



Development of Islamic Education Curriculum Instruments for Early Childhood through Semester Learning Plans (RPS) for Gender Responsive Islamic Courses

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Abstract

Keywords:

Islamic
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This study aims to test the feasibility of gender responsive semester learning plans (RPS) according to gender responsive learning experts, learning design experts, and the effectiveness of using gender responsive RPS in Islamic Religious Colleges (PTKI). This research is developmental by using the instructional system model of Thiagarajan, Semmel and Semmel (1974) with a modified 4-D model. The 4-D model consists of Define, Design, Develop and Disseminate. In this study, modification of the 4-D model was carried out, namely simplification from four stages to three stages. The results showed that the RPS was gender responsive from the development of the 4-D model in the subjects of Al-Qur'an Studies, Hadith Studies, Introduction to Islamic Studies, and the History of Islamic Civilization are considered appropriate according to gender responsive learning experts and learning design experts. The limited trial showed a very satisfactory response based on the assessment of observer lecturers and PIAUD students who had participated in this study.

Abstrak:

Keywords:

Kurikulum
pendidikan Islam;
anak usia dini;
responsif gender.

Penelitian ini bertujuan untuk menguji kelayakan rencana pembelajaran semester (RPS) responsif gender menurut ahli pembelajaran responsif gender, ahli desain pembelajaran, dan keefektifan penggunaan RPS responsif gender di Perguruan Tinggi Keagamaan Islam (PTKI). Penelitian ini bersifat pengembangan dengan menggunakan model sistem instruksional Thiagarajan, Semmel dan Semmel (1974) yaitu dengan model 4-D yang dimodifikasi. Model 4-D terdiri dari Define (pendefinisian), Design (perancangan), Develop (pengembangan) dan Disseminate (penyebaran). Dalam penelitian ini dilakukan modifikasi model 4-D yaitu penyederhanaan dari empat tahap menjadi tiga tahap. Hasil penelitian menunjukkan bahwa RPS responsif gender dari

pengembangan model 4-D pada mata kuliah Studi Al-Qur'an, Studi Hadis, Pengantar Studi Islam, dan Sejarah Peradaban Islam dinilai layak menurut ahli pembelajaran responsif gender dan ahli desain pembelajaran. Uji coba terbatas menunjukkan respon yang sangat memenuhi berdasarkan penilaian dosen pengamat dan mahasiswa PIAUD yang telah berpartisipasi dalam penelitian ini.

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1. Introduction

Human resource development (HR) is basically a human development as a subject (human capital), an object (human resources) and a connoisseur of development, which covers the entire human life cycle from in the womb to the end of life. Humans according to their interests are distinguished by gender (men and women), age groups (children, youth, youth, productive age, reproductive age, and old age), as well as poor and vulnerable groups. The dimensions of human resource development can be seen from three main aspects, namely quality, quantity, and population mobility. The quality of the population is reflected in the level of population welfare, namely the level of health and nutrition, education, productivity, and noble character, leading to the achievement of good social welfare. The population quantity is related to its number and rate of growth.

The issue of gender equality in Indonesia is contained in the long-term national development vision of 2005-2025, namely to realize Indonesia that is independent, advanced, just and prosperous. Fair means that there are no restrictions of any kind, whether between individuals, regions or genders. Elimination of gender discrimination in all fields then becomes an issue that is continuously discussed as a development target. Since the last few decades the need for gender analysis and integration in development projects has emerged in various fields. This is motivated by the gap that exists between men and women both in terms of access, control and participation to natural resources, as well as decision making in the family.¹

Government commitment through Presidential Instruction Number 9 of 2000 concerning "Gender Mainstreaming (PUG) in National Development" is a reference for any institution in Indonesia to support the realization of understanding and awareness of gender equality and justice in all areas. Gender mainstreaming (PUG) is a translation of gender mainstreaming, which is a strategy to integrate gender systemically into all systems and structures, including policies, programs, processes and projects, culture and organization, as well as an agenda of views and actions.²

Previously, the 1945 Constitution article 27 paragraph 1 expressly states that all in the states are treated equally before the law. Likewise with other laws and regulations that have recognized the existence of equal rights and positions between men and women. UU no. 20 of 2003 article 5 paragraph 1 about The National Education System explains that every citizen has the same right to obtain quality education. The opportunity to obtain education is not differentiated according to gender, social status, economy, religion and geographical location.

