THE ROLE OF FEMALE TEACHERS IN ENCOURAGING WOMEN'S EMPOWERMENT IN SCHOOLS

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Abstract

This research explores the strategic role of female teachers in encouraging female students to take leadership roles and participate actively in school. Although female students often face barriers such as gender stereotypes, social pressure, and lack of support, female teachers have the potential to overcome these challenges through a variety of strategies. This study highlights how female teachers can be inspirational role models, create inclusive learning environments, and provide positive and constructive feedback. In addition, through the integration of gender equality education in the curriculum, class discussions, seminars, mentoring programs, and the provision of educational resources, female teachers can increase female students' awareness and understanding of their rights and the importance of gender equality. The research method used in this research is library research with an approach that involves collecting and analysing information from various existing written sources. The results showed that support and guidance from female teachers not only increased female students' self-confidence and motivation but also equipped them with leadership skills that are important for future success. Thus, this research emphasises the important role of female teachers in empowering women in the educational environment, as well as their contribution to creating a more just and equal society.

Keywords: Educators, Women's Empowerment, Schools

Abstrak

Penelitian ini mengeksplorasi peran strategis guru wanita dalam mendorong siswa perempuan untuk mengambil peran kepemimpinan dan berpartisipasi aktif di sekolah. Meskipun siswa perempuan sering menghadapi hambatan seperti stereotip gender, tekanan sosial, dan kurangnya dukungan, guru wanita memiliki potensi untuk mengatasi tantangan ini melalui berbagai strategi. Studi ini menyoroti bagaimana guru wanita dapat menjadi panutan inspiratif, menciptakan lingkungan belajar yang inklusif, dan

memberikan umpan balik yang positif dan konstruktif. Selain itu, melalui integrasi edukasi kesetaraan gender dalam kurikulum, diskusi kelas, seminar, program mentoring, dan penyediaan sumber daya pendidikan, guru wanita dapat meningkatkan kesadaran dan pemahaman siswa perempuan tentang hak-hak mereka dan pentingnya kesetaraan gender. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kepustakaan dengan pendekatan yang melibatkan pengumpulan dan analisis informasi dari berbagai sumber tertulis yang sudah ada. Hasil penelitian menunjukkan bahwa dukungan dan bimbingan dari guru wanita tidak hanya meningkatkan rasa percaya diri dan motivasi siswa perempuan, tetapi juga membekali mereka dengan keterampilan kepemimpinan yang penting untuk kesuksesan di masa depan. Dengan demikian, penelitian ini menegaskan pentingnya peran guru wanita dalam pemberdayaan perempuan di lingkungan pendidikan, serta kontribusinya dalam menciptakan masyarakat yang lebih adil dan setara.

Kata Kunci: *Tenaga Pendidik, Pemberdayaan Perempuan, Sekolah*

Introduction

Women's empowerment is the process of increasing women's ability to participate fully in all aspects of life, including social, economic, political, and cultural. This empowerment is very important because women often face discrimination and injustice that hinder their potential. By empowering women, we not only promote gender equality but also improve the quality of life for the entire community. Empowered women tend to contribute more to the economy, have better access to health services and education, and can make better decisions for themselves and their families. Education plays a key role in women's empowerment. Through education, women gain the knowledge and skills necessary to access employment opportunities, manage finances, and understand their rights. Education also opens the door for women to participate in decision-making processes at various levels, from the family to the government. In addition, education helps reduce discriminatory practices and gender-based violence by raising awareness of the importance of equality and respecting human rights. Thus, education is not only a tool for individual empowerment but also a means for achieving broader social change.[1]

Teachers play a strategic role in the education process and have great potential to encourage women's empowerment. As educators, teachers are not only responsible for delivering lesson material but also for forming students' character, attitudes, and values. Teachers can create inclusive and supportive learning environments where all students, including girls, feel valued and encouraged to reach their full potential. By presenting positive examples of successful women and voicing the importance of gender equality, teachers can help change traditional perceptions that limit women's roles.[2]

Teachers can also identify and support female students who may face barriers to education, such as discrimination, the burden of housework, or early marriage. Through an empathetic and supportive approach, teachers can help overcome these challenges and ensure that girls stay in school and continue learning. Additionally, teachers can encourage girls to pursue fields of study and careers that may be under-represented by women, such as STEM (science, technology, engineering, and mathematics). By providing guidance, mentors, and skills development opportunities, teachers can strengthen female students' self-confidence

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[1] Linda Dwi Eriyanti, "Model Pemberdayaan Perempuan Berbasis Kebutuhan Strategis Gender," *Jurnal Paradigma* 5, no. 3 (2017): 191.

