

Empowering Teenagers Through Gender-Segregation Education: A Case Study On School Management

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Abstract

The goal of this research is to examine the effects of single-sex education management on the empowerment of teenagers, focusing on both academic and non-academic outcomes. Research approach using qualitative case study type. Data collection in this study will be carried out using three primary methods: observation, interviews, and documentation. Data analysis uses Miles and Huberman. The Finding of this research shows that gender-segregation education or single-sex schools management make students feel freer to explore their interests and talents without the social pressure of gender stereotypes. Students focus more on education without the distractions of gender biases often present in co-educational settings. The novelty of this research lies to update perspectives on single-sex education management and how it can contribute to character development and academic achievement. The theory of gender differences in educational management contexts is also enriched by these findings, challenging traditional assumptions that co-education is more effective. Class management with two sections of men and women, a curriculum development system, and the division of tasks for administrators are managed effectively and efficiently by the head. The study provides new insights into the different learning experiences of male and female students and opens the door to developing more gender-specific teaching methods.

Keywords: Education, Gender-Segregation, School Management, Teenagers

Abstrak

Tujuan penelitian ini adalah untuk mengkaji efek manajemen pendidikan segregasi gender terhadap pemberdayaan remaja, dengan fokus pada hasil akademik dan non-akademik. Pendekatan penelitian ini menggunakan tipe studi kasus kualitatif. Pengumpulan data dalam penelitian ini dilakukan dengan tiga metode utama: observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman. Hasil penelitian ini menunjukkan bahwa manajemen pendidikan

segregasi gender atau sekolah khusus satu jenis kelamin memberikan kebebasan kepada siswa untuk mengeksplorasi minat dan bakat mereka tanpa tekanan sosial dari stereotip gender. Siswa dapat lebih fokus pada pendidikan tanpa gangguan bias gender yang sering hadir dalam sistem pendidikan campuran. Keunikan penelitian ini terletak pada pembaruan perspektif tentang manajemen pendidikan segregasi gender dan bagaimana hal tersebut dapat berkontribusi pada pengembangan karakter dan pencapaian akademik. Teori perbedaan gender dalam konteks manajemen pendidikan juga diperkaya melalui temuan ini, yang menantang asumsi tradisional bahwa pendidikan campuran lebih efektif. Manajemen kelas dengan dua kelompok untuk laki-laki dan perempuan, sistem pengembangan kurikulum, dan pembagian tugas untuk administrator dikelola secara efektif dan efisien oleh kepala sekolah. Penelitian ini memberikan wawasan baru tentang pengalaman belajar yang berbeda antara siswa laki-laki dan perempuan, serta membuka peluang untuk mengembangkan metode pengajaran yang lebih spesifik berdasarkan gender.

Kata Kunci: Pendidikan, Segregasi Gender, Manajemen Sekolah, Remaja

Introduction

The social landscape of education is rapidly evolving, with a growing debate surrounding the effectiveness of single-sex schools¹. Gender Segregated Education in this research is interpreted as single-sex education. The researcher uses these two terms in this research article. While the traditional coeducational system has been the norm for centuries, an increasing number of students and educators are considering the potential benefits of single-sex education². Research suggests that single-sex schools can create a more focused and tailored learning environment, enabling students to excel in ways that may be hindered in mixed-gender classrooms³.

¹ Patricia Bromley and Daniel Scott Smith, "World Society, Women Authors, and the Expansion of Feminist, Gender, Sex, and Sexuality (FGSS) Research in Comparative Education, 1957–2010," *Comparative Education Review* 68, no. 3 (2024): 443–68; Lettie Rose et al., "Single-Sex Education," *Georgetown Law Review*, 2023.

² Daniel B. Robinson et al., "Single-Sex Education in the 21st Century: A 20-Year Scoping Review of the Literature, Teaching and Teacher Education," *Teaching and Teacher Education* 106 (2021), doi:<https://doi.org/10.1016/j.tate.2021.103462>; Emily Arms, "Gender Equity in Coeducational and Single Sex Educational Environments," in *Handbook for Achieving Gender Equity through Education* (Routledge, 2014), 201–20.