¹ Soraya Devi (ed), *Potret Kesetaraan Gender di Kampus*, 2008. Banda Aceh: PSW IAIN Ar-Raniry, 16.

² Ibid, 28.

This policy of equal distribution and expansion of opportunity in education emphasizes that everyone regardless of origin has equal access to education at all types, levels and paths of education, so it is hoped that justice in education services will increase. The philosophical basis for equal distribution of education is not merely for equity, but for equal distribution of education to achieve equitable justice and welfare.³

As in an effort to answer local and global challenges, the government needs to design education that is able to build intelligent, democratic individuals and communities, can compete honestly, fairly and respect differences to work together towards Indonesian people who are innovative and humanist. This situation can be referred to as the inclusive society order. This arrangement can be realized if four things have been fulfilled, namely pluralism, equity, dignity and active participation.⁴

IAIN Ponorogo is one part of the State Islamic University (PTKIN) institution that strives to realize gender responsive learning. This has been initiated since 2003 when IAIN Ponorogo for the first time, which was still STAIN Ponorogo, established a work unit called the Center for Women's Studies (PSW) and began to actively participate in and conduct activities related to justice and gender equality.⁵ These efforts were continuously carried out, until in September 2017 a Workshop on Lecturer Capacity Building in Gender Perspective Lectures was held in collaboration with the Ministry of Women's Empowerment and Child Protection (KPPPA). This activity still leaves some work to be done to realize gender-responsive lectures or learning. The collaboration between IAIN Ponorogo and KPPPA is a manifestation of efforts to follow up on gender mainstreaming.

The government commitment through Presidential Instruction Number 9 of 2000 concerning Gender Mainstreaming (PUG) in National Development became a reference for IAIN Ponorogo to cooperate with the Ministry of Women's Empowerment and Child Protection (KPPPA) to support the realization of the development of understanding and awareness of gender equality and justice through education. Gender mainstreaming through education has an important and strategic value, because education is an institution that has a role in transmitting knowledge, values, norms, and ideologies as well as forming the nation's character. Moreover, gender equality and justice are closely related to essential human values.

As a follow-up to this mandate, IAIN Ponorogo has made many strategic efforts to minimize discriminatory practices gender based. One of the breakthroughs made to minimize and instill the value of gender equality is through the program "Implementation of a Gender Responsive Curriculum in the IAIN Ponorogo Environment". This is done, considering that gender equality values are often hampered by religious interpretations, in addition to socio-cultural factors that also play a role. Even though Conceptually, the values of Islamic teachings are a source of gender justice, not an obstacle or a contradiction. Since its presence, Islamic values are reformist values that carry the values of justice and equality, as well as non-discrimination. A person is seen

³ *Position Paper Pengarusutamaan Gender Bidang Pendidikan, 2004. Jakarta: Departemen Pendidikan Nasional, 1.*

⁴ Bahrul Fuad Masduqi, *Kecacatan: Dari Tragedi Personal Menuju Gerakan Sosial dalam Jurnal Perempuan*, Jakarta: YJP, 2010, 29.

⁵ Tim PSGA, *Profil Pusat Studi Gender dan Anak IAIN Ponorogo*, Ponorogo: STAINPO Press, 2017: 2.

as noble and honorable not based on his gender, but all of that is judged from a person's obedience and piety before his Lord.⁶

For this reason, this development research activity invites several Islamic Universities (PTKI) to be involved in realizing a gender-responsive learning model through the development of learning tools by making gender-responsive Semester Learning Plans (RPS). The involvement of several universities is to get various variations and experiences on the application of gender responsiveness in learning. Some of the PTKI are INSURI Ponorogo, STAINU Madiun and STAI Miftahul Ula Nglawak Kertosono Nganjuk.

