



Implementing Gender-Responsive Economic Learning: A Framework for Promoting Gender Equality in Secondary Education

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Abstract: This study aims to analyze the implementation of gender-responsive economics learning and develop a framework for its implementation in secondary education. The study employed a descriptive qualitative approach at SMA Budhi Warman 1 Jakarta, with participants purposively selected to include the vice principal for curriculum, economics teachers, and male and female students. Data were collected through observations, semi-structured interviews, and documentation and analyzed using the interactive model. NVivo 15 was used to facilitate systematic coding, thematic analysis, and qualitative data visualization through project maps, graphs, tree maps, mind maps, and word-frequency queries. Data trustworthiness was ensured through method and source triangulation. The findings indicate that equal access to learning resources, balanced classroom participation, and non-discriminatory teacher-student interactions were consistently observed. In contrast, the dimensions of control and benefits were only partially reflected in curriculum planning, assessment practices, and school governance. Based on these findings, the study proposes a framework that provides practical guidance for policymakers, school principals, and economics teachers in institutionalizing inclusive and sustainable gender-responsive practices in secondary economics education.

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Introduction

Education plays a crucial role in promoting social justice, human development, and sustainable economic growth by ensuring every learner has an equal opportunity to develop their potential. Among the underlying principles of quality education, gender equality has become a global priority, emphasizing that education systems must eliminate discrimination and provide equitable access, participation, control, and learning outcomes for all students regardless of gender. This commitment is explicitly reflected in the United Nations Sustainable Development Goals (SDGs), specifically Goal 4 (Quality Education) and Goal 5 (Gender Equality), which call for inclusive, equitable, and gender-responsive education that empowers all learners and reduces structural inequalities (Nations, 2015). Although education reform continues to take place around the world, UNESCO (2023) reports that gender bias continues to impact classroom interactions, learning opportunities, leadership participation, and access to educational resources, suggesting that achieving gender equality requires more than just policy commitments; This requires effective implementation at the classroom level. To address these opposition, Gender-Responsive Education (GRE) was developed as an approach that integrates gender perspectives into curriculum, learning, classroom interactions, learning resources and assessments. This approach not only treats male and female students equally, but also ensures fairness by accommodating diverse learners'



learning needs and eliminating gender stereotypes and discrimination (UNESCO, 2020; UNICEF, 2021). Thus, the GRE creates an inclusive learning environment, providing equal opportunities for all students to participate, express opinions, act as leaders, and reap the benefits of learning (Parwanti, 2022). Therefore, gender-responsive education is an important strategy to improve the quality of education while promoting inclusion, equality, and social justice.

Indonesia has shown a strong commitment to institutionalizing gender equality through education policies. National Education System Law No. 20 of 2003 (Majda et al., 2022), Presidential Instruction No. 9 of 2000 on Gender Mainstreaming, and Regulation of the Minister of National Education No. 84 of 2008 on Gender Mainstreaming in Education require educational institutions to integrate gender perspectives into planning, implementation, monitoring, and evaluation (Indonesia, 2000; KEMENDIKBUD, 2014). However, its implementation at the grade level still faces various opposition. Recent empirical evidence shows that gender-responsive education has not been consistently implemented in Indonesian schools. Gender Responsive Schools Survey conducted by (Foundation, 2023) revealed that bullying remained the most dominant gender-related issue (53.3%), followed by unequal access to educational facilities (16.7%), parents' perceptions of gender roles (16.7%), and unequal distribution of responsibilities among students (13.3%). In addition, previous research revealed that teachers' gender awareness is still limited, learning materials still contain gender stereotypes, and opportunities to participate and lead are not even for male and female Shiva (Hunter & Morrell, 2021; Wiarsih & Astawan, 2021). These findings show that policy implementation has not been translated into equitable teaching practices and is able to create an inclusive learning environment.

