

THE CORRELATION BETWEEN GENDER STEREOTYPES AND STUDENT SELF-PRESENTATION AT SMAN 1 LEUWIMUNDING MAJALENGKA

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Abstract. Self-presentation is a method used to achieve a positive self-image that can influence how others perceive an individual. However, in reality, the level of student self-presentation at SMAN 1 Leuwimunding Majalengka is still low, especially among female students who lack confidence and are limited in their expression. This is evident in the dominance of male students in taking active roles in class, while female students are often hindered by stereotypes that view them as shy and weak. The objectives of this study were to determine: (1) the percentage of gender stereotypes at SMAN 1 Leuwimunding Majalengka, (2) the percentage of student self-presentation at SMAN 1 Leuwimunding Majalengka, and (3) the correlation between gender stereotypes and student self-presentation at SMAN 1 Leuwimunding Majalengka. The approach used was a quantitative approach with data collection techniques in the form of a questionnaire. The population in this study were class XI students 1-10 with a sample from class XI-7 totaling 35 students. The sampling technique used was purposive sampling. The analysis techniques used were the normality test, percentage test, and product moment correlation test. The results of this study show that: (1) the percentage of Gender Stereotypes is 61.9% and is included in the sufficient category because it is in the interval of 55% - 74%; (2) the percentage of student self-presentation is 55.2% and is included in the sufficient category because it is in the interval of 55% - 74%; and (3) the correlation between Gender Stereotypes and student self-presentation at SMAN 1 Leuwimunding Majalengka has a positive correlation with a value of 0.674, included in the strong category because it is in the interval of 0.61 - 0.80a.

Keywords: Gender Stereotypes, Self-Presentation

I. INTRODUCTION

Self-presentation is a specific form of self-disclosure used to project a positive impression to others. The actual concept of self-presentation is impression management, where every individual strives to create a positive impression in front of others (Nastiti, 2018). Both males and females have an equal right to create a positive self-image and impression. Especially in educational settings, public speaking ability is one of the skills that must be possessed in professional, academic, and social activities. Public speaking is an inevitability and is part of personal needs (Bimasena, 2021).

The aspects or indicators of self-presentation according to Goffman, as cited in Evisetiawati (2024), are: (1) Region, which is the description of social interaction as a performance where the individual is an actor performing both backstage and frontstage; (2) Impression, which is management or an individual's effort to create and shape other people's perceptions of themselves; (3) Team, a team is needed during presentation to know the feedback between the individual and the group; (4) Communication out of character, which is an individual communicating or behaving related to the role they

play in social interaction; (5) Discrepant roles, which is the individual's ability to play a role according to the context and situation; and (6) Performance, which involves the use of words, facial expressions, gestures, symbols, and other actions to create the desired impression and influence how others perceive and respond to the individual.

Stereotype originates from the combination of two Greek words, namely stereos which means solid-rigid and typos which means model. Furthermore, Amanda in (Fatimah, 2014) explains that a stereotype is attributing certain characteristics to an individual or group based on subjective categories, simply because they belong to that particular group or category. Stereotypes are based on the interpretations we produce based on our perspective and cultural background. Stereotypes are also produced from our communication with other parties, not directly from the source.

One type of stereotype originates from the view of gender. There is a lot of injustice towards sex that originates from the views (stereotypes) placed on them, leading to negative impacts that arise when we fail to change stereotypes based on our actual observations and experiences (Hasnuri, 2022).

Gender, in this case, differs from sex; gender is a social construct regarding the roles, positions, and opportunities for women and men in family and community life. Social construction of gender is man-made, not destiny. Therefore, this social construct is dynamic, not universal, and can change. What is considered appropriate for men and women can differ in other places and times (Chandra, 2017).

Gender is interpreted as a sociocultural construct that distinguishes masculine and feminine characteristics. The term gender was put forward by social scientists with the intention of explaining the differences between women and men, which have innate and culturally constructed characteristics. Gender is the difference in roles, functions, and responsibilities between men and women that is the result of social construction and can change according to the development of the times (Rosyidah, 2019). Culture and tradition play a very important role in forming stereotypes that create a considerable dependence of women on men. The term gender refers to the difference in characteristics between men and women based on sociocultural constructs, related to traits, status, position, and role in society (Dianita, 2020). Therefore, Gender Stereotype is a form of labeling one sex, which generally causes injustice.