[2] Bagus Ananda Kurniawan and Nur Fitri Ana Melati, "Pemberdayaan Perempuan Melalui Sekolah Perempuan Di Kabupaten Gresik," *Journal of Gender Equality And Social Inclusion* 1, no. 1 (2022): 40.

and aspirations, paving the way for them to play a more active role in society and achieve personal and professional success. Data and statistics show that the gender gap in education and women's empowerment is still a significant global problem. According to a UNESCO report, around 132 million girls worldwide are out of school, including 34.3 million girls of primary school age, 30 million of junior high school age, and 67.4 million of senior high school age. In some regions, such as Sub-Saharan Africa, gender inequalities in education are stark, with 9 million primary school-age girls never attending school compared to 6 million boys. Additionally, only 66% of adult women are literate, compared to 81% of adult men, indicating large disparities in educational access and outcomes.[3]

In terms of economic empowerment, data from the World Economic Forum shows that the gender gap in labour force participation remains significant. Worldwide, the female labour force participation rate is around 63%, far below the male participation rate of around 94%. This gap is larger in some regions, such as South Asia and the Middle East, where only around 35–40% of women participate in the workforce. Additionally, women are often trapped in jobs with low wages and poor working conditions, with only 22% of managerial positions held by women.[4] In politics, the gender gap is also clearly visible. Data from the International Parliamentary Union shows that women only occupy around 25% of parliamentary seats worldwide. Despite increasing participation of women in politics, there are still major barriers to equal representation in many countries. These disparities reflect broader challenges in achieving overall gender equality, which requires coordinated and sustained efforts

to ensure that women have equal access to education, employment, and political participation.[5]

Gender stereotypes and social norms play a big role in hindering women's progress in various fields. Gender stereotypes are rigid and common beliefs about appropriate roles and behaviour for men and women. For example, stereotypes that women are better suited to domestic roles and men to public roles can limit women's opportunities in education and careers.[6] In schools, these stereotypes can lead to lower expectations for women's academic achievement, especially in subjects such as science, technology, engineering, and mathematics (STEM). These stereotypes are reinforced through curricula, textbooks, and teacher behaviour that may subconsciously encourage men to pursue these fields more than women.

Social norms that are deeply rooted in society's culture also often prevent women from pursuing their aspirations. In many cultures, norms that prioritize women's traditional roles as housewives and caregivers hinder their full participation in public and professional life.[7] These norms are often reinforced through media, traditions, and religious practices that promote restrictive views of gender. As a result, women may face social pressure to marry and start families at a young age, sacrificing education and careers. Social norms often support an unequal division of labour within the household, with women expected to do the majority of housework and childcare, although they also work outside the home. This unfair division of labour can limit the time and energy available for women to develop professional skills, pursue

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[3] Endah Novianti, "Kesenjangan Gender Tingkat Pengangguran Terbuka Di Indonesia," *Jurnal Pendidikan Dan Ekonomi* 8, no. 2 (2019): 168.

[4] Desi Mariati Padang, "Analisis Pengaruh Kesetaraan Gender Terhadap Pertumbuhan Ekonomi Di Sumatera Barat," *Jurnal Kajian Ekonomi Dan Pembangunan* 1, no. 2 (2019): 972.

[5] Farida Yuliani, "Ketidakadilan Gender Dalam Pembangunan Pertanian: Studi Pandangan Politik Perempuan Anggota Legislatif Di Kabupaten Kudus," *Palastren: Jurnal Studi Gender* 7, no. 2 (2016): 425.

[6] Oky Oktaviani Pane et al., "Kesetaraan Gender," *Kultura* 2, no. 6 (2024): 300.

[7] Christiani Widowati, "Hukum Sebagai Norma Sosial Memiliki Sifat Mewajibkan," *ADIL* 4, no. 1 (2013): 158.

advanced education, or participate in social and political activities.[8] Stereotypes and social norms also have a negative impact on women's mental health and self-confidence. Pressure to fulfil traditional roles and social expectations can lead to stress, anxiety, and feelings of worthlessness. This can hinder women's motivation and courage to pursue their personal and professional goals.

To overcome these obstacles, cultural change is needed that supports gender equality. This includes education that teaches the values of equality, policies that encourage women's participation in all fields, and concerted efforts to change society's perceptions and expectations about gender roles. Support from family, community, and government is critical to creating an environment that allows women to thrive and reach their full potential without being hindered by outdated stereotypes and social norms.