The need for the implementation of gender-responsive learning is important in economics education because it not only develops an understanding of economic concepts, but also an awareness of social justice, equal participation, and inclusive decision-making. However, economics learning in many schools is still content- and exam-oriented, so the integration of gender perspectives in planning, learning, teaching materials, and assessments is still limited. As a result, gender bias in teacher participation, role sharing, and expectations still has the potential to affect student engagement and learning outcomes. Although gender-responsive education has attracted increasing academic attention, existing studies primarily examine education policy, curriculum development, teacher perceptions, and research on gender-responsive economic learning in secondary education is still limited (Damayanti et al., 2021; Sina & Ritonga, 2024). Several previous studies have shown that gender-responsive learning has begun to be implemented at all levels of education, but its implementation still faces various challenges. Research by (Tamo et al., 2020) shows that gender-responsive learning at the kindergarten level has integrated the principle of gender equality into learning aspects, so that all students have opportunities. Similar findings were presented by (Chaerunnisa, 2022), who explained that gender-based integrative thematic learning has provided equal opportunities for male and female students and is supported by the school environment. However, its implementation has not been optimal. In a similar context, (Haris, 2021) emphasized that gender-responsive learning is an educational process that emphasizes justice and equality without discrimination. International research by (Seni, 2026) shows that the application of gender-responsive pedagogy in secondary school learning has been implemented by providing equal opportunities for male and female students. However, its implementation has not been fully optimal due to the continued dominance of male students in learning aspects. Meanwhile, (Tejada, 2026) found that the success of implementing



Gender and Development (GDA) in School was greatly influenced by administrative support. Previous studies have tended to focus on specific policies or aspects of learning and have not implemented the Gender Analysis Pathway (AKPM) framework comprehensively. As a result, there are still gaps in empirical evidence and there is no implementation framework that integrates Gender Equality Theory, Gender Mainstreaming, Gender Responsive Educators, and AKPM dimensions to explain the implementation of gender-responsive economic learning. To address these gaps, this researcher proposes a Gender Responsive Economic Learning Implementation Framework that integrates theoretical foundations, educational policies, pedagogical principles, and learning practices into a single model. This framework evaluates the implementation of learning through the AKPM (Access, Control, Participation, and Benefit) dimension which includes planning, implementation, classroom interactions, teaching materials, and assessment. This study aims to analyze the implementation of gender-responsive economic learning in secondary education. The findings of the research are expected to make a theoretical contribution to the development of responsive pedagogy Gender is also a practical guide for policymakers, school leaders, and teachers in realizing more inclusive and equitable economic learning.

Research Method

This study uses a descriptive qualitative case study approach to analyze the implementation of gender-responsive economic learning and develop a framework for its implementation in secondary education. The research was conducted at SMA Budhi Warman 1 East Jakarta in March-July 2026. Participants were selected purposively, including the Principal of the Curriculum Department, an economics teacher in grade XI Who directly plans, implements, and evaluates the economics learning process and two students in grade XI representing men and women who have participated in economics learning and are willing to participate in the research. Data were collected through non-participant classroom observations, semi-structured interviews, and documentation analysis, including teaching modules, assessment tools, and school policies (Sugiyono, 2023). The research focus includes learning planning, learning implementation, teacher-student interaction, student participation, classroom management, learning resources, and assessment, and the implementation of the Gender Analysis Pathway (AKPM) which includes access, participation, control, and benefits.

Data analysis using interactive models (Miles et al., 2014), which includes data condensation, data presentation, and conclusion drawing and verification. All data were analyzed using Nvivo 15 through open coding, axial coding, selective coders to identify the themes of implementing gender-responsive economic learning and visualize the relationships between themes. The validity of the data is ensured through triangulation of methods and sources, trail audits, and documentation of the analysis process system based on the criteria of Lincoln and Guba (1985)(Mouwn Erland, 2020), thereby increasing the credibility, dependability, confirmability and transferability of the findings. The overall research procedure consists of six successive stages: (1) initial observation and identification of research problems; (2) the development of research instruments based on the conceptual framework and AKPM indicators; (3) selection of participants objectively; (4) data collection through classroom observation, interviews, and document analysis; (5) qualitative data analysis using the Miles, Huberman, and Saldaña interactive model supported by NVivo 15; and (6) validation of findings through triangulation and interpretation leading to the development of a Gender Responsive Economic Learning Implementation Framework.



Results and Discussion

Results

The findings show that gender-responsive economic learning has been implemented through equal learning opportunities, inclusive classroom interactions for male and female students. However, its implementation still depends on teacher practice and has not been systematically integrated in learning planning and assessment. These findings are in line with previous research that showed that gender responsiveness is more widely applied in classroom practice than in curriculum and learning planning. As the curriculum representative stated “...the learning process at school is based on the principle of equality. Teachers provide equal learning opportunities to all students without discrimination between boys and girls, even though policies regarding gender equality are not specifically written into the school curriculum. (Damayanti et al., 2021; Hunter & Morrell, 2021) (Wiarsi & Astawan, 2021) In contrast to previous studies, current research suggests that gender-responsive economic learning should be viewed as a comprehensive teaching process that includes lesson planning, learning execution, classroom interactions, instructional materials, and assessments, rather than as isolated classroom practice.