³ Abu Nawas, I. Gusti Ngurah Darmawan, and Nina Maadad, "Single-Sex 'Pesantren' Schools: Unravelling Girls' and Boys' Peer Connections and Their Impacts on Wellbeing and Learning Outcomes.," *International Journal of Educational Research* 125, no. February (2024): 102339, doi:10.1016/j.ijer.2024.102339; Hussein AlAhmad and Elias Kukali, "The Mediatization of Education: Classroom Mediation as an Agent of Change in Middle Eastern Higher Education Systems," in *Diversity Education in the MENA Region: Bridging the Gaps in Language Learning* (Springer, 2023), 231–55.

The importance of investigating the impact of single-sex schools cannot be overstated, particularly as society seeks to understand how different educational models affect students' academic and social development. Studies in this area have the potential to inform educational policy and contribute to the ongoing discussion about the most effective ways to support students in their formative years.

In recent decades, previous studies on single-sex schools have yielded mixed results⁴. Some research points to improved academic performance and higher self-esteem among students in single-sex environments, while others have questioned the long-term effects of such. For instance, studies by Seul-ki & Young-chul at 2024 using an instrument variable approach ⁵, shows that single-sex schools may benefit girls by promoting higher levels of participation in STEM fields. However, there is a lack of consensus on the broader effects of single-sex education on both genders, particularly concerning social development and interpersonal skills⁶. Moreover, many studies focus on short-term academic outcomes, neglecting the long-term psychological and emotional impacts⁷. The literature's gap in this study highlights the need for more nuanced research that examines not only academic performance but also the social and emotional empowerment of teenagers in single-sex settings, which this study seeks to address.

The combination of several main concepts in this research is related to gender segregation education and school management. Gender segregation can affect social interactions, learning motivation, and the development of

⁴ Sylvia Yun Shi et al., "Gender Cognitions before and after Graduating from Single-Sex versus Coeducational High Schools: A Longitudinal Study Using Propensity Score Matching," *Journal of Educational Psychology*, 2024; Kam Jihye and Lee Yuseob, "Do Single-Sex Schools Make Girls Less Interested in Predominantly Male Majors?," *Seoul Journal of Economics* 36, no. 4 (2023): 390–424.

⁵ Seul-ki, Kim, and Kim Young-chul. "Single-Sex vs. Coeducational Schooling: An Empirical Study on the Mental Health Outcomes of Middle School Students." *Applied Economics* 56, no. 14 (2024): 1689–1704.

⁶ M M Alameddine and G Chehimi, "Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study," *American J Sci Edu Re: AJSER*-189, 2024; Anoushka Sirowa, "Heterosexual Relationships: Role of Single-Gender Schooling," *Available at SSRN* 4434087, 2023.

⁷ Ellin Simon, Marloes Raats, and Brenda Erens, "Neglecting the Impact of Childhood Neglect: A Scoping Review of the Relation between Child Neglect and Emotion Regulation in Adulthood," *Child Abuse & Neglect* 153 (2024): 106802; Linda Chiodo and Romana Morda, "The Challenges and Complexities of Negotiating Normative Femininities and Creating Safe Spaces in All-Girl Settings," *SN Social Sciences* 3, no. 10 (2023): 169.

students' social skills. Some research suggests that in single-sex schools, students may feel freer to explore their interests and abilities without the influence of gender stereotypes. Studies shows that single-sex classrooms allow for greater customization of pedagogical approaches, which enhances student engagement and retention of information⁸. The research on single-sex schools, particularly in terms of social interactions and teacher-student communication, raises important questions about the broader impact of gender-segregated education⁹. Meanwhile, school management includes planning, organizing and controlling activities within a school to achieve the desired educational goals. In this context, school management plays a significant role in designing and implementing educational policies, including gender segregation, to create an inclusive and empowering learning environment¹⁰. With management, gender segregation does not cause problems but makes it better.

The primary goal of this research is to examine the effects of single-sex education on the empowerment of teenagers, focusing on both academic and non-academic outcomes. Specifically, this study aims to answer the following questions: How school management in gender segregation education that focuses on clear organizational structures, organized division of work, and controls to achieve efficiency can influence student achievement? How does attending a single-sex school influence teenagers' academic performance, self-esteem, and social skills? What are the long-term effects of single-sex education on the development of gender-specific and gender-neutral skills?. The research will explore whether gender separation

⁸ Khaleel Alarbi, Mohanad Halaweh, Hassan Tairab, Najeh Rajeh Alsalihi, Nagaletchimee Annamalai, and Fatima Aldarmaki. "Making a Revolution in Physics Learning in High Schools with ChatGPT: A Case Study in UAE." *Eurasia Journal of Mathematics, Science and Technology Education* 20, no. 9 (2024): 2499.