Women are beings created with various advantages, so many topics are raised with women as the background. Women's advantages are covered in the roles they perform in daily life. Since Indonesia's independence was proclaimed, women have been the foundation for the development of this nation (Waruan, 2020). To reposition the role of women in social interaction, the concept of gender was born to re-create or repair the relationship between men and women universally to open up the same opportunities to engage in various fields of life without being influenced by gender difference, male or female (Rokhmansyah, 2016).

In reality, the issue of social injustice affects female students in class XI-7 at SMAN 1 Leuwimunding Majalengka. The women in class XI-7 are often considered beings with limitations in taking on roles compared to men, especially in the classroom. The male students in class XI-7 look down on their female classmates, making it seem as if their female friends have limitations in expressing themselves, speaking, and showing their abilities. Female students in class XI-7 are considered shy, unsuitable for leadership, weak, and lacking confidence. However, male students in class XI-7 are considered to have decisive, strong, and powerful traits. With the existence of these stereotypes, female students in class XI-7 are looked down upon and are less active in the classroom. As stated by Ibu Yoyoh Sutiah, SE, the Homeroom Teacher of Class XI-7 SMAN 1 Leuwimunding Majalengka, in an interview conducted on Wednesday, November 6, 2024, she said that:

"Class XI-7 is one of the classes that is different from the others. This is because this class experiences an imbalance between the roles of boys and girls. Male students in class XI-7 are more dominant in taking roles in the class, both in class presentations and other assignments. Even though the number of girls is more than boys. Female students in class XI-7 are considered shy, lacking confidence, and weak by the boys".

The view of Gender Stereotype has a significant correlation with student self-presentation. Because the better the view of a person, the better the impact on their self-confidence and self-presentation, so students do not experience or receive a dismissive view from a group of people and the student's self-confidence will continue to grow (Evisetiawati, 2024).

The indicators or aspects of self-presentation according to Moser in Evisetiawati (2024) are by identifying "The Triple Roles," including: (1) reproductive role, which is a role related to household care, (2) productive role, which is a role related to income generation as a job, and (3) community management role, which is a role related to organizational activities such as providing social services in the form of ceremonies or celebrations.

A study conducted by Evisetiawati (2024) entitled "The Correlation of Gender Stereotypes with Student Self-Presentation at SMA Negeri 1 Muaro Jambi". The purpose of this study was to reveal the relationship between gender stereotypes and student self-presentation at SMA Negeri 1 Muaro Jambi. The approach used in this study was a quantitative approach with a survey method. The results showed that: 1) the level of gender stereotype of students at SMA Negeri 1 Muaro Jambi was in the high category with a percentage of 78%. 2) student self-presentation at SMA Negeri 1 Muaro Jambi was in the high category with a percentage of 74%. 3) The research results also showed a positive correlation result of 0.414. The Pearson correlation value obtained is interpreted using the correlation guidelines, where the r-count (0.414) is in the range (0.40 – 0.70), which is interpreted as having an adequate correlation.

The research conducted by Evisetiawati (2024) has a difference with this research. The difference lies in the method used. Evisetiawati's (2024) research used a survey method, while this research uses a correlational method. Another study was conducted by (Hasnuri, 2022) entitled "The Relationship of Stereotypes to Residents' Self-Awareness at the Kayyis Ahsana Foundation". The purpose of this study was to see how stereotypes were present in the Residents, how self-awareness was present in the residents, and to determine the correlation of stereotypes on the Residents' self-awareness at the Kayyis Ahsana Foundation. The approach used in this study was a quantitative approach because the final analysis was performed with statistical tests; content validity is validity estimated and quantified through testing the content of the scale through expert judgment. The result of this study is that the rank spearman analysis showed that there was no very significant correlation between stereotypes and Residents' self-awareness at the Kayyis Ahsana Foundation. The result of the significance correlation is 0.108. The research conducted by Hasnuri (2022) has a difference with this research. The difference lies in the dependent variable. Hasnuri's (2022) research used "self-awareness" as the dependent variable, while this research uses "self-presentation" as the dependent variable.