These findings support the principles of Gender Responsive Education which emphasizes the integration of gender equality in the entire educational process, not just classroom participation (UNESCO, 2020). These results are also in line with the theory of Gender Equality which states that educational justice is achieved through equal opportunities in access, participation, control, and benefits regardless of gender (Connell, 2009). In addition, these findings reinforce the concept of Gender Mainstreaming, which requires that gender perspectives be integrated in the planning, implementation, monitoring, and evaluation of education as an integrated institutional strategy, rather than an isolated teaching initiative. These findings suggest that gender-responsive economic learning requires systematic implementation, rather than relying on individual teacher practices. Therefore, gender responsive principles need to be integrated into learning planning, implementation, and assessment. Based on these findings, this study proposes Implementation Framework for Gender-Responsive Economic Learning which integrates the AKPM (Access, Control, Participation, and Benefit) dimension to support gender equality in secondary education.

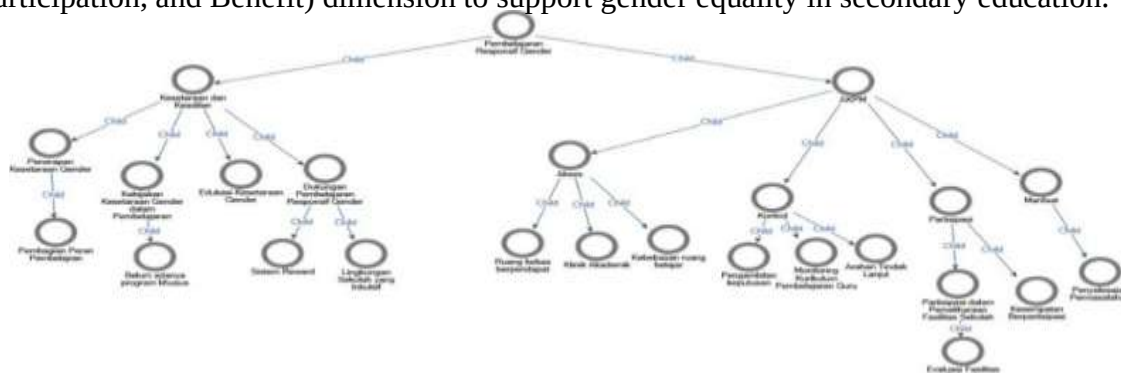


Figure 1. Project Map Visualization

The NVivo project map shows that Gender Responsive Economic Learning is organized based on two interrelated dimensions, namely Gender Equality and Equality and the Gender Analysis Pathway (AKPM), which consists of Access, Participation, Control, and Benefits. The project map also reveals that the gender equality dimension is operationalized through four institutional components: the implementation of gender equality, gender equality policies in learning, gender equality education, and gender-responsive learning



support. Meanwhile, the AKPM dimension is represented through classroom practices that encourage equal access to learning resources, participation in classroom activities, shared decision-making, and equitable learning benefits (Riska, 2020). Collectively, these dimensions suggest that gender-responsive economic learning goes beyond classroom interactions to include institutional commitment and pedagogical implementation. The findings show that while gender-responsive economic learning is systemic, supported by institutional commitment and inclusive learning practices, gender equality is not only reflected in student participation, but also through school environments, policies, reward systems, and gender equality education. Meanwhile, the AKPM dimension is an operational indicator to assess the implementation of gender equality in learning. The synergy between institutional commitment and classroom practice encourages the creation of an inclusive learning environment.

Previous research has focused more on equal class participation, gender-sensitive curriculum, gender mainstreaming policies and teachers' perceptions of gender equality (Damayanti et al., 2021; Hunter & Morrell, 2021; Wiarsih & Astawan, 2021). Other studies have mainly focused on gender mainstreaming policies or teachers' perceptions of gender equality (Hunter & Morrell, 2021). Instead, the study shows that gender-responsive economic learning should be understood as an integrated system that connects institutional commitments, pedagogical practices, and classroom evaluation. By incorporating the AKPM framework into the teaching of economics. These findings support the principles of Gender-Responsive Education, which argues that gender equality should be integrated into educational planning, instructional implementation, learning interactions, and assessments (UNESCO, 2020). These findings are also consistent with Gender Mainstreaming Theory, which emphasizes the integration of gender perspectives into institutional policy, education management, and teaching practices (Women, 2022). In addition, the dimension of AKPM reflects the theoretical assumption that educational equality can only be achieved when students experience a balance of access, participation, control, and benefits, not just equal treatment. These findings show that gender-responsive economic learning requires systematic implementation through the integration of institutional commitments, learning planning, and evaluation based on AKPM indicators to realize gender equality.

