021).

In social life, gender bias phenomena are still prevalent. For example, men are often regarded as more deserving of pursuing higher education because they are expected to become heads of households, while women are perceived as destined to become domestic helpers, factory workers, or engage in other jobs that are deemed not to require educational qualifications (Sulistiyowati, 2021). To address gender bias in society, schools can serve as institutions that play a central role in reducing various forms of gender inequality through the implementation of Gender-Responsive Education (GRE) programs. GRE can be implemented in schools by adopting inclusive and equitable approaches, thereby eliminating unfair gender stereotypes and creating an environment that supports equality for all students. However, schools as social institutions (established by society to sustain and improve human quality of life through processes of educating, training, and guiding the younger generation) still frequently display phenomena of gender inequality. This situation may occur due to differential treatment of students based on gender, curricula that are not gender-responsive, and school facilities and infrastructure that fail to accommodate gender needs (Hentihu et al., 2021).

Gender inequality can occur as a result of gender prejudice, meaning that such inequality does not arise from biological differences but rather from judgments about gender differences that are often regarded as innate or natural (Jumitasari et al., 2023). This condition can affect both men and women, yet it disproportionately disadvantages women. Gender inequality is manifested in various forms of injustice, most frequently experienced by women through several expressions of gender-based discrimination (Riananda & Evendia, 2021).

There are generally four forms of gender inequality. According to Yonata (2020), these forms include: *first*, subordination, which refers to the perception that one gender is inferior or secondary to the other. In this context, women are considered responsible for domestic or reproductive roles, while men are associated with public or productive roles (Karwati, 2021). *Second*, marginalization, defined as the condition or process of pushing one gender to the margins, which often leads to poverty. Marginalization is illustrated through occupations typically associated with women that are considered less valuable than those of men, thereby influencing unequal distribution of wages, positions, and rights (Fakih, 2013).

*Third*, the double burden, referring to the unequal treatment of one gender by assigning them more tasks than the other. The double burden is commonly linked to women's participation in both traditional (domestic) and transitional (public) roles (Hidayati, 2016). *Fourth*, stereotyping, which involves attributing negative labels to one gender. Such labeling reflects differences in power, domination, and inequality, often with the purpose of controlling the other party (Silvia, 2021). *Fifth*, violence, defined as acts of physical or psychological assault. Misconceptions of gender that associate women with weakness, gentleness, and submissiveness, while portraying men as strong, courageous, and authoritative, often serve as a justification for violent acts (Afandi, 2019).

Gender inequality can also be found in schools, particularly in the form of violence. Violence in schools refers to acts committed by an individual or group that inflict physical or psychological harm, as well as the destruction of another person's property (Budianti & Haidir, 2022). Such acts of violence reveal patterns of inequality, domination, and abuse of power, whereby authority is misused to marginalize or harm others (Listari Basuki et al., 2022). Evidence reported by news portals further illustrates these issues. For instance, Detik Jateng (2024) documented a case involving a guidance and counseling teacher at SMA Negeri 3 Pekalongan who committed verbal sexual violence against dozens of female students. Similarly, CNN Indonesia (2022) reported a case in which a library staff member at SMP Negeri 6 Bekasi perpetrated sexual violence against a female student.

Data on violence occurring in the education sector are reported by VOA Indonesia (2024). According to this source, the Federation of Indonesian Teachers' Unions (*Federasi Serikat Guru Indonesia* or FSGI) recorded 36 cases of violence in educational institutions between January and September 2024. These cases were categorized as severe forms of violence involving students and were therefore brought to criminal proceedings. From these 36 cases, 144 students were identified as victims. The distribution of cases occurred at the junior high school (SMP/MTs) level (36%), followed by senior high school (SMA) (28%), elementary school (SD/MI) (33.33%), and vocational school (SMK) (14%). The data shows that 66.66% occurred in schools under the authority of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), while 33.33% took place in schools under the Ministry of Religious Affairs (Kemenag).

In addition to VOA Indonesia, data from the Ministry of Women's Empowerment and Child Protection (Kementerian PPPA, 2025) reported that as of January 1, 2025, there were 18,161 recorded cases of violence. These involved 3,761 male and 15,619 female victims. Based on percentage data of female victims by education level from the Simfoni database (Kementerian PPPA, 2025), the largest group of victims came from the senior high school (SLTA) level (31.1%), followed by junior high school (SLTP) (22.0%), and elementary school (SD) (18.8%). This indicates that girls are most vulnerable at the adolescent and elementary school ages, when monitoring and protection are not yet optimal. Meanwhile, 10.6% of victims were university students, showing that violence against women is not limited to children and adolescents but also affects young adults. The percentage of victims with no formal education or who had never attended school was recorded at 6%, while those in early childhood education (*Taman Kanak-Kanak* or TK and *Pendidikan Anak Usia Dini* or PAUD) accounted for 1.8%, indicating that violence may also occur at an early age, though the proportion is relatively small.

Beyond acts of violence, gender inequality in schools also manifests in the form of sexism and unequal task assignments. Sexism is reflected in assumptions that women are less competent than men in athletics, science, technology, engineering, and mathematics; differences in the attention teachers give to male and female students; and the tendency of teachers to position male students as superior to their female peers. A study by Sa'dan (2019) in MTs Assalafiyah Malangi Sleman and SMP Ali Maksum Kranyak Bantul, Yogyakarta (both Islamic schools with a science focus) found that practices of sexism still favored male students over female students. Another manifestation is the unequal distribution of responsibilities in schools: strategic positions in student organizations are often held by male students, while female students are relegated to secretarial roles or subordinate positions. Gender bias is also evident in textbooks and examination materials (Indrasari & Supriadi, 2018).

The persistence of such gender inequalities has encouraged the government to implement gender-responsive school policies, supported by the Minister of National Education Regulation No. 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming (*Pengarusutamaan Gender* or PUG) in Education. This regulation mandates that every educational unit, in its planning, implementation, monitoring, and evaluation of all education policies and programs, integrate gender perspectives (Tigayanti et al., 2014).

Gender-responsive schools represent one form of program derived from the implementation of gender mainstreaming policies in education, which require that all educational processes and development programs incorporate gender considerations. The establishment of gender-responsive schools is crucial, as it aims to ensure that educational institutions guarantee equal roles and responsibilities for women and men in accessing educational services, participating actively, exercising control over educational resources, and benefiting equally from the outcomes of educational development (Prasetya, 2020). These programs are developed to balance the needs of male and female students, ensuring that both are served optimally. Such programs also emphasize the importance of awareness of gender equality and justice, with the expectation that gender-responsive schools can open broad opportunities for both male and female students to grow and develop according to their potential.

