

ABSTRAK

Ilyas Dwiki Fatkurrohman, 2026, Tantangan dan Strategi Adaptasi Kelompok Minoritas Gender di SMKN 1 Jiwan Kabupaten Madiun Tahun 2026. Skripsi. Program Studi Pendidikan Pancasila dan Kewarganegaraan, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dra. Nuswantari, M.H., (II) Wawan Kokotiasa S.IP., M.Si.

Penelitian ini dilatarbelakangi oleh adanya ketimpangan komposisi gender pada beberapa jurusan di SMKN 1 Jiwan Kabupaten Madiun, yaitu siswi tunggal di jurusan Teknik Kendaraan Ringan (TKR) serta siswa laki-laki sebagai kelompok minoritas gender di jurusan Bisnis Digital (BD) dan Akuntansi (AK). Kondisi tersebut memunculkan berbagai tantangan dalam proses pembelajaran. Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi kelompok minoritas gender, menganalisis strategi adaptasi yang digunakan, serta menjelaskan peran guru dan sekolah dalam mewujudkan pembelajaran yang inklusif dan berkeadilan gender. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus. Informan penelitian terdiri atas lima peserta didik kelompok minoritas gender, Wakil Kepala Sekolah Bidang Kurikulum, dan guru. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kelompok minoritas gender menghadapi tantangan sosial, akademik, dan psikologis, seperti kesulitan beradaptasi, tuntutan membuktikan kemampuan, serta munculnya rasa kurang percaya diri akibat stereotip gender. Untuk mengatasi tantangan tersebut, peserta didik mengembangkan strategi adaptasi melalui keaktifan dalam pembelajaran, penyesuaian komunikasi, membangun hubungan sosial yang positif, serta meningkatkan kepercayaan diri dan kompetensi akademik. Guru dan sekolah berperan sebagai fasilitator dalam menciptakan lingkungan belajar yang aman, inklusif, dan memberikan kesempatan yang setara bagi seluruh peserta didik. Kesimpulan dalam penelitian ini menyatakan bahwa keberhasilan adaptasi kelompok minoritas gender dipengaruhi oleh kemampuan individu dalam menyesuaikan diri serta dukungan guru dan sekolah dalam mewujudkan pembelajaran yang inklusif dan berkeadilan gender.

Kata kunci: tantangan dan strategi adaptasi, kelompok minoritas gender.

ABSTRACT

Ilyas Dwiki Fatkurrohman, 2026, *Challenges and Adaptation Strategies of Gender Minority Groups at SMKN 1 Jiwan, Madiun Regency*, 2026. Undergraduate Thesis. Study Program of Pancasila and Civic Education, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (1) Dra. Nuswantari, M.H., (2) Wawan Kokotiasa, S.IP., M.Si.

This research was motivated by gender composition disparities in several departments at SMKN 1 Jiwan, Madiun Regency, namely a single female student in the Light Vehicle Engineering (TKR) department and male students as gender minorities in the Digital Business (BD) and Accounting (AK) departments. This condition creates various challenges in the learning process. This study aims to identify the challenges faced by gender minority groups, analyze the adaptation strategies they employ, and explain the roles of teachers and the school in creating inclusive and gender-equitable learning environments. This research employed a descriptive qualitative method with a case study approach. The research informants consisted of five students from gender minority groups, the Vice Principal for Curriculum, and a teacher. Data were collected through observation, interviews, and documentation and were analyzed using data reduction, data presentation, and conclusion drawing. The results showed that gender minority groups faced social, academic, and psychological challenges, including difficulties in adapting, the pressure to prove their abilities, and reduced self-confidence resulting from gender stereotypes. To overcome these challenges, students developed adaptation strategies through active participation in learning, adjustment of communication styles, building positive social relationships, and improving self-confidence and academic competence. Teachers and the school played a role as facilitators in creating a safe and inclusive learning environment that provided equal opportunities for all students. The study concludes that the successful adaptation of gender minority groups is influenced by individuals' ability to adjust to their environment as well as the support provided by teachers and the school in establishing inclusive and gender-equitable learning.

Keywords: challenges and adaptation strategies, gender minority groups.