In addition to the two studies above, another study was conducted by Oktami (2015) entitled "The Correlation Between Gender Stereotypes and Cinderella Complex in Sanata Dharma University Students Yogyakarta". The

purpose of this study was to find out whether there was a correlation between Gender Stereotypes and the Cinderella Complex in female students at Sanata Dharma University Yogyakarta. The method used was the quantitative correlational method. The result of this study is that the data showed that the correlation coefficient between Gender Stereotypes and the Cinderella Complex was 0.390 with a significance level of 0.000 ($p < 0.05$). The research conducted by Oktami (2015) has a difference with this research. The difference lies in the dependent variable. Oktami's (2015) research used "Cinderella Complex" as the dependent variable, while this research uses "self-presentation" as the dependent variable.

The objectives of this study are to determine: (1) the percentage of Gender Stereotypes at SMAN I Leuwimunding Majalengka, (2) the percentage of student self-presentation at SMAN I Leuwimunding Majalengka, and (3) the correlation between gender stereotypes and student self-presentation at SMAN I Leuwimunding Majalengka. The benefit of this research is to help students to understand gender better, improve views on women, and minimize discrimination against women, so that gender stereotypes will be better.

II. RESEARCH METHODS

The approach used in this research is a quantitative approach with a correlational method, which aims to analyze the relationship or association between two or more variables. The researcher uses a quantitative approach to obtain data in the form of numbers as a tool to analyze information about what is desired to be known (Djollong, 2019). This type of research is a non-experimental type of research. Non-experimental research involves correlation analysis between variables without manipulation of variables, especially in the correlational design. This design allows the identification of correlations and associations between Gender Stereotypes and self-presentation (Munte, 2023).

The researcher used a data collection method in the form of a questionnaire instrument. The data analysis techniques used were the normality test, percentage test, and *product moment* correlation test. The population in this study were class XI students of SMAN 1 Leuwimunding Majalengka, consisting of 10 classes, with each class having 35 students. So the total population is 350 students. The sample used in this study was class XI-7 students, totaling 35, with sampling using the purposive sampling technique. *Purposive sampling* is the procedure followed by the researcher in ensuring the criteria for which respondents can be selected as the sample (Lenaini, 2021).

The instrument used by the researcher was an online instrument using the Google Form platform, which was distributed online to class XI-7 students of SMAN 1 Leuwimunding Majalengka. Each variable has 20 question items using a Likert scale with four alternative answers: Strongly Agree (SS), Agree (S), Moderately Agree (CS), and Disagree (TS).

The score calculation is as follows:

Table 1 Likert Scale Statements 108

No	Statement Criteria	Score
		Positive
1	Strongly Agree	4
2	Agree	3
3	Moderately Agree	2
4	Disagree	1

Every instrument will be tested through a prerequisite test in the form of a normality test. After that, the percentage of Gender Stereotypes and student self-presentation is analyzed using the percentage test, while to determine the correlation between the two, the researcher uses the *product moment* correlation test.

III. RESULT AND DISCUSSION

Gender Stereotypes at SMAN I Leuwimunding Majalengka

The research calculation regarding Gender Stereotypes uses a prerequisite analysis, namely the normality test. The results of the normality test obtained are as follows:

Table 2 Gender Stereotype Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Stereotip gender	,136	31	,150	,938	31	,071
Presentasi Diri	,097	31	,200*	,979	31	,773
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Normality test in the *Kolmogorov-Smirnov test of normality* table, the significance value for the gender stereotype variable is $0.150 > 0.05$, so it can be stated that the data residual value is normally distributed.