Research examining the implementation of gender-responsive schools can be illustrated through several tendencies identified in previous studies. The *first* tendency relates to studies on the implementation of gender mainstreaming policies and gender-responsive education. For example, research conducted by Yuardani et al. (2024), Sayyi et al. (2022) and Nofianti et al. (2024) explain that gender-responsive education policies have been effectively implemented both within and beyond classroom learning processes. Further research by Farah & Afandi (2023) and Hidir & Meilani (2017) demonstrates that the implementation of gender-responsive education has been well understood and adopted at the early childhood education level (RA) and within community groups, enabling social transformation without undermining local cultural values.

The *second* tendency highlights research focusing on the management of gender-responsive schools. Studies conducted by Susilawati (2019), Abidin & Rahmatullah (2023), Harefa et al. (2024), and Solong & Alhabsyi (2020) reveal that gender-responsive education management can take several forms: providing equal access to quality education for both male and female, expanding literacy education services, and enhancing gender-oriented educational development. Other findings include classroom management based on gender separation justified through theological and psychological principles; classroom management practices responsive to gender differences that have proven effective in preventing bullying among elementary school students; and the realization of stakeholder participation in School-Based Management (SBM) through planning, implementation, and evaluation. A separate study by Inah et al. (2019) further indicates that gender-responsive school management can be evidenced in leadership appointments, as well as in the implementation of gender equality and equity in school services.

The *third* tendency emphasizes the implementation of gender-responsive learning. Research by Hanim et al. (2024) and Ni'mah (2024) confirm that gender-responsive learning has been successfully applied in Islamic Religious Education subjects. This was demonstrated through learning activities such as observing, questioning, gathering information, associating, and communicating, all of which integrated gender equality values for both male and female. It was also reinforced by efforts to strengthen teachers' understanding of gender principles in both curricular

and extracurricular activities. Similarly, Priatmiko (2018) and Sholeh (2023) show that the implementation of gender-responsive learning can be achieved through the preparation of lesson plans (*Rencana Pelaksanaan Pembelajaran* or RPP), the selection of teaching strategies and methods, teachers' instructional styles, and evaluation processes that consistently take into account the principles of gender equality and equity. This also includes the use of learning resources that are accessible to both male and female students, teaching media that are free from gender bias, and pedagogical methods that provide equal opportunities for male and female students. The implementation of gender-responsive learning has also been successfully carried out through the use of picture books that are sensitive to gender values and that ensure learning activities foster inclusive interactions between male and female students, as demonstrated in the research by Irmawati & Widyastuti (2024). In addition, research conducted by Azizah & Afandi (2023) shows that the implementation of gender-responsive learning at the kindergarten level can be achieved through fun cooking activities.

Based on the three research tendencies outlined above, no study has yet been found that specifically examines the development of a Gender-Responsive School in the context of implementing the Independent Curriculum at the senior high school (SMA) level. While previous studies have indeed addressed gender-responsive education, they have largely focused on the implementation of gender mainstreaming policies, gender-responsive school management, and gender-responsive teaching practices.

This study is conducted at SMA Negeri 7 Purworejo. Based on preliminary observations, SMA Negeri 7 Purworejo has already demonstrated the ability to implement gender equality within the school environment. Such gender equality can be observed in several aspects, including school facilities and infrastructure as well as the implementation of the Independent Curriculum. Therefore, research on developing a gender-responsive school in the context of the Independent Curriculum at SMA Negeri 7 Purworejo is both timely and necessary to complement prior studies. The underlying argument is that the implementation of the Independent Curriculum can serve as a strategic effort to eliminate gender inequality in schools, in line with the objectives of Gender Mainstreaming (PUG). Schools, regarded as the second institution after the family, are expected to guide students in realizing the goals of education as mandated by the 1945 Constitution and in developing their full potential. Furthermore, schools play a crucial role in shaping students' mindsets, including challenging behaviors that reflect gender bias.

## Literature Review

Gender Mainstreaming (*Pengarusutamaan Gender* or PUG) in the education sector is achieved through the implementation of Gender-Responsive School programs. PUG in education is a strategic effort aimed at introducing, fostering understanding, raising awareness, encouraging participation, and establishing gender relations that are fair and equal within a balanced and harmonious context, in order to reduce gender disparities across various aspects of life (Prasetya, 2020). The policy framework for implementing PUG in education is regulated by the Ministry of National Education Regulation (Permendiknas) No. 84 of 2008 on Guidelines for the Implementation of PUG in Education, which affirms that every education unit involved in planning, implementation, monitoring, and evaluation of educational development policies and programs must integrate gender perspectives into these processes (Nurhaeni & Kusujiarti, 2017).

The Ministry of National Education (2008) explains that a gender-responsive school is an institution in which the academic, social, physical, and community environments are designed to equally accommodate the specific needs of both male and female students. Gender-responsive schools are developed because male and female students may have different needs, either as a result of biological differences or due to socio-cultural constructions (Nurhaeni & Kusujarti, 2017). Such schools are also referred to as gender-equitable schools, which play a vital and strategic role in preparing students to develop their intellectual abilities to the fullest without being constrained by socio-cultural values that perpetuate gender bias (Inah, Rudiyanto, & Kharunnisa, 2019).

There are nine indicators that must be considered in creating a gender-responsive school, as outlined by Nurhaeni and Kusujarti (2017), with an additional indicator proposed by Roza and Lutfi (2016), making a total of ten. These indicators include: graduation standards, content standards, process standards, standards for educators and educational staff, infrastructure standards, management standards, financing standards, assessment standards, student standards, and community participation standards. Graduation standards refer to ensuring balanced academic and non-academic achievements for both male and female students, along with the cultivation of attitudes and behaviors that foster mutual respect across genders. Content standards emphasize the integration of gender needs into learning materials, curricula, syllabi, teaching resources, and instructional media. Process standards concern the teaching and learning activities, such as methods of delivery, opportunities provided to students, assignments, and classroom management, all of which must respond to the gender-specific needs of learners. Standards for educators and educational staff involve gender balance among teachers, knowledge and understanding of gender equity and equality, workload distribution within the school, and non-discriminatory attitudes and behaviors toward students.

Infrastructure standards constitute an indicator of a gender-responsive school that relates to the availability of toilets, classroom arrangements, garden layouts, special service rooms, and security systems that can accommodate the needs of all school members based on gender. Management standards are indicators of a gender-responsive school that concern fundamental aspects such as the school's vision and mission, prevailing values and norms, work plans, decision-making processes, and career development, all of which must uphold the principles of gender equality and equity. Financing standards refer to the implementation of gender-responsive budgeting that ensures equal access, participation, control, and benefits of education for all school members without discrimination based on gender. Assessment standards relate to providing fair and equitable evaluations for both male and female students. Within this standard, it is emphasized that the proportion of male and female students should be balanced according to the school's conditions; all students must have the right to access a gender-responsive learning environment; there should be no gender-based deviations or harassment; and every student must be given the same opportunities to achieve optimally. Community participation standards constitute an indicator of a gender-responsive school that relates to the composition and roles of school committees, the relationship between the school and the surrounding community, and the school's engagement with parents, all of which should be free from gender-based discrimination.