Method

Research on the role of female teachers in encouraging women's empowerment in schools was conducted through a qualitative approach with a library research study. This approach helps researchers to explore in depth the role of female teachers in encouraging women's empowerment in schools. Data collection techniques in this study can be done by documentation, namely searching for data on things or variables in the form of notes, books, articles or journals. [9] Qualitative descriptive is expected to provide an in-depth understanding of the phenomenon or subject being studied in detail and comprehensively about the role of female teachers in encouraging women's empowerment in schools. The data analysis method consists of four main stages, namely the data collection stage, data reduction, data presentation, and drawing

conclusions or data verification. According to Haris, in order to assess the validity of the research data, the application of the data triangulation method was chosen to ensure the validity of the data and to check and compare information from various sources.[10]

Education about Gender Equality

Gender inequality is still a significant issue both in general society and in the school environment. In society, gender gaps are often seen in various aspects of life such as economics, politics, education, and social. For example, women often face discrimination in employment, such as differences in pay for the same work, lack of access to managerial positions, and barriers to starting their own businesses. In the political field, women's representation in leadership and decision-making positions is still much lower than men. In addition, deeply entrenched gender norms and stereotypes often limit women's opportunities to pursue careers or higher education, with the assumption that their primary role is in the domestic sphere.

In the school environment, the gender gap is still clearly visible. Although access to primary and secondary education for women has increased, there are still inequalities in the quality of education they receive. In many places, female students often face lower expectations from teachers and society regarding their academic performance and career choices. Gender stereotypes also influence subject choices, with women often less encouraged to take STEM (science, technology, engineering, and mathematics) subjects that are considered more suitable for men. Additionally, female students often face gender-based harassment and violence

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[8] Rijal Pahlevi and Rahimin Affandi Abdul Rahim, "Faktor Pendukung Dan Tantangan Menuju Kesetaraan Gender," *Jurnal Iman Dan Spiritualitas* 3, no. 2 (2023): 263.

[9] Mirzaqon T Abdi and Purwoko Budi, "Studi Kepustakaan Mengenai Landasan Teori Dan Praktik Konseling Expressive Writing," *Jurnal BK Unesa* 8, no. 1 (2017): 20.

[10] Ali Mustopa Yakup Simbolon, Ahmad Sabri, and Sermal, "Implementasi Manajemen Pelayanan Prima Di Sekolah Menengah Atas Negeri (SMAN) 13 PADANG," *PRODU* 4, no. 2 (2022): 60.

at school, which can hinder their academic and emotional development.[11]

At school, female students' participation in extracurricular activities and leadership is also often lower than male students. This can be caused by a lack of support and opportunities provided to them, as well as social norms that limit their role in such activities. As a result, female students miss out on opportunities to develop leadership skills, confidence, and social networks that are critical to their future success.[12] Gender gaps in society and in schools reflect and reinforce each other, creating a cycle that is difficult to break without significant intervention. Addressing these disparities requires a holistic approach, including policy changes, inclusive and equitable education, and ongoing efforts to change limiting gender norms and stereotypes. In this way, we can create a society where women and men have equal opportunities to develop and reach their full potential.

Education on gender equality and women's rights for female students is very important because it provides a strong foundation for them to understand and demand their rights in various aspects of life. This education helps female students realise their potential and understand that they deserve the same opportunities as their male counterparts, both in education, career, and personal life. Gender equality education equips female students with knowledge about the discrimination and injustice they may face, as well as ways to overcome these obstacles. In addition, by understanding their rights, female students can be braver and more confident in making decisions, expressing opinions, and pursuing their aspirations without feeling limited by stereotypes or social norms that hinder them.

Apart from empowering individuals, gender equality education also contributes to broader social change. When female students understand the importance of gender equality and women's rights, they can become agents of change in their communities, promoting the values of equality and justice. This can lead to future generations who are more open and tolerant of gender differences, as well as more supportive of creating a fair and inclusive environment. This education also helps reduce incidents of gender-based violence and harassment because educated female students are better able to recognise the signs of harassment and know the steps they can take to protect themselves and others.

In the school environment, education about gender equality and women's rights can create a more inclusive and supportive culture. Teachers trained in gender issues can help challenge existing stereotypes and biases, as well as encourage students to respect and value each other regardless of gender. This can also increase female students' active participation in various school activities, including in leadership roles, which in turn can improve their skills and self-confidence.[13] Education on gender equality and women's rights is an important step in building a more just and equal society. This not only provides immediate benefits for female students by increasing their awareness and empowerment, but also has a long-term positive impact on society as a whole by creating a more equitable, inclusive, and empowered generation.