⁹ Glenda McGregor and Martin Mills, "Deconstructing Gendered Approaches in 'Single-Sex' Flexi Schools: Two Australian Case Studies," *The Australian Educational Researcher*, 2024, 1–21; Mellado et al., "Leveraging Gamification in ICT Education: Examining Gender Differences and Learning Outcomes in Programming Courses"; Ayman Massouti, Nessrin Shaya, and Shaimaa Mohamed Abdulla Qareiny, "Exploring the Nexus between Female School Leaders' Perceptions of Distributed Instructional Leadership, Socio-Cultural Dynamics, and Student Achievement in the Arab World," *International Journal of Educational Research Open* 7 (2024): 100372.

¹⁰ Bush, T. (2007). *Educational Leadership and Management: Theory, Policy, and Practice*. South African Journal of Education.

positively impacts students' overall sense of empowerment, particularly in traditionally male- or female-dominated fields. By investigating these questions, the study aims to provide a comprehensive understanding of how single-sex schooling can foster personal growth, confidence, and academic success among young people.

Method

This study examines two different educational settings: MTs Unggulan Al-Qodiri, which implements a single-sex education system, and SMK Al-Qodiri, which follows a co-educational (co-ed) system where boys and girls study together in the same classrooms. The unit of analysis for this research is the educational dynamics within these two systems, focusing on how each system influences student empowerment. This research adopts a qualitative approach with a case study design to gain an in-depth understanding of the experiences of students and teachers within the two different educational systems. A qualitative approach with case studies provides an in-depth understanding of the phenomena that occurred in the two schools studied. This method makes it possible to explore the experiences and perceptions of students, teachers and other school officials holistically. For example, case studies can focus on narratives or in-depth interviews with students attending gender-segregated education, which can provide direct insight into the impact on their academic performance, self-esteem, and social skills. A qualitative approach allows researchers to gain deep insight into individuals' experiences and perceptions, which cannot be measured solely by numbers or statistics.

Data collection in this study will be carried out using three primary methods: observation, interviews, and documentation. Observations will allow the researcher to directly observe student interactions and teaching practices in both settings. The observation will focus on the social dynamics between male and female students, particularly in how they collaborate or engage with each other in academic and extracurricular activities. The duration of the research carried out by researchers is three months, starting from September to November 2024.

Through in-depth interviews, observation, and documentation, researchers explore how school management and educational gender segregation can influence student academic performance by understanding the social and psychological context that may not be visible through quantitative data. For example, through interviews with students and teachers, researchers can obtain information about how school management and educational gender segregation affect how students learn, their level of engagement in lessons, and the strategies they use to achieve academic achievement. In terms of self-esteem, qualitative research allows researchers to explore how students feel valued or empowered in gender-segregated educational environments and how this affects their self-confidence. Meanwhile, for social skills, this approach allows researchers to directly observe social interactions between students in schools with gender segregation, providing a more comprehensive picture of how this segregation shapes students' abilities to interact, collaborate and communicate with each other. Thus, qualitative methods allow researchers to connect more subjective and complex aspects of student experiences with research objectives and provide a more holistic understanding of the impact of gender segregation in education.

The data collected will be analyzed in three stages: data reduction, data display, and data verification. In the data reduction stage, researchers filter and categorize relevant information from interviews, observations, and documentation related to students' academic performance, self-esteem, and social skills by coding emerging themes. Selected data is then presented as thematic narratives, tables, or diagrams to illustrate patterns found, such as differences in academic achievement or the impact of gender segregation on student self-confidence. To ensure the validity and credibility of the findings, researchers verified the data through triangulation of sources and methods and member checking by confirming the results of the analysis with informants to check the consistency and accuracy of the data. With this approach, research produces a deep and reliable understanding of Empowering Teenagers Through Gender-Segregation Education: A Case Study On School Management.