The three private Islamic religious colleges were chosen on the basis that all three majored in Early Childhood Islamic Education (PIAUD). The PIAUD Study program is a study program whose main goal is to produce teachers in early childhood education institutions, such as Raudlatul Athfal (RA), Bustanul Athfal (BA) and Tarbiyatul Athfal (TA). An early age is considered the right age to start in instilling an understanding of gender equality and justice from an early age so that later they become a young generation who always maintains justice and equality in every line of life. Therefore, gender-responsive learning is needed in higher education so that it can also produce PAUD teachers who have gender sensitivity.

The lesson plan is an important component in implementing learning, determining the direction of learning, determining outputs and outcomes in learning, therefore it is important to be validated by various experts. This study looks at the feasibility of a gender-responsive semester learning plan (RPS) according to gender-responsive learning experts, how the feasibility of a gender-responsive semester learning plan (RPS) according to a learning design expert and how the implementation of a gender-responsive semester learning plan (RPS) trial.

2. Methods

This research is developmental research by using the instructional system. This research is development research using the learning system model of Thiagarajan, Semmel, and Semmel (1974) with a modified 4-D model. The 4-D model consists of Define, Design, Develop and Disseminate. In this study, the 4-D model was modified, namely simplifying from four to three stages. The research subjects involved four universities, namely IAIN Ponorogo, INSURI Ponorogo, STAIM Nglawak Kertosono Nganjuk and STAINU Madiun. Four lecturers represent each university. The data collection technique is done by documentation. Researchers documented the gender-responsive RPS from the development of a 4-D model in the four subjects in question, then analyzed using a 4-D model (Define, Design, Develop and Disseminate).

⁶ Interview, Hj. S. Maryam Yusuf, March 2018.

3. Results and Discussion

3.1 RPS Development Process

1) Defining Stage (Define)

a. Gender Responsive Learning Perception Equalization

The perception equation was carried out by involving four universities, namely IAIN Ponorogo, INSURI Ponorogo, STAIM Nglawak Kertosono Nganjuk and STAINU Madiun. Each of the universities is represented by four lecturers. This activity was carried out with the aim of reconstructing gender responsive learning in lectures, exploring important elements in learning, discussing learning patterns that have been developed in each university and analyzing the learning tools that have been developed. It turns out that the implementation of gender-responsive education is still very low, so it is necessary to rearrange the gender-responsive semester learning plan (RPS) and discuss it with gender-responsive learning experts and learning design experts.

b. Curriculum Analysis

The curriculum structure of the KKNi courses in the PIAUD study program consists of around 70 courses. The researcher only chose 4 courses, namely Al-Qur'an Studies, Hadith Studies, Introduction to Islamic Studies, and History of Islamic Civilization. These four courses were chosen because these are basic courses and each of them is in the four universities that the researcher involved in this development.

c. Course Analysis

The study of the Qur'an is a basic course which reviews the Qur'an as a holy book and a source of Islamic law. It also examines the nature of the Qur'an as a holy book, descending history, historical setting, *Makkiyyah* and *Madaniyyah*. The main themes in the study of the Qur'an cannot be separated from gender responsiveness. The next subject is Hadith Studies. As a course that is oriented towards understanding the sciences of hadith, this course discusses the authenticity of hadith as the second source of Islam after the Qur'an. Some of the main themes in Hadith Studies relate to gender. While the Introduction to Islamic Studies course is a course that has a projection of an inclusive, non-conservative and fundamentalist understanding of Islam. Several themes of approach in Islamic studies are presented systematically; so that students are able to read Islam from various points of view. The History of Islamic Civilization course is a course that is characteristic of Islamic religious colleges. In addition, it is also used to show that gender-responsive education does not have conflict with Islamic values, even Islamic civilization is also built on the active role of women in it, so this needs to be revealed in gender-responsive learning.