Women teachers can provide education about gender equality and women's rights to female students at school through a structured and integrative approach. One effective way is to integrate gender equality topics into the existing curriculum. For example, in history lessons, teachers can highlight the important

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[11] Siany Indria Liestyasari, "Sensitivitas Gender Guru Sekolah Dasar Di Kota Surakarta," *The Journal of Society and Media* 1, no. 2 (2017): 59.

[12] Syaefudin Achmad, "Membangun Pendidikan Berwawasan Gender," *Yinyang: Jurnal Studi Islam Gender Dan Anak* 14, no. 1 (2019): 84.

[13] Olih Solihin et al., "Implementasi Kesetaraan Gender Di Sekolah Agama Islam Yayasan Pendidikan Islam (YPI) Buniwangi Bandung Barat," *Jurnal Ilmu Sosial Humaniora Indonesia* 2, no. 2 (2022).

contributions of women in history that are often overlooked. In science lessons, teachers can feature female scientists who have made important discoveries. By relating the topic of gender equality to the subject matter, female students can understand the important role of women in various fields and inspire them to achieve great things.

Women teachers can play a crucial role in creating safe and inclusive learning spaces through various strategies and approaches. First, they can build strong, empathetic relationships with all students, creating an atmosphere of trust and mutual respect. This can be done by listening actively, respecting students' opinions, and providing constructive feedback. When students feel heard and valued, they are more likely to feel safe and motivated to actively participate in class. Female teachers need to create a safe and comfortable physical environment. This can involve classroom settings that allow for positive interactions and avoid segregation based on gender. Teachers also need to ensure that classroom rules and policies support safety and inclusivity, including a zero-tolerance policy against harassment and bullying. Teachers can provide outreach and training to students about the importance of mutual respect and how to act if they or their friends experience harassment.[14]

Having open and inclusive class discussions about gender issues is also very important. Women teachers can organise discussion or debate sessions on topics such as women's rights, gender stereotypes, and equality in various aspects of life. In these forums, female students are encouraged to express their opinions, share personal experiences, and learn from the views of their peers. These kinds of discussions help increase students' awareness and understanding of the importance of gender equality and

empower them to become advocates for themselves and others.

Additionally, female teachers can invite guest speakers or hold special seminars that focus on women's empowerment and gender equality. Guest speakers can be activists, professionals, or academics who have experience and knowledge in this field. They can provide deep insight and inspiration to female students on how to fight for their rights and overcome the challenges they face. Building a mentoring program is also an effective strategy. Women teachers can organise programs where female students can interact with female mentors who have been successful in various fields. These mentors can provide guidance, support, and practical advice on how to deal with gender discrimination and achieve success. The mentoring program not only helps female students develop skills and confidence but also provides real examples that women can be successful in various fields.

Providing reading materials and educational resources on gender equality and women's rights is also important. Women teachers can create a small library in the classroom or at school containing educational books, articles, and videos on this topic. These resources can be used by students to learn more about gender equality and gain inspiration from the stories of powerful women around the world. Female teachers must continue to advocate for school policies that support gender equality. This includes ensuring that discipline policies, curricula, and extracurricular activities in schools support and promote gender equality. With a supportive school environment, female students will feel more appreciated and motivated to actively participate in various activities and fight for their rights.

The Teacher's Role in Growing Students' Self-Confidence

Self-confidence in female students is a belief in one's ability to overcome challenges, achieve

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[14] Syaima Sabine Fasawwa and Farida Hanum, "Perspektif Gender Penyelenggaraan Pendidikan Di Sekolah Gajahwong Yogyakarta," *Dimensia: Jurnal Kajian Sosiologi* 12, no. 1 (2023): 32.

goals, and carry out tasks effectively. Self-confidence is very important in the educational context because it influences how students, especially girls, face academic tasks, interact with peers and teachers, and pursue aspirations. Female students who have high self-confidence tend to be more active in class, do not hesitate to ask questions or participate in discussions, are more persistent in the face of difficulties, and are also more likely to choose fields of study that are challenging and under-represented by women.[15] Motivation for female students is internal or external encouragement that encourages them to try hard, study diligently, and achieve academic achievement. This motivation can come from various sources, including the desire to achieve personal goals, support and encouragement from family and teachers, as well as recognition and appreciation from the social environment. Intrinsic motivation, namely motivation that comes from within oneself, is often stronger and longer lasting. Female students who are intrinsically motivated learn because they enjoy the learning process itself and feel satisfied with their achievements. On the other hand, extrinsic motivation, such as awards, praise, or good academic results, is also important in encouraging students to try harder.[16]