Hierarchy graphs and tree maps show the relative superiority of themes emerging from qualitative analysis. Among the dimensions of AKPM, Access and Participation emerged as the most dominant theme, followed by Control and Benefit. In the institutional dimension, Gender Equality and Equality occupy a large proportion of code data, particularly related to gender-responsive learning support, the application of equality principles, and institutional policies. The coding structure also highlights several practical indicators, including freedom to express opinions, equitable learning spaces, academic support services, collaborative decision-making, monitoring of curriculum implementation, opportunities to participate in school activities, and mechanisms for resolving student learning problems. The dominance of the Access and Participation dimension shows that teachers have provided equal learning opportunities to encourage the active involvement of male and female students (Yusuf, 2025). However, the Control and Benefit dimension is still underdeveloped, so implementation focuses more on class participation rather than empowering students in decision-making and the acquisition of equal learning benefits (Nisa et al., 2025). These findings are in line with previous research that showed that education emphasizes participation rather than agency and student empowerment (UNESCO, 2023). Unlike the previous study, this study analyzed the four dimensions of AKPM (Access, Participation,



Control, and Benefits) in an integrated manner so as to provide a more comprehensive picture. These results support the Gender Equality Theory (Connell, 2009). Similarly, the Gender Analysis Pathway (AKPM) affirms that gender equality can only be achieved through a balance of these four dimensions, because weaknesses in one dimension alone will reduce the effectiveness of gender-responsive learning. These findings suggest that future instructional improvements should strengthen the Control and Benefit dimension by increasing student involvement in instructional decision-making, curriculum evaluation, reflective learning activities, and collaborative problem-solving. This kind of improvement will create an implementation of economic learning that is more gender-responsive and improve student educational empowerment.

This mind map shows a clear conceptual relationship between Gender Equality and Equality with the AKPM framework in gender-responsive economic learning. Institutional factors, including gender equality policies, equality education, inclusive school environments, and instructional support, are the basic conditions that facilitate the implementation of the AKPM dimension during classroom teaching. The visualization shows that institutional commitment directly affects classroom practice, while classroom practices further determine the extent to which students experience equal access, participation, control, and educational benefits. Therefore, its implementation requires continuous synergy between school policies and pedagogical practices to realize inclusive education. In contrast to previous studies that separated institutional policy analysis and classroom practice, this study shows that the two are integrated in the implementation of gender-responsive learning. These findings provide a more comprehensive understanding of the translation of policy into learning practice and are in line with Gender Mainstreaming Theory and Inclusive Education Theory that emphasize the synergy between policy and pedagogical practice. Therefore, strengthening gender-responsive economic learning requires collaboration between policymakers, school leaders, curriculum development, and teachers (Nadhia Yuliana, 2025), as institutional and pedagogical reforms alone are not enough to realize sustainable gender equality.



Figure 2. Word Cloud Visualization

The Word Frequency Query generated using NVivo 15 identifies the terms that appear most frequently in interview transcripts, observation notes, and supporting documents related to the implementation of gender-responsive economic learning. As illustrated in the word cloud image, the most dominant words are "learning" (learning), "participant" (student), "giving" (providing), "teacher" (teacher), "opportunity" (opportunity), "gender", "woman" (female student), "group" (group), "school" (school), and "equivalent" (equivalent). The importance of these terms suggests that participants consistently emphasize the importance of equitable learning opportunities, active student engagement, teacher support, and gender equality throughout the learning process. Often the term "learning" suggests that discussions focus primarily on teaching practices rather than solely on institutional policy. Similarly, the dominance of the words "participant" (student) and "teacher" (teacher) reflects the central role of student-teacher interaction in creating an inclusive classroom environment.