After passing the normality test, the questionnaire data results are analyzed using the percentage test. The results obtained are as follows:

Table 3 Gender Stereotype Percentage Test Results

Number	Score
Respondent 1	75
Respondent 2	62
Respondent 3	65
Respondent 4	73
Respondent 5	57
Respondent 6	62
Respondent 7	55
Respondent 8	58
Respondent 9	67

Number	Score
Respondent 10	57
Respondent 11	58
Respondent 12	63
Respondent 13	63
Respondent 14	63
Respondent 15	66
Respondent 16	69
Respondent 17	56
Respondent 18	56
Respondent 19	60
Respondent 20	53
Respondent 21	62
Respondent 22	70
Respondent 23	54
Respondent 24	57
Respondent 25	59
Respondent 26	57
Respondent 27	66
Respondent 28	63
Respondent 29	57
Respondent 30	62
Respondent 31	74
Total	1919
Average	61,9

The table above shows 31 respondents answered with a total score of 1919 and an average of 61.9. To determine the percentage from the questionnaire results above, the researcher uses the formula put forward by (Arikunto, 2013) as follows:

Interval	Category
75% - 100%	Good
55% - 74%	Sufficient
40% - 54%	Less Good
0% - 39%	Not Good

The formula used to determine the Gender Stereotype percentage is as follows:

$$\text{rumus : } \frac{\text{jumlah skor}}{\text{jumlah responden}} \times 100 \% = \frac{1919}{31} \times 100 = 61,9 \%$$

From these calculation results, it can be concluded that the Gender Stereotype of students in class XI-7 SMAN 1 Leuwimunding Majalengka is in the sufficient category with a value of 61.9% because it is in the interval of 55% - 74%. Student Self-Presentation at SMAN I Leuwimunding Majalengka

The research calculation regarding student self-presentation uses a prerequisite analysis through the normality test. The results of the normality test obtained are as follows¹²⁹:

Table 4 Self-Presentation Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Stereotip gender	,136	31	,150	,938	31	,071
Self Presentation	,097	31	,200*	,979	31	,773

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality test in the *Kolmogorov-Smirnov test of normality* table, the significance value for the student self-presentation variable is **0.200 > 0.05**, so it can be stated that the data residual value is normally distributed.

After passing the normality test, the questionnaire data results are analyzed using the percentage test. The results obtained are as follows:

Table 5 Self-Presentation Percentage Test Results

No	Skor
Respondent 1	46
Respondent 2	48
Respondent 3	51
Respondent 4	54
Respondent 5	55
Respondent 6	51
Respondent 7	54
Respondent 8	52
Respondent 9	58
Respondent 10	58
Respondent 11	54
Respondent 12	58
Respondent 13	53
Respondent 14	64
Respondent 15	56
Respondent 16	58
Respondent 17	52
Respondent 18	60
Respondent 19	56
Respondent 20	53
Respondent 21	50
Respondent 22	57
Respondent 23	57
Respondent 24	56
Respondent 25	57
Respondent 26	53
Respondent 27	62
Respondent 28	55
Respondent 29	59
Respondent 30	54
Respondent 31	60
Total	1711
Average	55,2

The table above shows 31 respondents answered with a total score of 1711 and an average of 55.2. To determine the percentage from the questionnaire results above, the researcher uses the formula put forward by (Arikunto, 2013) as follows:

Interval	Category
75% - 100%	Good
55% - 74%	Sufficient
40% - 54%	Less Good
0% - 39%	Not Good

The formula used to determine the student self-presentation percentage is as follows¹³⁸:

$$\text{rumus} : \frac{\text{jumlah skor}}{\text{jumlah responden}} \times 100 \% = \frac{1711}{31} \times 100 = 55,2 \%$$

From these calculation results, it can be concluded that the student self-presentation in class XI-7 SMAN 1 Leuwimunding Majalengka is in the **sufficient category** with a value of **55.2%** because it is in the interval of 55% - 74%.

Correlation Between Gender Stereotypes and Student Self-Presentation at SMAN 1 Leuwimunding Majalengka

To determine the correlation between Gender Stereotypes and student self-presentation at SMAN 1 Leuwimunding Majalengka is by using the *product moment* correlation test. The interpretation of the *product moment* correlation, the researcher takes the opinion of (Yunaeni, 2017) as follows:

Table 6 Product Moment Correlation Test Interpretation

r Value	Interpretation
0	No correlation at all (rarely happens)
0.01 – 0.20	Very low or very weak correlation
0.21 – 0.40	Low or weak correlation
0.41 – 0.60	Sufficiently large or sufficiently strong correlation
0.61 – 0.80	Large or strong correlation
0.81 – 0.99	Very large or very strong correlation
1	Perfect correlation (rarely happens)

The basis for decision making on the *product moment* correlation is:

- If the calculated $r > \text{table } r$ then it is stated that there is a correlation
- If the calculated $r < \text{table } r$ then it is stated that there is no correlation.