Result And Discussion

Experiences of Studying in Single-Sex Schools

The results of the interviews in this study reveal a variety of perspectives regarding the experience of studying in single-sex schools. The table below presents key findings from interviews conducted with students and teachers at three different schools:

Table 1. The Result of Interview on experiences of studying in single-sex schools

School	Respondent	Focus of Interview	Key Points	Percentage Agreeing
MTs Unggulan Al-Qodiri	Student	Impact on self-confidence	80% feel more confident	75%
MTs Unggulan Al-Qodiri	Teacher	Effectiveness of teaching	More focused and effective methods	70%
MTs Unggulan Al-Qodiri	Student	Socializing among students	More comfortable interacting with the same gender	85%
MTs Unggulan Al-Qodiri	Teacher	Difference in academic performance	Better academic results	65%

The table 1 shows a clear pattern emerges regarding the experiences of students and teachers in single-sex schools. The following data was obtained by taking one class as a sample, which consists of 25 female students out of a total of 17 classes, with approximately 456 students and 50 teachers at the school. Most students, especially at MTs Unggulan Al-Qodiri, feel more comfortable and able to interact freely with the same gender, as seen in 85% of respondents agreeing with this statement. Meanwhile, for teachers, the effectiveness of teaching is also an important focus, with 70% of teachers at MTs Unggulan Al-Qodiri reporting that teaching methods are more focused in single-sex schools. Additionally, academic performance shows a tendency to be better at MTs Unggulan Al-Qodiri, with 65% of teachers stating that

learning outcomes are more optimal. The conclusion drawn from these data indicates that single-sex schools have a positive impact on students' self-confidence, the quality of teaching, and academic achievement. However, these results are relevant in the context of MTs Unggulan Al-Qodiri and may differ in schools with different conditions.

The positive experiences polarization between students and teachers in single-sex schools can be interpreted by considering the psychological and social needs of teenagers who are still in the process of developing. For students, especially during adolescence, interacting with the same gender reduces social pressure and creates a space where they can develop self-confidence without the constraints of gender stereotypes that often arise in co-ed schools. This likely explains why more than 80% of students report increased self-confidence. From a teaching perspective, a more gender-homogeneous environment allows teachers to tailor their approaches more specifically to the students' needs, which in turn makes the learning process more effective. The increase in academic performance also suggests that a more focused environment allows students to concentrate better on their studies without distractions.

The results of the interviews reveal significant insights into how single-sex schools empower teenagers, particularly in terms of self-confidence, social interactions, and academic achievement. The most striking implication of these findings is the positive impact on students' self-esteem, with 80% of students at School A reporting an increase in their confidence levels. Additionally, 85% of students at MTs Unggulan Al-Qodiri indicated that they felt more comfortable interacting with peers of the same gender. If single-sex schools foster environments where students feel more confident and socially comfortable, this could have far-reaching effects on their academic and personal development. Research by Theophilou et al.,¹¹ supports the notion that such environments reduce gender-related distractions and allow students to engage more freely with their academic interests. However, the downside could be limited exposure to the opposite sex, which may hinder

¹¹ Emily Theophilou, Davinia Hernández-Leo, and Vicenç Gómez. "Gender-based Learning and Behavioural Differences in an Educational Social Media Platform." *Journal of Computer Assisted Learning*, 2023.

the development of interpersonal skills in real-world social settings¹². Therefore, while single-sex schools clearly benefit student confidence and performance, educators must balance these advantages with the need for broader social interaction.

The correlation between single-sex schooling and improved academic performance is evident in the interview data, particularly with teachers at MTs Unggulan Al-Qodiri, who noted that 65% of them observed better academic results among their students. The underlying cause of this improvement may lie in the tailored teaching methods employed in single-sex environments. In such settings, teachers are able to address the unique learning styles and needs of each gender, resulting in a more focused and effective educational experience. Studies by Mellado et al¹³ and Alarbi et al¹⁴ shows that single-sex classrooms allow for greater customization of pedagogical approaches, which enhances student engagement and retention of information. Moreover, the absence of gender distractions often observed in co-educational settings contributes to better concentration and academic success¹⁵. As shown by the data, the more focused environment in single-sex schools plays a significant role in improving academic outcomes. In conclusion, the tailored teaching strategies in single-sex schools lead to enhanced learning experiences, particularly in environments where students needs are addressed more directly.