These findings suggest that gender responsiveness is viewed not only as an administrative commitment, but as a pedagogical practice implemented through classroom interactions, collaborative learning, and equitable participation. Another finding that stands out is the frequent occurrence of the words "opportunity" (opportunity), "equivalent" (equivalent), "participate" (participate), "opinion" (opinion), and "ask" (ask a question). These keywords show that respondents associate gender-responsive economic learning with equal opportunities for male and female students to express opinions, ask questions, participate in discussions, and be active in learning activities. Gender-responsive learning aligns with learner-centered education by ensuring equal participation for boys and girl (Susan, Suci Alvina Rahma, El Basthoh, 2023). The findings reinforce the dimension of Participation and Access in the Gender Analysis Pathway (AKPM), suggesting that inclusive classroom interaction is one of the key characteristics of gender-responsive teaching. In addition, the emergence of terms such as "material" (learning materials), "curriculum" (curriculum), "evaluation" (evaluation), "facilities" (facilities), "policies" (policies), and "environment" (environment) indicates that participants recognize gender responsiveness as something that goes beyond classroom interactions. Instead, it includes the implementation of curriculum, instructional resources, school facilities, and institutional policies that collectively support an equitable learning environment. These findings suggest that gender-responsive economic learning is implemented through the interaction of pedagogical, organizational, and environmental factors, rather than through separate classroom activities.

Overall, *the results of the Word Frequency Query* reinforce the findings of the project map, hierarchy charts, and thematic coding. This analysis shows that gender-responsive economic learning is characterized by equal learning opportunities, inclusive participation, teacher-student collaboration, institutional support, and the application of the AKPM dimension (Access, participation, control, and Benefits). The findings strengthen the framework for the Implementation of Economic Learning through synergy between institutional commitment and inclusive learning practices. This integrated framework makes a theoretical and practical contribution to research by complementing previous studies that tend to discuss policy or practice in separate classes.

Discussion

This study shows that the implementation of gender-responsive economic learning goes beyond the provision of equal learning opportunities and is a comprehensive educational process that integrates institutional commitment, instructional planning, classroom interactions, and learning evaluation (Ainiyyah & Sri Astuti, 2023). Qualitative findings consistently reveal that gender responsiveness is operationalized through two complementary dimensions: Gender Equality and Equality and the Gender Analysis Pathway (AKPM), which consists of Access, Participation, Control, and Benefit. These dimensions interact with each other to create a teaching environment that encourages equal educational opportunities while minimizing gender-based discrimination throughout the learning process. One of the most significant findings is that teachers have succeeded in creating an inclusive classroom environment by providing equal opportunities for male and female students to participate in discussions, express opinions, collaborate in group activities, and access learning resources (Yoce Aliah Darma, 2021). This suggests that gender responsiveness has become an integral component of classroom interactions, rather than just a formal institutional commitment. However, the findings also reveal that these practices are still highly dependent on teachers' professional awareness and have not been systematically integrated into instructional planning documents such as lesson plans, teaching modules, assessment instruments, and



curriculum implementation. This condition reflects a common challenge identified in gender-responsive education. Although teachers have a commitment to gender equality, institutional support for sustainable implementation is still limited. As a result, gender-responsive learning relies more on teachers' initiative than on standardized educational practices, so its sustainability remains vulnerable (Dr. Idris, 2023) .

These findings support previous studies by (Damayanti et al., 2021; Hunter & Morrell, 2021; Wiarsih & Astawan, 2021) which reports that gender equality is generally reflected in classroom interactions but is rarely integrated into curriculum development, instructional planning, or learning assessment. However, the study expands on those findings by showing that effective gender-responsive economic learning requires the simultaneous integration of institutional commitments, instructional planning, classroom pedagogy, and evaluation mechanisms. Therefore, this study provides a more comprehensive implementation perspective than previous studies that mainly emphasize education policy or classroom participation separately. The Project Map shows that policies, gender equality education, inclusive school environments, and instructional support are the foundations of implementation, while the AKPM dimension serves as an indicator to evaluate the implementation of gender equality in learning practices. From a theoretical perspective, these findings strongly support the principles of Gender Responsive Education, which argues that gender equality should be embedded in educational planning, implementation, classroom interaction, and assessment, rather than being limited to equal classroom participation (UNESCO, 2020). Similarly, the findings are in line with Gender Mainstreaming Theory, emphasizing that gender perspectives must be integrated into education governance, curriculum implementation, monitoring, and evaluation to ensure sustainable institutional transformation (Women, 2022). In addition, these findings reinforce the Theory of Gender Equality proposed by (Connell, 2009), arguing that educational equity requires equitable access to educational resources, meaningful participation, shared decision-making, and comparable learning outcomes, not equal treatment of all learners.