2) Design stage (Design)

This stage aims to redesign the semester learning plan (RPS) based on considerations at the definition stage. The details of the activities carried out by the researchers are as follows;

a. Select semester learning plan (RPS) format

b. Select learning activity materials

c. Draft a semester lesson plan.

3) Development stage (Develop)

This stage aims to develop a gender responsive semester learning plan (RPS) in accordance with the planning that has been done. For this development, it is necessary to carry out an assessment from learning

design experts and gender responsive learning experts which is carried out in stages as follows.

a. Validation

This stage is done to determine the feasibility of the developed semester learning plan (RPS), appropriate according to learning design experts and appropriate according to gender responsive learning. The validator of gender responsive learning expert is Dr. Hj. Mufidah Ch., M. Ag. and Dr. Nanik Nurhayati. Meanwhile, as a validator, the learning design expert is Dr. Basuki, M. Ag. and Dr. Ahmadi, MA The validation of the gender responsive RPS that was developed was carried out twice, namely the first one did not use the assessment sheet so that the results obtained were in the form of suggestions and input from the validator which were then used as input for revision. The selection of validators according to the names referred to by consideration includes the Vice Chancellor for Academic Affairs, then the Head of the Quality Assurance Institution, the Expert Team in the Islamic Religious Higher Education curriculum development, and the Consortium for Islamic education scientific clumps. While the second validation has used an assessment sheet accompanied by suggestions and input for improvement from the validator.

b. Revision

The revision stage was carried out twice. Revision I was made to the inputs in draft I so as to produce draft II. Revision II was carried out on draft II from the assessment carried out and resulted in draft III which is the final gender-responsive RPS that has been validated and is feasible to use.

Systemization of revisions (draft I, draft II, and draft III) carried out as intended by considering various aspects; 1) Conformity with the Vision and Mission of the PIAUD Study Program, which is related to the development of materials, methods, learning media, and learning evaluation; 2) Compatibility with the consortium of courses that apply at PTKI are INSURI Ponorogo, STAINU Madiun and STAI Miftahul Ula Nglawak Kertosono Nganjuk; 3) Alignment with research outputs and community service, where the four-course RPS are intended to be developed on a research and community service scale.

3.2 Data Presentation

The data presented sequentially is data in the form of responses from gender-responsive learning expert validators, learning design expert validators, and the results of small group trial questionnaires. After that, data analysis is presented followed by product revisions that have been developed which are presented as follows.

1) Gender-responsive learning expert validation

The data was obtained from the validator of gender-responsive learning experts in the form of quantitative and qualitative data. Quantitative data is in the form of an assessment score for the RPS that has been developed, while qualitative data is in the form of input, suggestions, and comments on the gender-responsive RPS that has been developed. The assessment is carried out by giving a score to each question in the questionnaire and providing comments, input and suggestions by writing directly on the column that has been provided or on the part that needs to be improved, with a questionnaire score range of 1 (not at all good), 2 (not good), 3 (good enough), 4 (good), 5 (very good).

From the results of the assessment of gender-responsive learning experts using the calculation formula:

$$\text{Percentage} = \frac{\sum (\text{answer} \times \text{weight of each choice})}{N \times \text{highest weight}} \times 100\%$$

Based on the recapitulation of the validation results of gender responsive learning experts and converted to a Likert scale table, the RPS for the Study of the Qur'an has met the feasibility of 81.72%, the RPS for the Study of Hadith is 84.45%, the RPS for Introduction to Islamic Studies is 86.67% and the RPS for History Islamic Civilization 91.12%. All meet eligibility because the average acquisition is more than 61%. The feasibility in question is appropriate according to gender responsive experts who prioritize gender equality and gender responsiveness in classroom learning. This shows that the four RPS development results are suitable to be tested in learning. Meanwhile, comments, suggestions and input on gender responsive RPS from gender responsive learning experts are as follows.