¹² Cathy Roche, P J Wall, and Dave Lewis, "Ethics and Diversity in Artificial Intelligence Policies, Strategies and Initiatives," *AI and Ethics* 3, no. 4 (2023): 1095–1115; Christopher Mihajlovic and Stefan Meier, "Modifying Physical Activities for Maximizing Learning Opportunities: Perspectives of Finnish Physical Educators and Special Educators on Inclusive Teaching Strategies," *Physical Education and Sport Pedagogy*, 2023, 1–15.

¹³ Rafael Mellado, Claudio Cubillos, Rosa Maria Vicari, and Gloria Gasca-Hurtado. "Leveraging Gamification in ICT Education: Examining Gender Differences and Learning Outcomes in Programming Courses." *Applied Sciences* 14, no. 17 (2024): 7933.

¹⁴ Khaleel Alarbi, Mohanad Halaweh, Hassan Tairab, Najeh Rajeh Alsalihi, Nagaletchimee Annamalai, and Fatima Aldarmaki. "Making a Revolution in ... 2499.

¹⁵ Flora Renz, "The Challenge of Same-Sex Provision: How Many Girls Does a Girls' School Need?," Renz, Flora." *The Challenge of Same Sex Provision: How Many Girls Does a Girls' School Need*, 2020; Stephanie Psaki et al., "Policies and Interventions to Remove Gender-related Barriers to Girls' School Participation and Learning in Low-and Middle-income Countries: A Systematic Review of the Evidence," *Campbell Systematic Reviews* 18, no. 1 (2022): e1207.

Positif Impact of Single-Sex School

The observational findings reveal that social interactions among students at single-sex schools are more open and fluid compared to co-ed schools. The table below presents the main findings from the observations conducted over one semester:

Table 2. The Observational Result of interactions among students at single-sex schools

School	Type of Observation	Interaction Pattern	Duration of Positive Interaction	Percentage of Positive Interaction
MTs Unggulan Al-Qodiri	Student interaction	Students more confident	4 hours/week	78%
MTs Unggulan Al-Qodiri	Teacher interaction	Deeper discussions	3 hours/week	65%
MTs Unggulan Al-Qodiri	Collaboration in activities	More effective teamwork	5 hours/week	80%
MTs Unggulan Al-Qodiri	Teacher-student interaction	More open communication	3.5 hours/week	72%

The table 2 reveal significant differences in the level of interaction between students and between teachers at single-sex schools. Students at MTs Unggulan Al-Qodiri, with 78% positive interaction, seem to be more confident and open in communication. At MTs Unggulan Al-Qodiri, the level of collaboration among students is even higher, with up to 5 hours of productive interaction per week. This indicates that a more homogeneous learning environment allows students to feel more comfortable working together. In addition, at MTs Unggulan Al-Qodiri, while teacher interactions are quite productive (65%), student collaboration still dominates with very high rates of positive interaction. Thus, this pattern illustrates the importance of a gender-segregated environment in enhancing interpersonal relationships among students and teachers.

Analyzing the observation data suggests that the advantage of a single-sex school environment lies in its ability to create a space where students and teachers can interact more freely. For students, especially in Islamic Education Program
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adolescence, the absence of concerns about judgment from the opposite gender allows them to engage more actively in both academic and social activities. This is reflected in the increased amount of positive interaction recorded. On the other hand, for teachers, teaching in an environment that is not mixed with the opposite gender enables more profound and focused communication. Therefore, it is clear that these schools offer significant benefits in terms of enhancing collaboration and understanding between individuals within the school community.

The correlation between single-sex schooling and improved academic performance is evident in the interview data, particularly with teachers at MTs Unggulan Al-Qodiri, who noted that 65% of them observed better academic results among their students. The underlying cause of this improvement may lie in the tailored teaching methods employed in single-sex environments. In such settings, teachers are able to address the unique learning styles and needs of each gender, resulting in a more focused and effective educational experience. Studies shows that single-sex classrooms allow for greater customization of pedagogical approaches, which enhances student engagement and retention of information¹⁶. Moreover, the absence of gender distractions often observed in co-educational settings contributes to better concentration and academic success. As shown by the data, the more focused environment in single-sex schools plays a significant role in improving academic outcomes. In conclusion, the tailored teaching strategies in single-sex schools lead to enhanced learning experiences, particularly in environments where students' needs are addressed more directly.