According to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2022), the Independent Curriculum (*Kurikulum Merdeka*) is a curriculum characterized by intradisciplinary learning and more diverse, optimized content. Its aim is to provide students with sufficient time to explore concepts in depth and to master competencies. In

addition, this curriculum also grants teachers flexibility in selecting and utilizing various teaching resources tailored to students' learning needs and interests.

The theory of problem-posing education introduced by Paulo Freire serves as the primary theoretical foundation for analyzing the issues in this study. Problem-posing education was developed as a critique of the so-called "banking model" of education, in which students are regarded as empty vessels to be filled with knowledge by the teacher, with content solely determined and delivered by the teacher. According to Freire, the banking model positions the teacher as the sole narrator and the student as a passive listener, resulting in a one-directional learning process.

## Research Method

This research employs a descriptive qualitative research method with a phenomenological approach. The research was conducted at SMA Negeri 7 Purworejo. The informants in this study included the school principal, vice principals, teachers and educational staff, as well as students. Data were collected through interviews, observation, and documentation. The data sources used in this study comprised both primary and secondary data. The analysis was carried out using Miles, Huberman, and Saldana's interactive model of data analysis, which consists of four stages: data collection, data condensation, data display, and conclusion drawing. To ensure the validity of the data, triangulation of sources, techniques, and time was applied. The theoretical framework used to analyze this study is Paulo Freire's concept of problem-posing education.

## Findings and Discussion

Efforts conducted by the school to build a gender-responsive school within the implementation of the Independent Curriculum (*Kurikulum Merdeka*) at SMA Negeri 7 Purworejo include the following: differentiated learning, strengthening the capacity of teachers and educational staff, developing gender-sensitive P5 (Project for Strengthening the Pancasila Student Profile) programs, integrating gender perspectives into teaching modules, and establishing the School Violence Prevention and Handling Team (*Tim Pencegahan dan Penanganan Kekerasan Sekolah* or TPPKS). These efforts can be explained as follows:

### 1. Implementation of Differentiated Learning

Differentiated learning is an instructional technique employed by teachers that combines various learning methods to address the individual needs of each student (Purnawanto, 2022). This approach enables teachers to design and implement learning processes that are aligned with students' needs, interests, and abilities. Through differentiated learning, the principal and teachers have greater opportunities to reinforce values of gender equality within the school environment. In relation to efforts to create a gender-responsive school in the implementation of the Independent Curriculum, Ms. Niken, the school principal, explained:

*"The learning strategy I always emphasize at school to achieve gender responsiveness in the Independent Curriculum is differentiated learning. Through its implementation, teachers are guided to design learning strategies that do not only focus on academic aspects, but also consider students' backgrounds, learning styles, and interests. This is something I constantly remind and emphasize to teachers during weekly meetings, whether on Mondays or Fridays. In addition to meetings, I also supervise both the planning and implementation of learning through supervision activities. For supervision, I collaborate with teachers who serve as*

*supervisors, whose task is to evaluate classroom learning processes. The supervision assesses not only classroom instruction but also the teachers' administrative work. We carry out this supervision to ensure that no gender bias or inequality occurs in the learning process, whether in teaching materials, instructional methods, or assessment instruments.”* (Interview with Ms. Niken, February 19, 2025)

## 2. Strengthening the Capacity of Teachers and Educational Staff

The strengthening of teachers' and educational staff's capacity to build a gender-responsive school under the Independent Curriculum at SMA Negeri 7 Purworejo is carried out primarily through training activities such as In-House Training (IHT). This was conveyed directly by Mr. Akhid, Vice Principal for Curriculum Affairs, who stated:

*“We organize In-House Training (IHT) for teachers as an effort to strengthen their capacity in implementing the Independent Curriculum. Besides the IHT that we hold at the beginning and end of each semester, the principal also encourages teachers to actively participate in training programs available on the Merdeka Mengajar Platform. The platform provides numerous teaching modules, inspirational videos, and independent training resources that are highly relevant to the implementation of the Independent Curriculum. Through this platform, teachers can improve their capacity flexibly, anytime and anywhere, in order to be better prepared to implement differentiated and gender-responsive learning.”* (Interview with Mr. Akhid, February 24, 2025)

## 3. Development of Gender-Sensitive P5 Programs

*Projek Penguatan Profil Pelajar Pancasila (P5)* is a program introduced by Nadiem Anwar Makarim through the Independent Curriculum with the aim of shaping the character of Indonesian students in accordance with the values of Pancasila. The development of gender-sensitive P5 programs is closely related to cross-disciplinary learning, which seeks to observe and devise solutions to problems in the surrounding environment while strengthening various competencies within the *Profil Pelajar Pancasila* (Melati et al., 2024). Based on interviews conducted at SMA Negeri 7 Purworejo, seven themes are implemented each year across all grade levels, from Grade X to Grade XII. These themes include: democratic voice, building spirit and body, entrepreneurship, technological innovation, *Bhinneka Tunggal Ika* (unity in diversity), local wisdom, and sustainable lifestyles. The development of gender-sensitive P5 programs begins with the preparation of P5 teaching modules, ensuring that students are provided opportunities to actively participate, take roles, and develop creative ideas without being constrained by gender stereotypes. This was highlighted by Ms. Novia Bintari, assistant to the vice principal for curriculum, who explained:

*“At SMA Negeri 7 Purworejo, alhamdulillah, we have developed P5 activities and programs with a gender-sensitive approach. This effort reflects a shared commitment within the school to create an environment that is fair, inclusive, and free from discrimination, and we consistently receive strong support from our principal, Ms. Niken. The implementation of P5 is not only managed by teachers, meaning that teachers are not the sole coordinators and facilitators. The principal, Ms. Niken, also plays a vital role as coordinator of activity funding, motivator, facilitator, and policy maker. Together, the teachers and principal strive to integrate the values of gender equality and fairness at every stage, from planning to implementation and evaluation. This means that we always provide equal opportunities for all students, both male and female, to actively participate and to develop or express their critical ideas without distinction.”* (Interview with Ms. Novia Bintari, March 17, 2025)

#### 4. Integration of Gender Perspectives into Teaching Modules

Modul Ajar (MA), or teaching module, is a learning tool or instructional plan grounded in the curriculum and designed to achieve established competency standards (Maulida, 2022). Based on observations conducted at SMA Negeri 7 Purworejo, the teaching modules used by teachers already incorporate a gender perspective. The components included in each teaching module for every subject at SMA Negeri 7 Purworejo consist of: teacher and module identity; keywords; learning objectives; learning outcome elements (*Capaian Pembelajaran* or CP); indicators of learning outcomes; guiding questions; prerequisite competencies; essential understandings; indicators of the Profile of Pancasila Students (*Profil Pelajar Pancasila*); facilities and infrastructure; instructional media; target students; teaching materials; references; student organization; learning methods and models; types of assessment; lesson preparation; teaching activities (opening, core, and closing activities); teacher and student reflections; glossary; material summary; and assessment instruments. The structure of the teaching modules (MA) developed and applied at SMA Negeri 7 Purworejo is illustrated in the figure below.