A combination of self-confidence and motivation is essential in empowering female students to reach their full potential. Teachers, especially female teachers, can play a major role in building this sense of self-confidence and motivation by providing a supportive learning environment, providing positive feedback, and showing concern for student development. By overcoming barriers such as gender stereotypes and restrictive social norms, female students can be more confident and motivated to pursue their dreams without fear or hesitation. Female teachers can apply various strategies to foster self-confidence and motivation in female students at school.

a) Using participatory learning methods, a high school English teacher implemented project-based learning techniques, where students were required to work in groups to create presentations on topics they were interested in. Through collaboration and support from the teacher, students felt more confident to speak in front of the class and share their ideas. As a result, students who were usually quiet began to actively participate in class discussions. Research shows that active involvement in learning can increase students' self-confidence.

b) Mentoring and emotional support; in another case, a math teacher took a mentoring approach with a student who was struggling in the subject. By providing personal attention and additional guidance, the teacher helped the student understand the material and complete assignments better. The student, who initially felt hopeless, began to feel confident in his math abilities and showed an increase in grades. The emotional support provided by the teacher played a significant role in developing students' self-confidence.[17]

c) Providing positive feedback, an art teacher focused on providing constructive feedback on students' work. By recognizing each effort and progress, the teacher helped students feel valued and more confident in their creative abilities. Students who were previously unsure of their talents began to explore and innovate in their artwork, demonstrating that

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[15] Zulfriadi Tanjung and Sinta Amelia, "Menumbuhkan Kepercayaan Diri Siswa," *Jurnal Riset Tindakan Indonesia* 2, no. 2 (2017).

[16] Atik Widyaningrum and Enung Hasanah, "Manajemen Pengelolaan Kelas Untuk Menumbuhkan Rasa Percaya Diri Siswa Sekolah Dasar," *Jurnal Kepemimpinan Dan Pengurusan Sekolah* 6, no. 2 (2021): 188.

[17] Jenni Judd, C James Frankish, and Glen Moulton, "Setting Standards in the Evaluation of Community-Based Health Promotion Programmers-a Unifying Approach," *Health Promotion International* 16, no. 4 (2001).

positive recognition can build self-confidence.

d) Social skills development activities, a physical education teacher created a supportive environment for students to practice social skills through team games. By providing opportunities for students to interact and work together, the teacher helped them develop communication and collaboration skills. Students who were initially awkward in social situations began to feel more comfortable and confident when interacting with their peers, demonstrating the importance of a supportive environment in developing self-confidence.

The role of female teachers significantly impacts female students' self-confidence and motivation, with effects that can be felt in various aspects of students' lives. When female teachers serve as positive role models, they provide real examples that women can succeed in various fields. This helps female students build confidence that they too are capable of overcoming challenges and achieving achievements. Seeing the success of female teachers in academic or professional careers, female students become more motivated to pursue their aspirations without feeling held back by gender stereotypes.[18]

Female teachers also tend to be more sensitive to the special challenges female students face, such as gender stereotypes, discrimination, and social pressure. Female teachers help female students feel valued and heard by providing appropriate emotional and academic support. For example, when a female student is having difficulty in a particular subject, a female teacher can provide encouragement and guidance that increases the student's self-confidence. Specific positive feedback from female teachers can strengthen students' belief in their own abilities, encouraging them to participate more actively in class and try new things.[19] Female teachers can create an inclusive and supportive learning environment, where female students feel safe to express their opinions and participate in class discussions. When female students feel supported and do not fear judgment, they are more likely to take intellectual risks and engage more in the learning process. This not only improves academic performance but also helps in the development of social and leadership skills.

The long-term impact of the supportive and motivating role of female teachers is the formation of a generation of women who are more confident and empowered. Female students who have a strong sense of self-confidence and motivation tend to be more persistent in pursuing higher education and professional careers and participate actively in their communities. Thus, the role of female teachers not only influences the academic achievement of female students but also contributes to the overall empowerment of women, creating a more just and equal society.[20]

Teacher Strategies to Encourage Students to Take Leadership Roles

Leadership and active participation of female students in various activities at school are essential for the development of their personal, academic, and social skills. When female students are actively involved in extracurricular activities, such as student organisations, academic clubs, sports, and social projects, they gain opportunities to develop leadership, teamwork, and decision-making skills. This involvement helps them build self-confidence, improve communication skills, and learn how to manage

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[18] Nasrina Nur Fahmi and Slamet Slamet, "Layanan Konseling Kelompok Dalam Meningkatkan Rasa Percaya Diri Siswa SMK Negeri 1 Depok Sleman," *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam* 13, no. 2 (2016): 79.