The research on single-sex schools, particularly in terms of social interactions and teacher-student communication, raise important questions about the broader impact of gender-segregated education¹⁷. The implication of these results is clear: single-sex schools may foster an environment that significantly enhances both academic and social engagement among teenagers. As seen in MTs Unggulan Al-Qodiri, where students show higher levels of collaboration and more open communication, the absence of the opposite gender reduces social pressures, enabling students to feel more confident and comfortable. This can be particularly empowering for

¹⁶ Khaleel Alarbi, Mohanad Halaweh, Hassan Tairab, Najeh Rajeh Alsalhi, Nagaletchimee Annamalai, and Fatima Aldarmaki. "Making a Revolution in ... 2499.

¹⁷ Glenda McGregor and Martin Mills, "Deconstructing Gendered Approaches in 'Single-Sex' Flexi Schools ... 100372.

adolescents, who may otherwise struggle with self-expression in mixed-gender environments¹⁸. However, this positive shift in behavior does not come without its challenges. While students at single-sex schools exhibit improved interpersonal skills within their same-gender groups, they may miss opportunities for the diverse perspectives and social skills that often come from interacting with the opposite gender¹⁹. As evidence from educational research by Özdere suggests the lack of mixed-gender interactions can limit the development of broader social competencies. The conclusion, therefore single-sex education can empower students, particularly in their academic and social development, it must be balanced with strategies to ensure that students are prepared for the diversity and mixed-gender interactions they will encounter later in life.

Single-Sex Schools Management and Students' Learning Achievements

Educational institutions within the Islamic boarding school environment, such as Islamic religious-based educational institutions, have a significant role in shaping the students' character, morals, and knowledge. One model implemented in many Islamic boarding schools is an education system with a separation between male and female students, known as a single school. In the context of Islamic boarding schools, this separate education system is implemented to support a learning process that is more focused and in accordance with religious values and social norms that apply in society.

At the Superior MTs Unggulan Al-Qodiri Jember, school management consists of two sections: the section for male students and the

¹⁸ Agata Lynch, Michael Cauchi, and Gráinne Walshe, "Development, Evaluation, and Gender Differences in a Novel Workshop Intervention to Narrow the Physics Gender Gap at Postcompulsory Level," *Physical Review Physics Education Research* 20, no. 2 (2024): 20109; Pınar Mercan Küçükakın, "Promoting Gender Equity through Teacher Education: A Comparison of Turkish and American Preservice Teachers' Perspectives," *Kastamonu Education Journal* 32, no. 3 (2024): 484–97.

¹⁹ Minru Jiang and Tianyun Shu, "Comparison of All-Girls Schools and Co-Educational Schools on Female Students' Development," in *Addressing Global Challenges-Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World* (Routledge, 2025), 498–505; Hyun Jin Katelyn Kim et al., "The Long-Run Causal Effects of Single-Sex Schooling on Work-Related Outcomes in South Korea," *Research in Social Stratification and Mobility* 89 (2024): 100876.

section for female students. Each section has an almost similar organizational structure, with the head of the boarding school or Islamic boarding school caretaker as the highest leader. Below him are administrators who lead student groups in educational, social, and religious activities. Even though there is separation, these two groups remain under the same management, with good supervision and coordination between male and female administrators. This is to maintain harmony in the education system at Islamic boarding school-based MTs Unggulan Al-Qodiri Jember.

The curriculum at MTs Unggulan Al-Qodiri Jember, with a single school system, is managed with holistic integrative management to suit the needs and characteristics of each gender. Male and female santri receive the same material regarding religious knowledge and general education, but the teaching methods are adapted to the specific needs of the santri. At MTs Unggulan Al-Qodiri Jember, religious education is the core of the curriculum. Learning the Koran, hadith, fiqh, and other religious knowledge is taught with a more in-depth approach. Here, the separation between male and female students serves to create a space that is more conducive to more in-depth and applicable teaching for each student, as well as to the spiritual needs of the students. Besides religious education, MTs Unggulan Al-Qodiri Jember teaches general sciences, such as mathematics, languages, and social sciences. It is often taught in a more focused way, where it is tailored to the preferences and abilities of each gender.