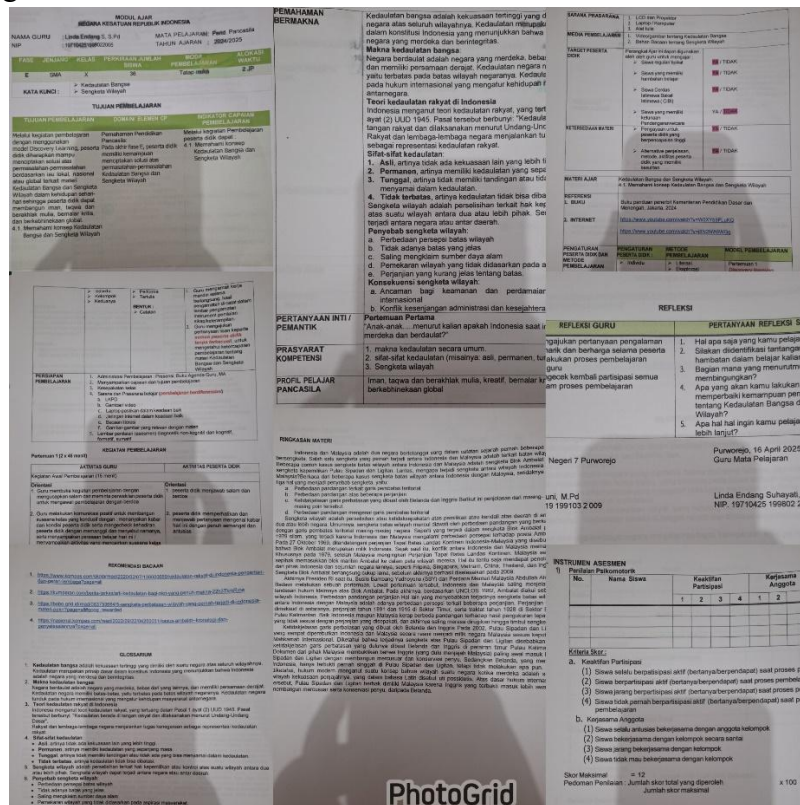


Figure 1. Components of the Teaching Module (MA)  
Source: SMA Negeri 7 Purworejo

#### 5. Establishment of the TPPKS

*Tim Pencegahan dan Penanganan Kekerasan Sekolah* (TPPKS or School Violence Prevention and Handling Team) at SMA Negeri 7 Purworejo was established on September 30, 2023. The establishment of TPPKS represents a crucial step taken by the educational institution to create a safe, comfortable, and violence-free learning environment. The formation of TPPKS serves as an implementation of the Regulation of the Minister of Education, Culture, Research, and Technology (*Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi* or Permendikbudristek) Number 46 of 2023 on the Prevention and Handling of Violence in

Educational Institutions. The process of establishing the TPPKS began with a joint decision between the principal, teachers, educational staff, and students. Once the TPPKS was formed, socialization activities were conducted to introduce measures for preventing and handling violence, reporting mechanisms, victim support, and procedures for preparing case reports. This was directly conveyed by Mr. Muzaki, coordinator of the TPPKS at SMA Negeri 7 Purworejo. He explained:

*“The process of forming the TPPKS in our school started with a joint decision between the principal, teachers, educational staff, and also student representatives. So, everyone was involved in the process to ensure that the team is truly representative and able to work effectively. After the team was established, we immediately conducted socialization activities, both for team members and for the entire school community. The material covered efforts for prevention and handling of violence, the reporting mechanism, how to accompany victims, and even the procedures for drafting case reports. All of these steps were taken so that the team clearly understands its duties and responsibilities.”* (Interview with Mr. Muzaki, March 18, 2025).

The TPPKS was officially established under Decree (*Surat Keputusan* or SK) Number 800/1917/2023, as shown in the figure below.

**Lampiran 1**  
Keputusan Kepala Sekolah SMA Negeri 7 Purworejo  
Nomor : 800/1917/2023  
Tanggal : 30 September 2023

**Tim Pencegahan dan Penanganan Kekerasan (TPPK)**  
di Lingkungan SMA Negeri 7 Purworejo  
Tahun Pelajaran 2023/2024

| No | Nama                       | Jabatan     | Unsur Dari             |
|----|----------------------------|-------------|------------------------|
| 1. | Drs. Supriyadi             | Ketua       | Waka Kesiswaan         |
| 2. | Diki Kristiyadi, S.Pd      | Wakil Ketua | Pendidik               |
| 3. | Akhid Lufian, S.Pd.        | Anggota     | Pendidik               |
| 4. | Akhmada Muhsin, S.Pd.      | Anggota     | Pendidik               |
| 5. | Lia Puspilarsari, S.Psi.   | Anggota     | Pendidik               |
| 6. | Sri Wariyati, S.Pd.        | Anggota     | Pendidik               |
| 7. | Nanang Agus Gulomo, SE.AK. | Anggota     | Komite/Orang Tua Murid |

Figure 2. Decree on the Membership of TPPKS SMA Negeri 7 Purworejo

Source: SMA Negeri 7 Purworejo

The implementation of the Independent Curriculum has yielded various outcomes that contribute to the realization of a gender-responsive school. This fact can be analyzed through several indicators. The *first* is the graduation standard indicator. At SMA Negeri 7 Purworejo, the graduation standards under the Independent Curriculum can be observed through both academic and non-academic achievements of male and female students, as well as through mutual respect fostered among them. Each student, regardless of gender, is given equal opportunities to achieve according to their talents and interests, whether in academic or non-academic fields. The school even upholds a well-known slogan, “a thousand students, a thousand achievements.” This was emphasized by Mr. Sugeng, Vice Principal for Student Affairs, during an interview. He explained:

*“Yes, of course. Here, we have the slogan ‘a thousand students, a thousand achievements.’ So, both male and female students are given optimal opportunities according to their talents and interests, whether academic or non-academic. This slogan is regularly*

*conveyed by the principal, for instance during the flag ceremony every Monday or at morning assemblies. And it is proven true, because many students here have achieved excellence in both areas.”* (Interview with Mr. Sugeng, February 20, 2025).

In addition to being evaluated from academic and non-academic achievements, the graduation standards at SMA Negeri 7 Purworejo can also be assessed through the attitudes of mutual respect and appreciation among students. SMA Negeri 7 Purworejo is a multicultural school in many respects, including religion, ethnicity, and students’ diverse personalities and backgrounds. There are three different religions represented in the school: Islam, Christianity, and Catholicism. Both students and teachers from these religious groups have been able to practice tolerance toward one another. To ensure equality among religious adherents, SMA Negeri 7 Purworejo provides classrooms and designated worship spaces for each religion. Regarding interfaith tolerance, Gias, a twelfth-grade student, explained:

*“We are always taught to respect and appreciate others, especially our friends of different religions. Sometimes we even share about aspects of our respective faiths. For example, I am curious about the teachings in Christianity or Catholicism, and in turn, my Christian and Catholic friends ask about Islamic teachings. So, the diversity of religions allows us to gain new insights. Thankfully, we are already open-minded, so we do not divide friendships based on religion.”* (Interview with Gias, April 21, 2025).