The level used is at the significance level of **0.05**, with the following provisions:

- If the significance value > 0.05 , the data has a correlation or relationship.
- If the significance value < 0.05 , the data does not have a correlation or relationship.

The correlation results obtained by the researcher through the *product moment* analysis test are as follows:

Table 7 Product Moment Correlation Test Results

Correlations		Stereotip gender	Presentasi diri
x	Pearson Correlation	1	.674
	Sig. (2-tailed)		.452
	N	31	31
y	Pearson Correlation	.674	1
	Sig. (2-tailed)	.452	
	N	31	31

From the calculation results above, a Sig. value of **0.452 > 0.05** This means that Gender Stereotypes have a correlation or relationship with student self-presentation. Judging from the r_{count} or Pearson Correlation result of **0.674 > r_{table} 0.3550**, it means that Gender Stereotypes

have a correlation or relationship with student self-presentation, so it is included in the **strong correlation** category because it is in the interval of 0.61 – 0.80.

Gender Stereotypes at SMAN 1 Leuwimunding Majalengka

Based on the research results that have been explained above, it can be seen that after the instrument consisting of 20 question items was distributed to class XI-7, totaling 35 students of SMAN 1 Leuwimunding Majalengka. However, the researcher obtained 31 respondents. The results of the percentage analysis showed a percentage of **61.9%** and were included in the **sufficient category**.

Gender stereotypes at SMAN 1 Leuwimunding Majalengka often trigger discrimination, where individuals are judged based on gender, resulting in injustice in various aspects of life, especially in the realm of education. Stereotypes limit the individual's ability to develop, creating a lack of self-confidence and hindered potential. This research result is supported by the research results of Afifah (2024), which states that gender stereotypes limit the individual's potential in terms of access to education, job participation, and roles in the family and society. A culture that places men as dominant reinforces negative stereotypes against women, marginalizing them in many fields.

In line with this statement, Nuraeni & Sulastris (2024) affirm that gender stereotypes created by the patriarchal cultural system against women often become a limiting factor and a trigger for discriminatory behavior against women. This is because the patriarchal system, which is dominated by men, creates a social construct that women are the weaker party, and this reinforces the stereotype that women are viewed as inferior to men, often leading to violence and conflict carried out by the superior group (feeling powerful) against the inferior group (feeling inferior and incapable). Regarding patriarchal culture as a trigger for gender stereotypes, Vazriyansyah (2024) argues that discrimination against women in education often stems from the deep-rooted patriarchal culture in society, limiting women's mobility and hindering their role as the primary educators for the next generation.

Gender stereotype is a general view that categorizes individuals based on gender, often forming a social hierarchy. Some contributing factors include: (1) biological differences, namely the perception of physical differences between men and women affects the view of their respective roles, (2) different education, namely unequal treatment in education reinforces gender stereotypes, and (3) traditional gender concepts, namely different expectations for men and women rooted in long-standing social norms (Widyani, 2023).

Efforts to minimize gender stereotypes can be done by introducing society early on to change society's view of gender roles. By providing fair and equal education, it is hoped that women can develop their potential maximally and contribute to community development¹⁷⁴. Therefore, it is important to involve all stakeholders in creating an educational environment that supports gender equality (Fitriani & Neviyarni, 2022).

Student Self-Presentation at SMAN 1 Leuwimunding Majalengka

Based on the research results obtained above, it can be seen that after the instrument consisting of 20 question items was distributed to class XI-7, totaling 35 students of SMAN 1 Leuwimunding Majalengka. However, the researcher only obtained 31 respondents. The percentage analysis result obtained is **55.2%** and is included in the **sufficient category**.

This research result is reinforced by (Sulistiani, 2024), who states that according to social scientists, psychologists, and communicators, self-representation is seen as a social construct that requires us to explore the formation of textual meaning and demands an investigation into how meaning is generated in various contexts. Conventional self-representation was initiated by Erving Goffman in (Rorong, 2018), who viewed self-representation as the formation of a self-image to suit the social context in face-to-face interaction. Most women voluntarily accept the stigma that exists in society so they choose not to voice their opinions. This stigma is even accepted in any part of the world and is accepted as a truth. This shows that women's thoughts are often not considered by the public, their thoughts are also demeaned, and their perspectives are also limited (Afifah, 2024).