The tasks for managing MTs Unggulan Al-Qodiri Jember include a more structured division of responsibilities, including providing educational facilities, teaching, and developing the character of students who are different between men and women. Each section has a different focus, but they still support each other in achieving the goals of MTs Unggulan Al-Qodiri Jember.

Documentation of student achievement shows that single-sex schools have experienced significant improvements in academic performance, particularly in science and mathematics. The table below compares the average scores between single-sex and co-ed schools in several key subjects:

Table 3. Documentation of student achievement at single-sex schools

School	Subject	Average Score Before	Average Score After	Change (%)
MTs Unggulan Al-Qodiri	Mathematics	70	85	+21.4%
MTs Unggulan Al-Qodiri	Science	72	78	+8.3%
MTs Unggulan Al-Qodiri	English	68	82	+20.6%
SMK Al-Qodiri (Co-Ed School)	Mathematics	73	75	+2.7%
SMK Al-Qodiri (Co-Ed School)	Science	75	80	+5.2%
SMK Al-Qodiri (Co-Ed School)	English	70	75	+5.2%

The documentation result reveal that there was a significant increase in the average scores of students at single-sex schools, particularly in Mathematics and Science. MTs Unggulan Al-Qodiri, with a 21.4% improvement in Mathematics, shows a clear positive impact from the more focused teaching approach in a single-gender environment. At MTs Unggulan Al-Qodiri, although the focus was on English, the 20.6% improvement suggests that concentrated learning also affects non-numerical subjects. By comparison, SMK Al Qodiri as co-ed schools only saw a minimal increase, with Mathematics improving by just 2.7%, in Science and English lesson the improvement just reach in 5.2%. This indicates that the methods used in single-sex schools may better support students' academic development.

The documentation clearly illustrates how a more focused learning environment, such as that found in single-sex schools, can lead to better academic results, especially in subjects like Mathematics and Science that require logical thinking. This could be due to the lack of social distractions that often occur in co-ed schools, allowing students to concentrate more on their studies. Additionally, teachers may find it easier to adjust their teaching methods to the specific needs of students based on gender, which may contribute to improved academic outcomes. In other words, a more homogeneous learning environment provides students with the opportunity

to maximize their academic potential without the external pressures typically found in co-ed settings. Gender-Segregation Education-based school management can especially empower teenagers, who may have difficulty expressing themselves in mixed-gender environments²⁰.

The significant improvements in academic performance, especially in subjects like Mathematics and Science, highlight a crucial benefit of gender-segregated schooling: a more focused and less distracted learning environment. Schools like MTs Unggulan Al-Qodiri, where students showed substantial improvements (21.4% and 20.6% respectively), shows that the absence of social distractions, such as gender dynamics, allows students to devote more attention to their studies. This finding aligns with research on the impact of focused learning environments on academic outcomes by George et al, Liao & Wu. However, Critics argue that single-sex education may limit students' ability to develop critical social skills needed in co-ed or real-world environments²¹.

The improvements in academic performance, particularly in Mathematics and Science, can be attributed to the specific structure and teaching methods used in single-sex schools²². The homogeneous environment allows teachers to tailor their teaching strategies to the needs of a single-gender group, leading to more effective instruction. Furthermore, the absence of gender-based distractions enables students to engage more deeply with subjects that require logical reasoning and focus, like Mathematics and Science²³. The findings also support the notion that students in single-sex schools benefit from reduced social pressures, which may help them feel more confident in

²⁰ Agata Lynch, Michael Cauchi, and Gráinne Walshe, "Development, Evaluation, and Gender Differences ... 484–97.

²¹ Daniel B Robinson, Gregory R L Hadley, and Jennifer Mitton, "Single-Sex Schooling at an Elite Independent School: A Multi-Methods Case Study.," *Alberta Journal of Educational Research* 70, no. 1 (2024).

²² Mohammad Sadegh Afroozeh et al., "'The Spectators Ask, Is It a Boy or a Girl? What Is It?': Cultural Cisgenderism and Trans Men's Sporting Experiences in Iran," *International Review for the Sociology of Sport* 58, no. 8 (2023): 1221–40; Isabel J Raabe and Per Block, "The Gendered Maths Confidence Gap, Social Influence and Social Integration," *European Societies*, 2024, 1–36.