Secondly, the content standards can be assessed through the teaching materials, teaching modules, supplementary resources, and media used in classroom instruction. The teaching materials implemented at the school are designed in accordance with the requirements for senior high school students. Mr. Sadmo, a member of the school’s curriculum development team and a mathematics teacher, explained:

*“In the teaching modules prepared by subject teachers, gender-related content is not explicitly included. However, based on the supervision activities we regularly conduct, every teacher has already integrated gender awareness into their classroom teaching. In mathematics, for instance, there is no direct content related to gender since it focuses on calculations. But we always apply gender equality principles implicitly. For example, when students work on math exercises at the board, we alternate between male and female students, and we also ensure opportunities for students of different ability levels—high, medium, and low. Moreover, all assignments and exercises are distributed equally without distinction. That is how we implicitly apply gender principles in mathematics instruction.”* (Interview with Mr. Sadmo, February 18, 2025).

As noted by Mr. Sadmo, while gender-related content has not yet been formally integrated into every subject, the supervisory process demonstrates that teachers have been able to incorporate gender-sensitive principles into their teaching practices.

The research observations further reveal that the components included in the Teaching Modules (MA) used by teachers at SMA Negeri 7 Purworejo already reflect gender responsiveness. Indicators of gender-responsive components in the modules can be seen in several aspects: the use of inclusive language, the selection of balanced and equitable content, teaching methods that accommodate student diversity, objectives based on justice and equity, and assessment that is objective and free from gender bias.

The use of gender-inclusive language is evident in the adoption of non-discriminatory and non-stereotypical expressions that do not privilege one gender over another. In the modules,

language is intentionally applied to ensure that both male and female students feel equally respected, recognized, and involved in the learning process. Gender-inclusive language not only serves as a pedagogical tool but also as a medium for fostering awareness of the importance of gender justice and equality in daily life. The selection of equitable content in the modules avoids associating certain roles or abilities with one gender only. The materials do not merely focus on academic content but also address social issues such as justice, tolerance, anti-discrimination, and gender equality. In addition, teachers provide images, illustrations, or videos that are free from gender bias, and examples in exercises and assignments are constructed to avoid discriminatory or restrictive gender roles.

Furthermore, the teaching methods applied are designed to accommodate student differences, allowing instruction to align with the diverse characteristics of learners, including interests, learning styles, ability levels, socio-cultural backgrounds, and gender identities. This approach is directed toward differentiated learning methods. Finally, objective and gender bias-free evaluation is a crucial component of the teaching modules. It ensures that student achievement is assessed fairly, transparently, and without being influenced by gender stereotypes. Assessment thus functions to guarantee that all students (male and female) are evaluated based on their competencies, processes, and actual learning outcomes, rather than on perceptions or unequal treatment.

Teaching materials are a set of instructional content or learning substances systematically organized by teachers to present the competencies that students are expected to master during the learning process (Ritonga et al., 2022). Learning media, meanwhile, refers to educational tools that can support the teaching–learning process, stimulate student motivation, and encompass all objects or environments surrounding students that may be utilized in the learning process (Ramadani et al., 2023). Based on research observations, the teaching materials used by teachers at SMA Negeri 7 Purworejo include printed textbooks, digital books (e-books), digital modules, and online articles. The learning media employed by teachers consist of PowerPoint (PPT), films, YouTube videos, Quizziz, Google Classroom, and Canva. Both the teaching materials and learning media used in the school are gender-responsive, as they are designed for all students (both male and female) and contain no elements of gender bias. This point is illustrated in the following statement by Ms. Lia Prasetyawati:

*"The teaching materials I frequently use include books, e-books, and digital modules that I create myself. I also like to use short films or videos to support sociology learning. The teaching materials I employ contain no gender bias, especially given the nature of sociology. The content I have used in sociology classes reflects gender equality, as the materials do not present perspectives that privilege or undermine any particular group. As for learning media, I use a variety of formats, such as videos for analyzing real-life social phenomena, PowerPoint, and Canva. I apply the teaching materials and learning media I develop equally to all students, both male and female, without exception. Essentially, male and female students have the same rights and responsibilities at school. One way to fulfill these rights and foster gender equality in the school is by ensuring that teaching materials and learning media are used in an equitable manner."* (Interview with Ms. Lia Prasetyawati, March 19, 2025).

*Third*, the process standard indicators can be examined through learning strategies, group division within the classroom, and classroom management. The process standard is an indicator of a gender-responsive school, referring to methods of delivering material, providing opportunities to

students, assigning tasks, and managing classrooms in ways that are sensitive to students' gender needs (Nurhaeni & Kusujiarti, 2017). The process standard indicators in the Independent Curriculum at SMA Negeri 7 Purworejo can therefore be assessed through teaching strategies, classroom groupings, and classroom management. The strategy applied to create gender-responsive learning at SMA Negeri 7 Purworejo is differentiated instruction. One of the teachers explained her perspective on the connection between gender responsiveness and differentiated learning in the Independent Curriculum. She emphasized that this approach supports equality and ensures that students' learning needs are met fairly. This was conveyed by Ms. Linda, a Civic Education teacher, who stated:

*"Yes, gender responsiveness in schools, especially in the context of the Independent Curriculum, can indeed be achieved. Differentiated learning does not mean discrimination. Rather, it provides opportunities for students to explore themselves, because through differentiated instruction we are able to deliver teaching that matches each child's needs."* (Interview with Ms. Linda, April 14, 2025).

In classroom learning, aside from studying according to their individual learning styles and interests, students are also guided to engage in discussions and group projects to foster collaborative attitudes with their peers. The arrangement of group work in class is intended to encourage students to interact and collaborate with classmates who may have different learning styles and perspectives. Group division also helps to lighten the workload of each team and provides opportunities for peer tutoring, allowing students who already understand the material to assist those who may struggle with it. At SMA Negeri 7 Purworejo, the techniques used for forming groups are adapted to the number of students in each class and carried out in various ways, such as using a spin application, counting techniques, or drawing numbers from a jar, where each student picks one. This was further explained by Hawa, who stated:

*"Both male and female students are involved equally. In classroom discussions, group divisions are usually determined using methods like spin apps, random selection, front-back seating systems, or even by drawing numbers from a jar, like in a lottery. The grouping is adjusted to the number of male and female students in the class. If there happens to be a class made up entirely of female students, then of course the groups will all be female. But if the numbers of male and female are uneven, usually our teachers guide us to form groups in a fair way, not always with the same people or our own circle of friends, so that we can learn to understand the character and personality of every classmate."* (Interview with Hawa, March 19, 2025).