[19] Dettiany Pritama, "Studi Tentang Upaya Guru Dalam Meningkatkan Kepercaya Diri Siswa SD Negeri 1 Pengasih," *Basic Education* 5, no. 12 (2015).

[20] Sabarrudin Sabarrudin, Silvianetri Silvianetri, and Yuliana Nelisma, "Konseling Kelompok Untuk Meningkatkan Rasa Percaya Diri Dalam Belajar: Studi Kepustakaan," *Jurnal Pendidikan Dan Konseling* 4, no. 4 (2022): 436.

responsibilities and face challenges. [21] Active participation in school activities also helps girls explore their interests and talents, which may not be fully reflected in the academic curriculum. For example, through participation in a debate club or sports team, female students may discover their talent for logical argumentation or their physical abilities, which can open up new opportunities for their academic and career futures. This experience also expands their social network, providing the opportunity to meet and collaborate with other students who share similar interests.[22]

Active participation in school activities contributes to the development of character and important life skills, such as perseverance, discipline, and problem-solving abilities. These skills are not only useful in academic contexts but also in everyday life and future careers. When female students have experience leading projects or organisations, they are better prepared to face challenges outside of school and become effective leaders in their communities. Leadership and active participation of female students in various activities at school not only enriches their learning experience but also plays an important role in shaping a brighter and empowered future. By supporting and encouraging female students to get involved in various aspects of school life, we can help create a more balanced and inclusive educational environment, which promotes gender equality and women's empowerment.

Female students often face various barriers in taking on leadership roles and actively participating in school, which can hinder their potential to develop to their full potential. One of the main obstacles is gender stereotypes that are still strong in society. Many female students feel that leadership roles are better suited to men, due to stereotypes that associate leadership with masculine traits such as assertiveness and dominance. These stereotypes can make female students hesitate to take initiative or feel less worthy to lead. Social pressures and gender expectations can limit the active participation of female students. For example, they may feel pressured to conform to social norms that emphasize humility and obedience, and thus avoid standing out or being loud. This pressure can come from peers, family, or even from the school environment itself. Female students who violate these norms may face criticism or ostracism, further reducing their willingness to take an active role.

Another barrier is the lack of support and opportunities available to female students. In many schools, leadership programs and extracurricular activities may be more focused or more accessible to male students. For example, sports activities often involve more male students, while opportunities for leadership roles in student organisations may not be actively promoted to female students. The under-representation of women in leadership positions in schools can also reduce the motivation of female students to try to take on these roles.

Disparities in access to resources and guidance are also significant barriers. Female students may not have the same access to mentors who can guide them in developing leadership skills and provide the encouragement they need. Without proper guidance, female students may feel like they don't know how to get started or develop the skills necessary to lead and actively participate. The double burden that female students often face, such as household responsibilities or the role of carer in the family, can limit their time and energy to participate in school activities. This burden not only reduces their participation but can also reduce their

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[21] Nurul Vidian Ningsih and Lusy Novitasari, "Penerapan Metode Bermain Peran Untuk Meningkatkan Kepemimpinan Siswa," *MENTARI: Jurnal Pendidikan Anak Usia Dini* 1, no. 1 (2021).

[22] Alfi Nur Hidayati, "Peran Pendidikan Kepramukaan Sebagai Media Pembentukan Karakter Kepemimpinan Siswa Sekolah Dasar," *Jurnal Riset Madrasah Ibtidaiyah* 1, no. 1 (2021): 14.

opportunities to develop the skills necessary for leadership roles.[23]

Overcoming these barriers requires efforts from the entire school community to create a more inclusive and supportive environment. This includes promoting gender equality, providing mentors and guidance specifically for female students, and ensuring that all students have equal access to available resources and opportunities. In this way, female students can be freer to explore their potential and take an active role in school life. Female teachers can implement various strategies to encourage female students to take leadership roles and participate actively in various school activities. One effective strategy is to be an inspirational role model. Women teachers can share personal experiences about how they faced and overcame challenges in taking on leadership roles, as well as show real examples of successful women in various fields. This can inspire female students to believe that they are also capable of leadership and high achievement. Creating an inclusive and supportive learning environment is another important strategy. Women teachers can ensure that the classroom is a place where all students feel valued and heard. This can be done by implementing fair participation rules, for example, by ensuring that every student gets the opportunity to speak in class discussions. In addition, teachers can provide positive and constructive feedback to increase female students' self-confidence.[24]

Teachers can also identify and encourage female students who have leadership potential but may be hesitant to stand out. For example, teachers can actively invite female students to join student organizations, clubs, or group projects that require leadership skills. Teachers can assign small, instrumental tasks, such as being a study group leader or class activities coordinator, to help girls develop and demonstrate their leadership skills on a smaller scale before taking on larger roles. Providing specific training and workshops on leadership skills can be very beneficial. Female teachers can hold training sessions that focus on skills such as public speaking, time management, and problem solving. This workshop not only equips female students with practical skills but also increases their confidence to take on leadership roles.