The main contribution of this research is the use of the Gender Analysis Pathway (AKPM) as a comprehensive framework for evaluating the implementation of gender-responsive learning. Unlike previous studies that focused on separate indicators, this study analyzes the dimensions of Access, Participation, Control, and Benefits by integrating theories of gender equality, gender mainstreaming, gender-responsive education, and AKPM into a single model. This framework also applies AKPM to evaluate the entire economics learning process. In this context, the AKPM dimensions are used to examine equal access to economics learning resources, participation in economic discussions, equal opportunities in decision-making, and the benefits of learning outcomes obtained by students. Thus, this framework not only expands the application of AKPM but also offers a practical model for the implementation and evaluation of gender-responsive economics learning in secondary school. The results of the Hierarchy Graph and Tree Map show that the Access and Participation dimensions are the most dominant, while Control and Benefits are still relatively weak. The Dominance of Access and Participation shows that teachers have succeeded in creating equitable learning opportunities and encouraging active involvement in the classroom among male and female students. Students are given the opportunity to ask questions, express opinions, participate in collaborative learning, and access educational resources without gender discrimination. These findings show significant progress in building inclusive classroom practices in economics education. However, the low dimensions of Control and Benefit show that student involvement in decision-making, learning evaluation,



and educational governance is still limited. This condition indicates that gender-responsive economic learning emphasizes participation more than student empowerment, whereas meaningful gender equality requires not only equal participation, but also equal opportunities to influence the learning process and reap educational benefits (Muafiah, 2023). This interpretation is consistent with UNESCO (2023), arguing that educational equity should go beyond participation towards learning agencies and educational empowerment. Similarly, Connell (2009) emphasizes that gender equality involves the redistribution of educational opportunities, authority, and benefits, not simply increasing participation rates. Therefore, strengthening the Control and Benefits dimension is an important strategy to achieve more comprehensive and gender-responsive economic learning.

The integration of findings obtained from Project Maps, Mind Maps, Hierarchy Charts, Tree Maps, and Word Frequency Query suggests that gender-responsive economic learning should be conceptualized as a multidimensional implementation framework that integrates institutional policy, instructional planning, classroom interactions, and learning evaluation. These components collectively create educational conditions that allow for equitable access, meaningful participation, shared control, and balanced educational benefits for all learners regardless of gender. The main contribution of this research is the development of the Gender Responsive Economic Learning Implementation Framework that integrates gender equality, gender mainstreaming, gender-responsive education, and the AKPM dimension in economic learning. In contrast to previous research that focused on teacher policies, curriculum, or perceptions, the framework offers an evidence-based model that links institutional commitments to implementation in the classroom and serves as a guide for teachers, school leaders and policymakers in implementing gender-responsive learning.

Conclusion

This study concludes that gender-responsive economic learning at SMA Budhi warman 1 has been implemented through inclusive learning practices in class and institutional support. Its implementation is based on two main dimensions, namely Gender Equality and Justice and the Gender Analysis Pathway (AKPM) which includes Access, Control, Participation, and Benefits. The Access and Participation dimension has been well implemented through equal learning opportunities and student engagement, while the Control and Benefits dimension still needs to be strengthened, especially in learning planning, assessment, and school governance. The main contribution of this research is the development of a Gender Responsive Economic Learning Implementation Framework that integrates Gender Opportunity Theory, Gender Mainstreaming, Gender Responsive Education, and AKPM into an implementation that connects institutional commitment with learners' practices. This framework provides a theoretical contribution as well as a practical guide for teachers, school leaders, and policymakers in developing inclusive economic learning.

Practically, school leaders need to integrate gender-responsive principles into school policies, curricula, lesson plans, and supervision and assessment systems using AKPM indication. School also need to provide training and professional development for teachers so that the implementation of gender-responsive. At the policy level, the government and curriculum developers need to develop guidelines for gender-responsive economic learning and integrate AKPM indication into the education quality assurance system. However, this study was limited to a single school and used a qualitative approach. Therefore, further



research is recommended to test the proposed framework in various schools using qualitative and mixed-method approaches to strengthen the validity and generalizability of the findings.

Recommendation

These findings suggest that schools need to instruct gender-responsive learning principles through integration into curriculum, lesson planning, teaching materials, classroom management, and assessment systems, and supported by teacher professional development. For policymakers, the proposed framework can be a reference in compiling AKPM-based indicators and evaluation instruments to strengthen the implementation of gender equality in schools systematically. This research is limited to a qualitative approach in a single school, so the transferability tests this framework at different levels, schools, and regions using mixed or quantitative methods, including comparative and longitudinal studies, to validate its effectiveness in improving gender equality and economic learning outcomes.

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