To examine gender responsiveness in classroom management, two aspects can be analyzed: the opportunities provided for students to become class leaders and their active participation in class. Class leadership relates to the equal opportunity given to both male and female students to serve as class presidents and coordinate their peers. In the classroom organizational structure at SMA Negeri 7 Purworejo, every student, regardless of gender, has been given the opportunity to assume leadership roles among their classmates. This was explained directly by Mr. Akhmada, a guidance and counseling teacher. He stated:

*"We have already facilitated this. We do so by giving each student the freedom to design their own class organizational structure in agreement with the homeroom teacher and classmates. Both male and female students are granted the same opportunities to become president, vice president, secretary, treasurer, or take on other roles needed in class. The*

*positions of female and male students in class organizations have been distributed fairly. Of course, this depends on the type of class. For example, there are classes consisting entirely of female students, so naturally all positions are filled by female students. However, this does not mean the school intentionally groups students into female-only classes. Rather, it results from students' choices based on the subjects they select.”* (Interview with Mr. Akhmada, February 25, 2025)

The *fourth* indicator concerns the standard for teachers and educational staff. This standard is assessed based on the number of male and female teachers and staff, as well as teachers' roles in guiding students. At SMA Negeri 7 Purworejo, the total number of teachers is 65, consisting of 54 civil servant teachers (*Aparatur Sipil Negara* or ASN) and 11 non-civil servant teachers (Non-ASN). Among the ASN teachers, 29 are women and 25 are men, while among the Non-ASN teachers, 8 are women and 3 are men. Although the number of female teachers and staff is greater than that of males, recruitment is not based on gender. Rather, the appointment of teachers and staff is determined by their competencies and carried out centrally through a selection system and examinations under the Contract-based Government Employees (*Pegawai Pemerintah dengan Perjanjian Kerja* or PPPK) and Prospective Civil Servant (*Calon Pegawai Negeri Sipil* or CPNS) schemes. This was further explained by Mr. Akhmada, who stated:

*“The number of female teachers and staff here is indeed higher than that of males, but this is not because we prioritize women. The number is determined by the central authorities. We can only map out how many teachers and staff are needed, then report it to the provincial government, and later the government places them in the school through PPPK or CPNS schemes.”* (Interview with Mr. Akhmada, February 25, 2025)

The *fifth* indicator concerns the standard of facilities and infrastructure. Based on the observations conducted, this indicator has already been achieved, as the facilities and infrastructure provided at SMA Negeri 7 Purworejo are accessible to all members of the school community, both male and female. In addition to classroom learning, gender-responsive schools can also be assessed from the perspective of facilities and infrastructure. Findings from this study indicate that the facilities and infrastructure at SMA Negeri 7 Purworejo are relatively complete and effectively support the activities of students, teachers, and other stakeholders. These facilities include toilets, a school health unit (UKS), a counseling room (BK), a prayer room, ablution areas, classrooms, a library, laboratories, and stairways.

The *sixth* indicator is the management standard. This standard has already been implemented successfully, encompassing the school's vision and mission, norms and values applied in the school, the school work plan, the organizational structure, task assignments, career development and promotion, as well as equal opportunities in decision-making. The vision and mission of SMA Negeri 7 Purworejo reflect the school's commitment to equitable and gender-responsive education, as the wording of the vision and mission avoids stereotypes or discrimination toward any gender. The norms and values established in the school apply equally to all students, both male and female. These regulations ensure equal access, participation, control, and benefits for all students. The school's work plan also includes activities designed to promote gender equality in access, participation, control, and benefits—for example, class meeting competitions following semester examinations, religious celebrations, and special events such as the commemoration of Language Month. The organizational structure of the school demonstrates balanced representation of both male and female members and is not subordinative to one gender. In terms of task distribution, both

male and female members of SMA Negeri 7 Purworejo are provided with equal opportunities to take on school responsibilities—for instance, acting as coordinators for examinations, leading competitions, accompanying students to external contests, or serving as officials during school ceremonies. This aligns with the statement of Ms. Niken, who explained:

*“Of course, absolutely. Both male and female members of the school are actively involved in various activities and events, such as serving as competition coordinators or as officials during ceremonies. By providing these opportunities, we respect and support the rights and responsibilities of each party, while also cultivating sensitivity to gender issues. At SMA Negeri 7 Purworejo, whenever students are sent to competitions, they are always accompanied by teachers, whether male or female, or the school designates teachers with the required competencies to represent the school in official external events.”* (Interview with Ms. Niken, February 19, 2025)

Teachers and educational staff at SMA Negeri 7 Purworejo are given opportunities for career development and promotion. Career and educational advancement are demonstrated that both male and female teachers are currently pursuing master’s degrees (S2). In addition, some teachers from this school have advanced to positions as school principals or supervisors in branch education offices. As explained by Ms. Widyastuti:

*“Of course. Teachers and administrative staff here are given the freedom to develop their careers and education. Both teachers and administrative staff are encouraged to pursue master’s degrees. Currently, one male teacher and one female teacher are completing their master’s studies this year. Moreover, some teachers from SMA Negeri 7 Purworejo have now become principals or supervisors in branch education offices.”* (Interview with Ms. Widyastuti, February 21, 2025)

Equal opportunities in decision-making are also applied fairly at SMA Negeri 7 Purworejo. This means that the school ensures equal involvement of all community members (male and female students, teachers, staff, and parents) in the decision-making process related to management, academics, and student activities. Decision-making is not dominated by any single party but remains open and inclusive. This is consistent with the statement of Ms. Widyastuti, who noted:

*“Both men and women are always encouraged to share their suggestions and opinions for the improvement of the school management system. Decision-making here is always based on constructive input among school stakeholders. The process is carried out democratically and does not discriminate against any party.”* (Interview with Ms. Widyastuti, February 21, 2025)

The *seventh* indicator is the financing standard. At SMA Negeri 7 Purworejo, this indicator can be examined through the budgeting for scholarships and the fulfillment of gender-specific needs. The scholarship program for high school students has now been replaced with the provision of social assistance, since the government already guarantees access to free education.