a. Qur'anic Studies Course

The input given to the RPS for Al-Qur'an Studies is the addition of learning outcomes in the form of skills in integrating a gender perspective in learning Al-Qur'an Studies. This can be done in student learning experience activities. Lecturers can give instructions to students to identify *Makkiyyah* and *Madaniyyah* letters in the form of gender responsive words; discuss the historical and sociological background of the *asbab al-nuzul* several verses and letters that are addressed to the masculine and feminine form of the book; identify the relevance (*munasabah*) of verses and letters with the background of their respective themes. After the learning experience is passed; lecturers can give instructions to students to make material schemas with concept maps and tables showing gender-responsive masculine and feminine frames. Students explain argumentatively the findings of masculine and feminine frame on the themes of *Makkiyyah* and *Madaniyyah*, *Asbab al-Nuzul*, and *Munasabah* Al-Qur'an through a concept map. Students discuss critically in one class. Lecturers provide comments and stimulate lecture feedback.

On indicators of learning outcomes, expert validators provide input in the form of; students are able to explain the functions of knowing *Makkiyyah* and *Madaniyyah* universally and specifically for men and women; knowing the function of the causes of the revelation of the Qur'an in terms of sociological, historical, and historical contexts. How the verses of the Qur'an were revealed, the themes raised, and the *khitab* addressed to both men and women; knowing the relevance of verse to verse, verse to surah, and surah to surah of the Qur'an universally for men and women. The input of the expert validators for the three themes above in general is to emphasize the identification of masculine and feminine frames which in turn have universality in learning the Qur'an.

b. Hadith Studies Course

The input given by the expert validators on the RPS for the Study of the Qur'an is related to lecture achievements, namely that students are able to express written ideas related to the themes of Gender-

responsive Al-Qur'an Studies. This idea is then formatted into a paper/student paper with scientific journal as the output.

As for the learning experience section, expert validators provide input; the lecturer motivates male and female students that even though they are of different gender, they have the same rights in expressing opinions in class according to religious norms and social ethics, the lecturer explains the relation with gender perspective through relevant case examples, the lecturer gives strengthening the importance of gender equality and its benefits in the field of Islamic studies, especially Hadith Studies; lecturers provide reinforcement of the importance of gender perspective in formulating the philosophy of gender education as a scientific contribution to build gender equality in religious life and society; the lecturer pays attention to the pattern of discussion and the style of argumentation among students the lecturer provides reinforcement and straightens out if there are still views of gender bias in the discussion content with a gender responsive view; the lecturer pays attention to the discussion pattern and the style of argumentation between students and female students and corrects arguments that are still gender biased; the lecturer emphasized the importance of integrating gender equality in learning design and its impact on gender responsive learning processes and outcomes; lecturers provide reinforcement on the importance of gender responsive learning design patterns and their impact on the challenges of Islamic studies in Indonesia; lecturers provide reinforcement on the wisdom of integrating gender equality at school and at home. the lecturer pays attention to the discussion pattern and the style of argumentation between students and female students and corrects arguments that are still gender biased; the lecturer emphasized the importance of integrating gender equality in learning design and its impact on gender responsive learning processes and outcomes; lecturers provide reinforcement on the importance of gender responsive learning design patterns and their impact on the challenges of Islamic studies in Indonesia; lecturers provide reinforcement on the wisdom of integrating gender equality at school and at home. the lecturer pays attention to the discussion pattern and the style of argumentation between students and female students and corrects arguments that are still gender biased; the lecturer emphasized the importance of integrating gender equality in learning design and its impact on gender responsive learning processes and outcomes; lecturers provide reinforcement on the importance of gender responsive learning design patterns and their impact on the challenges of Islamic studies in Indonesia; lecturers provide reinforcement on the wisdom of integrating gender equality at school and at home. lecturers provide reinforcement on the importance of gender responsive learning design patterns and their impact on the challenges of Islamic studies in Indonesia; lecturers provide reinforcement on the wisdom of integrating gender equality at school and at home. lecturers provide reinforcement on the importance of gender responsive learning design patterns and their impact on the challenges of Islamic studies in Indonesia; lecturers provide reinforcement on the wisdom of integrating gender equality at school and at home.