Furthermore, Ismiati (2018) also reinforces this research result. Ismiati (2018) reveals that Hurlock said, self-concept is a person's image of themselves, which is a combination of physical, psychological, social, emotional beliefs, aspirations, and achievements attained by the individual. Someone who has low self-presentation can be due to a self-concept factor related to their views, thoughts, feelings, and dimensions of personal characteristics, motivation, weaknesses, and intelligence.

According to Burns, there are five very important sources that influence a person's self-concept, namely: (1) Body image, which is the evaluation of the self physically as a clearly different object, (2) Language, which is the ability to conceptualize and verbalize the self and others, (3) Feedback interpreted from the environment about how other people they respect view the individual and how the individual is relatively compared to various community norms and values, (4) Identification with an appropriate sexual role model, and (5) Child-rearing practices (parenting methods), meaning that self-concept is inseparable from family influence. A child who is treated warmly, with full acceptance and affection, will like themselves and have a positive view of themselves and their environment. Conversely, a child raised harshly, with hatred, an atmosphere of hostility and rejection, will have a negative view of themselves and their environment.

According to (Asri, 2020), a person's self-concept is formed from the results of social interaction. When students interact with the school environment, they will find the customs, values, norms, behavior, culture, and academic climate of the school so that students have social attitudes that correlate with their self-concept. It can be said that self-concept has a strong influence on a person's behavior. By

knowing their self-concept, the individual will find it easier to understand their behavior.

Correlation between Gender Stereotypes and Student Self-Presentation at SMAN 1 Leuwimunding Majalengka

The data obtained is evidenced by the result of Sig. **0.000 < 0.05** (Note: The Sig. value in the table is 0.452, but the text states 0.000, which is likely a typo or an error in the source document, the researcher's conclusion that a correlation exists is based on the r-count) with a correlation value of $r_{\text{count}} = 0.674 > r_{\text{table}} = 0.3550$. This result shows a significant relationship between gender stereotypes and student self-presentation at SMAN 1 Leuwimunding Majalengka because r_{count} is greater than r_{table} , which proves that gender stereotypes have a correlation with student self-presentation. This positive unidirectional relationship means that if the gender stereotype score is low, the self-presentation score will also be low, and vice versa.

The research result on the correlation between Gender Stereotypes and student self-presentation is reinforced by (Evisetiawati, 2024), who states that there is a significant positive relationship between gender stereotypes and student self-presentation. Gender stereotypes can influence how students view their abilities. If a student feels that certain behavior is "inappropriate" for their gender (e.g., girls in math or boys in art), they may avoid openly presenting themselves in that area (Munte et al., 2023)

IV. CONCLUSIONS

Based on the research and analysis conducted by the researcher on the correlation between Gender Stereotypes and student self-presentation at SMAN 1 Leuwimunding Majalengka, the following conclusions are obtained: (1) Gender Stereotypes at SMAN 1 Leuwimunding Majalengka obtained a percentage of 61.9% and are included in the sufficient category because it is in the interval of 55% - 74%, (2) Student Self-Presentation at SMAN 1 Leuwimunding Majalengka obtained a percentage of 55.2% and is included in the sufficient category because it is in the interval of 55% - 74%, and (3) The correlation between Gender Stereotypes and Student Self-Presentation at SMAN 1 Leuwimunding Majalengka is 0.674, meaning both have a positive correlation and are included in the strong category because it is in the interval of 0.61 - 0.80. This research is not without limitations. This research has several limitations, namely sample, because the sample used only focuses on one class, social context, because this research was conducted in one culture with the same dynamics, and longitudinal data, because this research was conducted in a short period of time. Therefore, the researcher suggests that future researchers should be able to strengthen the validity and objectivity of the research and open up opportunities for further studies with a more comprehensive and radical approach. In addition, the researcher also suggests that future researchers are expected to consider using other research methods to validate the findings and strengthen the validity of the research. And it is hoped that future researchers will be able to refine this research by reducing errors in the research..

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