This social assistance is provided to students in need and is not distributed based on gender. To determine eligibility, the school usually distributes questionnaires for students to complete according to their economic background. Once the data are collected, the school’s social assistance operator reviews and selects students who are deemed eligible. Selected students are then required to submit their identification card (*Kartu Tanda Penduduk* or KTP), family card (*Kartu Keluarga* or KK), Indonesia Smart Card (*Kartu Indonesia Pintar* or KIP), and a letter of financial hardship (*Surat Keterangan Tidak Mampu* or SKTM). A similar process is applied in the provision of school

facilities and infrastructure. Budget allocations for gender-specific needs have also been met at SMA Negeri 7 Purworejo. These allocations cover the provision of separate and safe toilets for male and female students, handwashing facilities, sanitary pads for female students, the establishment of TPPKS, iron supplementation for female students, equal provision of uniforms and attributes, as well as inclusive extracurricular activities. This was further explained by Mr. Dani, Head of Administration, who stated:

*“As for scholarships, we do not have scholarships directly originating from SMA Negeri 7 Purworejo itself. The scholarships currently available are more focused on assistance provided by the state. This assistance can be accessed through the school operator, and the criteria for recipients are not based on whether the student is male or female. Rather, they are determined by whether the student truly deserves the assistance, to prevent misuse. Therefore, students are required to submit their KTP, KK, KIP, or SKTM. For the provision of facilities and infrastructure, of course, we first record the needs of the school, then submit them to the treasurer. The treasurer discusses them in a stakeholder forum, then passes them on to the school committee, and only after that are they reported to the teachers and to the central office.”* (Interview with Mr. Dani, February 25, 2025)

The financing standard at SMA Negeri 7 Purworejo is also directed toward the School Work Plan (*Rencana Kerja Sekolah* or RKS) and budgeting for gender-specific needs. The School Work Plan (RKS) at SMA Negeri 7 Purworejo is managed by each vice principal according to their area of responsibility. However, although the system is managed by the respective vice principals, every member of the school community is given the opportunity to express concerns about areas that require improvement. This was emphasized by Mr. Akhmada, the vice principal in charge of facilities and infrastructure, who explained:

*“The school work plan is actually managed by each vice principal. However, the plan is certainly felt, monitored, and beneficial for the entire school community. Every member of the school has the right to express what they feel is still lacking, for example, in facilities and infrastructure, student activities, curriculum, or public relations. Constructive criticism and suggestions are then collected for the improvement and renewal of the school work plan.”* (Interview with Mr. Akhmada, February 25, 2025)

The *eighth* indicator is the assessment standard. This indicator examines how teachers assign and assess students in both classroom learning and the Project for Strengthening the Pancasila Student Profile (P5). Assignments are given fairly, without discrimination or gender stereotypes, as teachers always take into account students' diverse abilities, interests, and backgrounds, ensuring that no student is disadvantaged or privileged based on gender. Assignments at SMA Negeri 7 Purworejo are designed with consideration for students' workload and time. When assigning group projects, teachers ensure that cooperation is balanced and equitable, and that every group member has an equal role and responsibility. This is supported by the statement of Rauufu, an 11<sup>th</sup>-grade student in class XI-4, who explained:

*“In terms of assignments, it is the same for everyone. Both male and female students are given tasks fairly and equally. Usually, the teacher will first provide an explanation of the material to be discussed, then assign the task, and after we finish the task, the teacher reinforces the lesson. As for creativity in completing tasks, yes, we are always given opportunities to complete assignments in various forms, such as handwritten work, using*

*Canva, making videos, PowerPoint presentations, papers, infographics, or even designing bulletin board displays.” (Interview with Rauufu, March 19, 2025)*

In addition to assignments, the principles of fairness and equality are also applied in the assessment of students. The assessments conducted by teachers at SMA Negeri 7 Purworejo always adhere to principles of fairness, equality, and freedom from gender bias. Assessments are carried out to objectively measure students' competency achievements, while also supporting the development of their potential without discrimination. Concerning the assessment system, Ms. Lia Prasetyawati explained:

*“Of course, in conducting assessments, gender is not taken into account. Gender is not included in the assessment criteria. The assessment criteria in the learning process cover cognitive aspects related to knowledge, psychomotor aspects related to skills, and affective aspects or attitudes. I also conduct assessments using portfolios and daily journals that I prepare.” (Interview with Ms. Lia Prasetyawati, March 19, 2025)*

The *ninth* indicator is the student standard. This indicator is reflected in the number of students enrolled at SMA Negeri 7 Purworejo, totaling 1,066 students, consisting of 693 female students and 373 male students. The ratio between male and female students is therefore not balanced. Admission of new students at SMA Negeri 7 Purworejo is not based on gender, but rather on the students' ability to meet the registration procedures established by the government. The student admission system implemented under the Independent Curriculum uses several mechanisms, namely the zoning system, the affirmation system, the achievement system, and the transfer (mutation) system. In this regard, Mr. Sugeng, Vice Principal for Student Affairs, provided clarification. He explained:

*“The proportion of male and female students here shows more females, so it can be said it is not yet balanced, because in admitting students we refer to government regulations through several systems, such as the zoning system (50%), achievement (30%), transfer due to parental relocation (5%), and affirmation for economically disadvantaged students (15%). We do not admit students based on balancing the number of male and female students, but rather based on criteria already established. Furthermore, the student selection system is conducted by the central system, or by the provincial system. The same applies to the selection of teachers or principals; these are also determined centrally according to the required conditions.” (Interview with Mr. Sugeng, February 20, 2025)*

The tenth and final indicator is the community participation standard. This is demonstrated through the school's collaboration with various community elements to support the creation of an educational environment that is fair, equitable, and free from gender discrimination. This was expressed by Ms. Widyastuti, Vice Principal for Public Relations, who stated:

*“In realizing gender equality, schools can collaborate with social institutions or community leaders to provide inspiration for students regarding gender roles that are not limited by certain stereotypes. With the support of the community, schools can create an environment that is more just and free from gender discrimination.” (Interview with Ms. Widyastuti, February 21, 2025)*

Several challenges were encountered at SMA Negeri 7 Purworejo in the implementation of the Independent Curriculum. These challenges include time constraints and the diversity of assessment formats, the presence of senior teachers, frequent changes in policies and administrative requirements, the limited availability of offline training programs, difficulties in finding materials

for the production of P5 project outputs, as well as a lack of solidarity and active participation among peers in P5 activities.

The findings at SMA Negeri 7 Purworejo can be analyzed through Paulo Freire's *Problem-Posing Education Theory*. Freire, a progressive educational thinker, emphasized that education is essentially a process of liberation that must be contextual and participatory. Through a problem-posing approach to education, Freire rejected the "banking model" of education, which positions students as passive recipients. Instead, education should create space for dialogue, equality, and critical awareness of structural injustices, including gender inequality. Freire developed a concept of education that views students as active subjects in the learning process. Problem-posing education underscores the importance of dialogue, critical reflection on social realities, and transformation. Within the framework of gender, this approach highlights the importance of raising students' awareness of oppressive social constructions and opening opportunities to strive for equality. One concrete example of the application of problem-posing education in Indonesia is the implementation of the Independent Curriculum.

The Independent Curriculum emerges as a form of educational transformation in Indonesia, designed to support student-centered learning, teacher autonomy, and the strengthening of character values. In this context, schools are expected not only to serve as institutions for transferring knowledge but also as spaces for fostering critical awareness and social justice, including gender justice. Through the implementation of the Independent Curriculum, students are provided with learning opportunities that are more contextual, reflective, and participatory in three main ways. *First*, differentiated learning is used to align the learning process with students' learning styles, interests, and readiness, without gender discrimination. *Second*, the P5 activities serve as a platform for nurturing values such as mutual cooperation (*gotong royong*), global diversity, and independence. *Third*, teachers are granted the autonomy to design teaching modules with the purpose of integrating the values of justice and gender equality.