In the achievement indicators section provide input; comparing the three concepts between gender neutral and gender perspective, finding comparisons of gender neutral and gender responsive answers,

finding the philosophical formulation of gender responsive educational traditions, comparing methodologies for understanding gender-neutral and gender-neutral traditions, comparing learning designs that are still gender neutral with a gender perspective.

c. Islamic Studies Approach Course

The input given to the RPS is related to learning outcomes by providing input; Able to broaden understanding of Islamic Studies Approach with a gender perspective. In the study materials section provide input; using Islamic Studies study materials; the urgency of understanding Islamic studies from a gender perspective; approaches and methods of Islamic studies from a gender perspective; sociological approach; history; Islamic law; political; theology; language; gender perspective education. Where learning outcomes must be oriented towards an inclusive understanding of Islam; avoiding sectarians; and discriminatory roles of men and women.

On the part of learning experiences provide input; students are advocated form materials with a gender perspective, lecturers pay attention to male and female learning styles and discussions, lecturers provide reinforcement and notes on differences in male and female learning styles, lecturers ask questions to guide student work representatively between men and women, lecturers dividing students into two groups, namely the "pro" group and the "con" group representatively between male and female students.

d. Islamic Civilization History Course

The input given to the RPS is related to learning outcomes to provide input in order to master the theoretical concept of the History of Islamic Civilization from a gender perspective. In the study material section, it provides input; the system of government and Islamic civilization of the Umayyad period in Andalusia and the position and role of women at this time, the peak of scientific progress during the Abbasid I and the position and role of women at this time, the peak of scientific progress during the Abbasid II and the position and role of women in at this time, the Ottoman government and the position and role of women at this time, the *Syafawi* dynasty government and the position and role of women at this time, the process of entering Islam into Indonesia and the position and role of women at this time.

On the learning experience section provides input; students identify the condition of gender inequality in the pre-Islamic Arab community system, explain the strategy of Islamic *da'wah*, governance, regional expansion, and politics during the Prophet's time in Medina by criticizing the changing status, role, and rights of Islamic women in Medina, lecturers provide clarification and strengthening the wisdom of Islamic *da'wah* from a gender perspective carried out by the Prophet in spreading women-friendly Islam, lecturers stop the debate and clarify and strengthen by relating relevant gender issues, lecturers provide clarification and strengthening about the condition of women in this regime and the factors behind women's decline compared to the regime previously.

2) Validation of learning design experts

The data obtained from the gender responsive learning expert validator is in the form of quantitative data, namely the assessment score of the gender responsive RPS that has been developed. Expert validators score each question in the questionnaire, input and suggestions by writing

directly in the column that the researcher has provided or in the part that must be improved, with a score range of 1 (not at all good), 2 (not good), 3 (good enough), 4 (good), 5 (very good).

the average percentage gain in the Introduction to Islamic Studies course is 80.63%, the average percentage gain in the History of Islamic Civilization course is 84.08%. If it is converted to a scale table for the feasibility assessment of the product development semester learning plan (RPS), the gender perspective is in the very fulfill criteria, which means that the RPS developed is feasible to be tested.

3) Small Group Trial Results

The trial was conducted with the aim of measuring the effectiveness of the use of the gender-perspective semester learning plan (RPS) that had been developed by the researcher. This trial was carried out in two locations, namely IAIN Ponorogo campus and the STAIM Nglawak Nganjuk. This trial was conducted in a small class consisting of about 20 students, with one lecturer and four observer lecturers.

a. Trial Results at IAIN Ponorogo PIAUD Study Program

The trial at PIAUD IAIN Ponorogo was applied to the Hadith Study course with Dr. Afif Syaiful Mahmuddin, M.Pd.I. Meanwhile, in the study of the Qur'an, the lecturer is Zamzam Mustofa, M.Pd. The results of the assessment by observers are as follows: it is necessary to improve the way of delivering material such as asking interesting questions to raise student curiosity, lecturers have been able to manage learning well as seen from the organization of learning well.