²³ Ting-Chia Hsu et al., "Learning Performance of Different Genders' Computational Thinking," *Sustainability* 14, no. 24 (2022): 16514; Alice Smith and Tanya Evans, "Gender Gap in STEM Pathways: The Role of Gender-Segregated Schooling in Mathematics and Science Performance," *New Zealand Journal of Educational Studies*, 2024, 1–19.

academic settings ²⁴ . In contrast, co-ed schools often see limited improvements due to the increased social dynamics that can divide students' attention ²⁵ . In conclusion, the evidence strongly suggests that single-sex schooling provides a conducive environment for academic achievement, particularly in subjects requiring concentration and logical thinking.

The limitations of this research lie in several aspects that need to be considered to provide a more detailed and in-depth interpretation of the existing findings. First, this research uses a case study approach limited to two specific schools, which may limit the generalization of the findings to other schools with different contexts. Variations in gender segregation policies and practices between schools may have influenced the results, making these findings more relevant to the specific context studied. Second, because it uses a qualitative approach, the data obtained relies heavily on the perspectives of individuals, such as students and teachers, whose biases or personal experiences can influence. Third, time and resource limitations in this study may have influenced the depth of data analysis or the number of participants involved, which in turn may have affected the comprehensiveness of the findings. Therefore, although this research provides important insights into the impact of gender segregation, further research with a broader scope and more diverse methods is needed to strengthen existing findings.

From this research, researchers provide recommendations to school administrators; firstly, there is a counselling program or workshop on self-development that can help students overcome the potential negative impact of segregation on students' self-confidence. Second, school administrators need to involve teachers in training that prioritizes inclusive and gender-

²⁴ Dain Jung, Jun Hyung Kim, and Do Won Kwak, "Who Benefits from Single-Sex Schooling? Evidence on Mental Health, Peer Relationships, and Academic Achievements" (IZA Discussion Papers, 2024); Thao et al., "The Impact of Gender on English Learning Approaches for Outgoing Learners: Unveiling Intriguing Insights."

²⁵ Cristián Bellei et al., "Adaptive Responses to Contextualised and Differentiated School Improvement. Identifying Institutional Profiles of Secondary Schools," *Research Papers in Education*, 2024, 1–28; Shaun D Wilkinson and Dawn Penney, "A National Survey of Gendered Grouping Practices in Secondary School Physical Education in England," *Physical Education and Sport Pedagogy*, 2023, 1–16.

sensitive teaching methods, which can encourage students to participate actively regardless of gender. Finally, school administrators can involve parents and communities in dialogue regarding the impact of gender segregation on students' social and academic development, as well as open space for regular evaluation of segregation policies. With these steps, it is hoped that gender segregation education can further empower students while minimizing potential negative impacts that may arise.

Conclusion

This research reveal that gender-segregation education or single-sex schools management make students of MTs Unggulan Al-Qodiri feel freer to explore their interests and talents without the social pressure of gender stereotypes. MTs Unggulan Al-Qodiri students focus more on education without the distractions of gender biases often present in co-educational settings. The novelty of this research lies to update perspectives on single-sex education management and how it can contribute to character development and academic achievement. The theory of gender differences in educational management contexts is also enriched by these findings, challenging traditional assumptions that co-education is more effective. Class management with two sections of men and women, a curriculum development system, and the division of tasks for administrators are managed effectively and efficiently by the head of the superior MTs Al-Qodiri Jember. The study provides new insights into the different learning experiences of male and female students and opens the door to developing more gender-specific teaching methods.

However, this research has limitations related to the generalization of its results, as it was conducted in specific schools with particular socio-cultural backgrounds. Additionally, the age and developmental stage of the teenagers studied may not encompass the broader range of students. Therefore, further research with a more inclusive and multi-contextual approach is needed to provide a more comprehensive understanding of the effectiveness of single-sex education across different educational settings. For future research, it is recommended that studies on gender segregation education be carried out with a broader scope and involve more schools with

various characteristics in terms of location, gender, and the educational policies implemented. Future research could consider comparing the impact of gender segregation in public and private schools or across different levels of education (e.g., elementary, middle, and high levels) to get a more comprehensive picture.

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