With regard to differentiated learning, SMA Negeri 7 Purworejo has applied this approach as part of the implementation of the Independent Curriculum, thereby opening genuine opportunities for students to learn according to their individual potentials, interests, learning styles, and backgrounds. When analyzed through the lens of problem-posing education, differentiated learning is not merely understood as a pedagogical approach, but also as a strategy of social transformation that promotes a learning environment free from gender discrimination. To implement differentiated learning, teachers at SMA Negeri 7 Purworejo employ diagnostic, formative, and summative assessments to understand students' characteristics and learning needs. Through differentiated learning, both female and male students are given equal space and access to express ideas and actively engage in discussions. Freire describes the role of the teacher not as the sole transmitter of knowledge but as a facilitator of dialogue and critical consciousness. Teachers at SMA Negeri 7 Purworejo have received training in designing learning materials and activities that are free from gender bias, while also fostering an inclusive and equitable learning environment. In addition to training, each teacher is also evaluated through classroom supervision activities, which encourage them to question and reflect on instructional practices that may be unfair, and to replace them with approaches that are more humanistic and egalitarian.

Differentiated learning implemented at SMA Negeri 7 Purworejo represents a concrete manifestation of education that upholds social and gender justice, in line with Paulo Freire's principles of problem-posing education. Through this strategy, students are not only facilitated to

learn according to their needs and potentials but are also equipped with critical awareness to understand and challenge forms of gender inequality. Therefore, education becomes an instrument of liberation rather than domination, as envisioned by Freire.

In addition to differentiated learning, the development of a gender-responsive school within the context of the Independent Curriculum at SMA Negeri 7 Purworejo is also pursued through P5 (*Projek Penguatan Profil Pelajar Pancasila*) activities. The P5 projects at SMA Negeri 7 Purworejo are designed with an inclusive and participatory approach. This is consistent with Freire's principle of education as a dialogical process, positioning students as active subjects in social transformation rather than passive objects. There are seven P5 themes implemented at the school, namely sustainable lifestyle, local wisdom, unity in diversity (*Bhinneka Tunggal Ika*), building body and soul, the voice of democracy, technological innovation, and entrepreneurship. These seven themes have provided students with opportunities to observe, identify, discuss, reflect, and propose alternatives to address problems encountered in everyday life. Such processes foster the development of critical awareness as emphasized in Freire's theory.

The implementation of P5 at SMA Negeri 7 Purworejo also ensures the equal involvement of male and female students in the planning, implementation, and evaluation of project activities. Each student is encouraged to voice their opinions and take on leadership roles within their groups. The assessment system applied in P5 activities not only evaluates the final outcomes but also considers students' participation, collaboration, and reflection throughout the process. Consequently, the P5 activities at SMA Negeri 7 Purworejo empower both male and female students to articulate their ideas and assume responsibilities, create learning spaces free from oppressive power relations, and foster dialogue as a constructive and collaborative form of communication among diverse students.

Alongside differentiated learning and P5 projects, SMA Negeri 7 Purworejo also provides teachers with the freedom to design teaching modules that integrate values of equality. The Independent Curriculum grants teachers at SMA Negeri 7 Purworejo autonomy to develop lesson modules tailored to students' needs and interests, incorporating values of justice, equality, and diversity into the learning process, while avoiding gender bias and stereotypes in the selection of materials, learning activities, and assessment practices. The preparation of these teaching modules can be analyzed through the lens of problem-posing education. This is evident in the way the content of the modules is designed to stimulate reflection and dialogue rather than focus solely on memorization or lectures. The modules prepared by teachers provide students with opportunities to engage in discussions, raise critical questions, and collaborate fairly in groups without gender bias. Moreover, teachers at SMA Negeri 7 Purworejo consistently ensure that the materials and examples used in the modules do not reinforce gender-biased roles. As a result, the teaching modules developed by the teachers at SMA Negeri 7 Purworejo support contextual and relevant learning, empower both students and teachers to think critically and actively participate in promoting social justice, and contribute to the realization of a gender-responsive school in which all students feel safe, respected, and empowered.

## **Conclusion**

Based on the data obtained and discussed in this study, it can be concluded that gender-responsive school development in the implementation of the Independent Curriculum at SMA Negeri 7 Purworejo has been successfully achieved. These indicators include: *First*, the graduation standard, which encompasses academic and non-academic achievements as well as mutual respect

among male and female students. *Second*, the content standard, which covers learning materials, teaching modules, learning resources, and media. *Third*, the process standard, which involves teaching strategies, group distribution in class and during P5 activities, and classroom management. *Fourth*, the standard for educators and educational staff, which includes the number of male and female teachers and staff, as well as teacher activities in student mentoring. *Fifth*, the facilities and infrastructure standard, consisting of the provision of toilets, health rooms (*Usaha Kesehatan Sekolah* or UKS), counseling rooms, prayer rooms, ablution areas, classrooms, libraries, laboratories (social sciences, chemistry, biology, physics, computer, and language), and school stairways. *Sixth*, the school management standard, which includes the school's vision and mission, norms and values, school work plan, organizational structure, assignments, career development and promotion, as well as opportunities to participate in decision-making. *Seventh*, the financing standard, which encompasses budgets for scholarships and the fulfillment of gender-specific needs. *Eighth*, the assessment standard, which covers assignments and evaluations in both learning activities and P5 projects. *Ninth*, the student standard, which includes the number of male and female students as well as opportunities for both to become leaders and agents of change. *Tenth*, the community participation standard, which refers to the collaboration between the school and various community elements in supporting the realization of fair and equitable education.

Although the ten indicators of a gender-responsive school have been successfully implemented at SMA Negeri 7 Purworejo, several challenges remain. These challenges include limited time and the complexity of diverse assessment formats, the presence of elderly teachers, frequent policy and administrative changes, insufficient offline training activities, difficulties in sourcing materials for P5 projects, and a lack of solidarity and active participation among students in P5 activities. To address these challenges, several strategic recommendations are proposed. The issue of limited time and diverse assessment formats can be managed through more structured yet flexible time planning, while the design of assessment formats should be carried out collaboratively by teachers across different subjects to ensure simplicity, consistency, and relevance to learning outcomes. For elderly teachers, schools should establish special mentoring-based support programs to facilitate adaptation to curriculum changes and technology. The lack of offline training can be overcome by providing practice-based offline training that allows teachers to further develop their skills. The difficulty in sourcing materials for P5 projects can be resolved by utilizing locally available and environmentally friendly resources. The lack of solidarity and active participation among students in P5 activities can be addressed by giving recognition to groups or individuals who demonstrate high levels of collaboration and engagement as motivation, while the school can design project-based learning methods that emphasize teamwork, fair role distribution, and contribution-based assessment.

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