Building a network of mentors is also an important strategy. Female teachers can organize mentoring programs where female students can connect with women who are already successful in a particular field. This mentoring provides emotional support and practical guidance that can help female students navigate leadership challenges. Female teachers can also collaborate with organizations outside the school that focus on empowering women to provide more opportunities for female students.[25]

Women teachers must continue to advocate for school policies that support gender equality. This includes ensuring that all extracurricular activities and programs at the school are open and support the participation of female students. By ensuring equal access to resources and opportunities, women teachers can help create a truly inclusive environment where female students feel supported to take active and leading roles. By implementing these strategies, female teachers can significantly encourage female students to actively participate and take on leadership roles in school, paving the way for them to reach their full potential and contribute positively in their communities.

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[23] Yuke Maduratna Sari, "Peran Kegiatan Latihan Dasar Kepemimpinan Siswa Dalam Menumbuhkan Sikap Kepemimpinan Siswa," *Kajian Moral Dan Kewarganegaraan* 5, no. 02 (2017).

[24] Ahmad Andry Budianto, "Pentingnya Pendidikan Inklusif: Menciptakan Lingkungan Belajar Yang Ramah Bagi Semua Siswa," *Jurnal Kajian Pendidikan Dan Psikologi* 1, no. 1 (2023).

[25] Tekat Sukomardojo, "Mewujudkan Pendidikan Untuk Semua: Studi Implementasi Pendidikan Inklusif Di Indonesia," *Jurnal Birokrasi & Pemerintahan Daerah* 5, no. 2 (2023): 210.

Women Teachers as Catalysts of Change in Schools

Measuring the success of female teachers in promoting women's empowerment in schools is very important because it provides deep insight into the effectiveness of the strategies implemented and the real impact on female students. Through this measurement, we can find out the extent to which female students feel more confident, motivated, and dare to take on leadership roles after getting support from female teachers. Data obtained from these success evaluations can be used to identify best practices that can be replicated or improved in other schools. Measuring success also helps in identifying remaining barriers and areas requiring improvement. For example, if an evaluation shows that despite an increase in female student participation, there are still inequities in access to resources or leadership opportunities, teachers and school administrators can take corrective steps. This ensures that empowerment efforts are not just symbolic but truly effective and inclusive.[26]

Furthermore, measuring success also provides recognition and appreciation to female teachers who have contributed significantly to women's empowerment. This recognition not only motivates teachers to continue to innovate in their approaches but can also inspire other teachers to follow in their footsteps. Thus, creating a more supportive and empowering school culture overall. Overall, measuring the success of female teachers in promoting women's empowerment in schools is an important step to ensure that these efforts actually bring about positive and sustainable change. This helps in assessing impact, improving approaches, and building a more equitable and inclusive

educational environment for all students. To measure the success of female teachers in encouraging women's empowerment in schools, various indicators can be used. These indicators provide a comprehensive picture of the impact of empowerment efforts undertaken by women teachers.

a) Increasing the active participation of female students, one of the main indicators is the increase in the number of female students involved in extracurricular activities, student organizations and leadership programs. This participation data can be collected by recording student attendance and involvement in various school activities.

b) Increasing academic achievement, academic achievement of female students can also be an important indicator. An increase in average grades, the number of female students who are in the highest rankings, and the number of students who receive scholarships or academic awards can indicate that empowerment efforts have a positive impact on their academic performance.

c) Increased self-confidence and motivation, this indicator can be measured through surveys or questionnaires designed to assess changes in female students' self-confidence, motivation and perception of their abilities. The rating scale may include aspects such as courage to speak in public, confidence in making decisions, and level of career aspirations.

d) Increased leadership, the number of female students holding leadership positions at school, such as class president, student organization president, or sports team captain, can be an important indicator. In addition, evaluation of their leadership qualities, such as the ability to manage a team and resolve conflicts, can also be measured through observation and feedback from team members.