From all observers showed a very satisfactory / fulfilling assessment. This means that the implementation of gender responsive learning at one meeting shows that there are no difficulties and it is easy to do.

The results of the responses of students who took the Qur'anic Study course showed that they were very fulfilling, which means that students participated happily and were not disturbed by new things in the learning, and 70% of students indicated that the criteria were very fulfilled and the remaining 30% indicated they were fulfilled.

The various inputs from observers are that the material presented has not been maximally mastered by students, however, it is better if the explanation of the material should be logic that is easily understood by students, the lecturer has not provided adequate apperception to provoke students' thoughts on learning activities, at the end of the lecture the lecturer has not provided contextual reflection. From the implementation of the RPS implementation trials that have been developed, the observers provide a satisfactory assessment, although there are still few notes that the lecturers must pay attention to.

The results of the responses of students who took the Hadith Study course showed that they were very suitable, which means that students participated happily and were not disturbed by new things in the learning, and 50% of students showed that the criteria were very satisfying.

b. Test Results at the STAIM PIAUD Study Program, Nglawak Nganjuk

The trial at PIAUD STAIM Nglawak Nganjuk was applied to the Introduction to Islamic Studies course with lecturer Ainna Amalia, M.Psi. and the Qur'an Study course with lecturer Binti Rosyidah, M.Pd. The results of the assessment by observers are as follows: the lecturer conveys the material well but has not been supported by adequate

illustrations or media, the lecturer does not give appreciation to students who dare to convey their ideas and ideas. The results of the recapitulation of observers show the implementation of learning with satisfactory criteria, which means that learning at STAIM Nglawak Nganjuk in the Introduction to Islamic Studies course runs well.

The results of the questionnaire responses from students who took the Introduction to Islamic Studies course at STAIM Nglawak Kertosono Nganjuk showed 60% of the total number of students who attended showed a very satisfactory score, which means the lecture process showed interest and did not hesitate to change the new lecture situation. The other 40% are still in the compliant category.

As for various inputs from observers, there are still some explanations from lecturers that students cannot understand, lecturers provide examples of gender responsive issues, lecturers have not provided feedback/tasks/information on next week's lecture plans. With limited facilities in classrooms, lectures still show satisfactory assessment criteria with the implementation of gender responsive RPS. In general, the implementation of the trial in two different places showed results that were not much different, and the use of gender-responsive RPS showed that it was effective and easy to use.

The pilot implementation of gender responsive RPS in the Qur'an Studies course at STAIM Nglawak Kertosono which was attended by 14 students showed that 70% of students gave a very satisfactory assessment, which means that the learning that took place showed a good response and was very supportive of the subject being studied.

4. Conclusion

Based on the data obtained and the data processing that has been carried out, the research on the development of gender responsive semester learning tools (RPS) at PTKI can be concluded as follows;

First; Gender-responsive semester learning plans (RPS) in the subjects of Indonesian Language, Educational Technology, Developmental Psychology and History of Islamic Civilization are appropriate according to gender-responsive learning experts.

Second; Gender-responsive semester learning plans (RPS) in the subjects of Indonesian Language, Educational Technology, Developmental Psychology and History of Islamic Civilization are appropriate according to learning design experts.

Third; The limited trial showed a very satisfactory response based on the assessments of the observer lecturers and PIAUD study program students who had participated in the research.

Fourth; It is hoped that the results of the development of the validated RPS can be used for learning in each campus that the researchers have developed. The gender responsive semester learning plan (RPS) developed can be used by other lecturers who are not involved in this research and should be reproduced to be used as a model for development in other courses. Research on the development and manufacture of gender responsive semester learning plans can be developed in this course. In addition, it is also possible to develop gender-responsive learning strategies, as well as develop lecture materials and prepare gender-responsive textbooks.

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