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[26] Dini Anjani Nurlatifah, Deden Sumpena, and Fathin Anjani, "Proses Pemberdayaan Perempuan Pada Program Sekolah Perempuan Capai Impian Dan Cita-Cita (Sekoper Cinta)," *Az-Zahra: Journal of Gender and Family Studies* 1, no. 1 (2020): 40.

e) Changes in attitudes and gender stereotypes, this indicator can be measured through surveys that assess changes in students' attitudes towards gender equality and gender stereotypes. This survey can be conducted before and after the intervention to see differences in how students view gender roles.

f) The level of student satisfaction, the level of female students' satisfaction with the support they receive from female teachers can also be an indicator of success. Satisfaction questionnaires that ask about the emotional support, academic guidance, and motivation provided by teachers can provide important insights.

g) Number of programs and activities implemented, this indicator looks at the number and types of programs or empowerment activities initiated by female teachers. This includes workshops, seminars, mentoring programs, and other activities designed to improve the skills and confidence of female students.

h) Testimonials and case studies, collecting testimonials from female students about how interventions from female teachers have helped them can be strong evidence of success. Case studies that document students' journeys from their inception until they reach leadership roles can also provide an in-depth look at the impact of empowerment efforts. By using these various indicators, schools can get a clearer picture of the success of women's empowerment efforts carried out by female teachers, as well as identify areas that need improvement or improvements. These indicators not only help in evaluation but also in designing more effective strategies in the future.

To measure indicators of the success of female teachers in encouraging women's empowerment in schools, various methods can be used, each with its own advantages and uses.

Surveys and Questionnaires, this method involves distributing surveys or questionnaires to female students to measure changes in their self-confidence, motivation, perceptions of gender equality, and their level of satisfaction with the support provided by female teachers. Surveys can take the form of Likert scales that assess the degree to which students agree with certain statements or open-ended questions that allow students to provide more detailed feedback. In-Depth Interviews, one-on-one interviews with female students, female teachers, and other school staff can provide deeper qualitative insights. This method allows researchers to dig deeper into the personal experiences, perceptions, and impact of interventions from female teachers. Interviews can also help identify barriers that may not be revealed through surveys.

Focus Group Discussions (FGD), focus group discussions with female students enable interactive qualitative data collection. In FGDs, participants are encouraged to share their experiences and views in a more informal setting. This helps in understanding group dynamics and shared perceptions of empowerment and gender equality. Classroom and Activity Observations, direct observation of classroom interactions, participation in extracurricular activities, and implementation of leadership programs can provide objective data about how female students are engaged and empowered. These observations can be made by researchers or independent evaluators to ensure objectivity. Document Analysis, analyzing school documents such as student participation records, academic achievement reports, and school policies related to gender equality can provide useful quantitative data. This document can show trends in female student participation and achievement over time, as well as the extent to which school policies support women's empowerment.

Program Evaluation, this method involves a systematic assessment of programs or initiatives designed to improve gender equality and

empower women. Evaluations may include pre-tests and post-tests to measure changes in student knowledge, attitudes and skills before and after the program takes place. Testimonials and Case Studies Collecting testimonials from female students who have been empowered can provide strong anecdotal evidence of the success of empowerment efforts. Case studies that document students' journeys from their starting point until they reach leadership roles can provide concrete illustrations of the impact of female teacher interventions.

Statistical Analysis, quantitative data obtained from surveys, questionnaires, and document analysis can be analyzed statistically to find significant patterns and relationships. Analytical techniques such as regression, analysis of variance (ANOVA), and correlation can be used to test hypotheses about the impact of empowerment on various indicators of success. By using these various methods, researchers can obtain a more complete and accurate picture of the success of female teachers in encouraging women's empowerment in schools. This multimodal approach ensures that the data collected covers multiple aspects and perspectives, resulting in richer and more meaningful findings.

Conclusion

Although female students face various barriers in taking on leadership roles and actively participating in school, the role of female teachers is critical in overcoming these challenges and promoting women's empowerment. By measuring success indicators such as active participation, academic achievement, and changes in student attitudes, as well as applying comprehensive research methods, schools can evaluate the effectiveness of these empowerment efforts. Gender equality education is very important to help female students realise their rights, increase self-confidence and motivation, and reduce gender barriers and stereotypes. Ultimately, empowering women in schools not

only provides direct benefits for individuals but also contributes to broader social change towards a more just and inclusive society. In conclusion, this article emphasises the importance of gender awareness training for teachers to address the various barriers faced by female teachers in promoting the empowerment of female students. This training can help teachers recognise and overcome gender bias, both in the school environment and subconsciously within themselves. With this increased understanding, female teachers will be more confident and empowered in guiding female students beyond the boundaries of social and cultural stereotypes.

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