



# Gender relations and organizational culture in intra-school student organizations: Socialization and development

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## ABSTRACT

The urgency of this community service stems from the persistence of gender-biased organizational practices within student bodies, which risk perpetuating inequality from an early stage. Addressing this issue in schools is essential to cultivate gender-aware leadership, foster inclusive organizational cultures, and support the national agenda for gender equality in education. This community service activity aims to strengthen gender relations and inclusive organizational culture within intra-school student organizations (OSIS). Conducted at SMAN 2 Bojonegoro, the activities involved socialization sessions and Focus Group Discussions (FGDs) with OSIS members. The program emphasized the understanding of gender concepts, equality, and the development of a supportive organizational environment. Results indicate that gender stereotypes still influence the division of tasks and leadership roles among students. The discussions revealed limited understanding of gender-inclusive practices, which led to organizational inequality and conflicts. However, the intervention successfully raised awareness, with post-test evaluations showing improved perspectives on gender fairness and inclusive organizational culture. This program concludes that sustained mentoring and gender-sensitive leadership practices are essential to transform student organizations into inclusive environments. The outcomes recommend continuous gender education, inclusive policy design, and intersectoral collaboration for long-term impact.

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## 1. INTRODUCTION

Gender relations at the global level are shaped by the complex interaction of cultural, economic, and political factors that affect gender equality and equality (Lindqvist et al., 2021). The discourse around gender relations is increasingly recognized as important in understanding the broader implications of globalization and development. For example, discussing how the global discourse on gender and work impacts gender equality in formal work, especially in contexts such as Pakistan's rural development sector, highlights the negotiation process that women in these environments are experiencing (Grünenfelder, 2013). This underscores the need to address gender relations within the framework of globalization, as it affects women's participation in the workforce and their overall empowerment.

The implications of gender norms go beyond health and work to social media behaviors, such as those revealing that higher gender equality correlates with lower levels of deceitful self-presentation on

social media platforms, which can affect body image and self-esteem globally (Kolesnyk et al., 2021). These findings suggest that social norms around gender can shape individual behavior and perceptions, further reinforcing the need for gender-sensitive approaches across multiple domains, including the digital space.

In the context of education and economic participation, systemic change is essential to foster an inclusive environment that promotes gender equality. The analysis by highlights that gender equality is linked to life expectancy, suggesting that broader determinants of health are influenced by gender factors (Pinho-Gomes et al., 2023). Similarly, the work on the gender content of COVID-19 policies illustrates how global health responses often fail to adequately address gender gaps, with only a small percentage of countries implementing gender-sensitive measures during the pandemic (Tomsick et al., 2022).

The development of gender relations and organizational culture is very important to understand in the modern context, where gender equality issues are increasingly becoming a global concern. Organizational culture often reflects broader social norms, including gender stereotypes that can affect interactions and opportunities in the workplace. Research shows that organizational cultures dominated by masculine norms can hinder women's participation and advancement in various sectors, including in sports and business (North-Samardzic & Taksa, 2011; UNESCO, 2020). For example, in the context of Malaysia, gender discrimination in the workplace is still a serious problem, where gender stereotypes have permeated various aspects of social life, including the work environment (UNESCO, 2020).

Furthermore, research shows that the experience of women who are considered "tokens" in organizations is often influenced by the existing organizational culture. When organizational culture challenges masculine norms, women's experiences can change for the more positive, even if challenges remain (Holgersson & Romani, 2020; Roebuck et al., 2019). This suggests that changes in organizational culture can contribute to improving gender relations and creating a more inclusive environment. However, to achieve this, organizations need to consider how diversity initiatives can be implemented effectively without giving false signals (Dover et al., 2020).

In addition, the importance of effective communication in an organization cannot be overlooked. Research shows that good communication skills among academics can contribute to positive changes in organizational culture (Durmuş & Doğan, 2021). This suggests that the development of interpersonal and communication skills can be the first step in creating a more inclusive organizational culture and supporting gender equality.

On the other hand, the challenges faced by women in achieving leadership positions in various sectors also demonstrate the need for a more holistic approach in understanding the relationship between gender and organizational culture. Research shows that despite an increase in the number of women in leadership positions, perceptions of their abilities and contributions are often influenced by existing gender norms (Kirsch, 2022; Piggott & Matthews, 2020). Therefore, it is important to explore how organizational culture can be changed to support women in reaching their full potential.

The relationship between gender and organizational culture in intra-school student organizations is essential to understand, given the significant role that organizational culture plays in shaping social dynamics in the educational environment. Organizational culture can be seen as a pattern of values, norms, and practices that govern interactions between members of an organization, including in the context of student organizations. Research shows that a strong organizational culture can improve the performance and engagement of members, including students, in organizational activities (Ezra & Charles, 2023; Shahzad, 2014).

In the context of gender relations, there is evidence that gender dynamics can influence the way students interact and participate in organizations. For example, research shows that differences in

resistance levels between male and female students can be influenced by social and cultural factors, which suggests that gender is not just a biological category, but also a social construct that influences behavior and interaction (Priadi et al., 2023). Therefore, it is important to explore how organizational culture within student organizations can facilitate or inhibit equal gender relations.

Furthermore, the development of an inclusive and gender-responsive organizational culture can contribute to increased student loyalty and engagement within the organization. Research shows that a positive and inclusive organizational culture can increase member loyalty, which in turn can strengthen the overall performance of the organization (Yusuf & Saragih, 2020). In this context, it is important to consider how policies and practices in student organizations can be designed to support gender equality and create a supportive environment for all students, regardless of their gender.

Finally, the development of healthy gender relationships in student organizations can also contribute to the learning and development of students' leadership skills. Programs designed to increase student engagement in decision-making and leadership can help build a stronger and more inclusive organizational culture, which in turn can improve organizational effectiveness (Daniow & Klassen, 2018). Thus, a deep understanding of the relationship between organizational culture and gender relations in the context of student organizations is essential for creating a better and more equitable learning environment.

Based on the issues described, the scope of this community service activity focuses on students who are members of intra-school student organizations (OSIS) at SMAN 2 Bojonegoro. The activities include socialization and mentoring sessions aimed at strengthening gender relations and developing an inclusive organizational culture within the student organization context. The main objective is to enhance students' understanding of gender equality and promote a fair, participatory, and gender-responsive organizational environment. The significance of this initiative lies in the strategic role of OSIS as an early platform for leadership development and character building among students. Therefore, interventions targeting organizational culture and gender relations at this stage can have a long-term positive impact on students' social learning and leadership capacities. Additionally, this program is expected to serve as a practical model for promoting gender equality and inclusive organizational practices in educational settings.

Therefore, understanding the relationship between gender and organizational culture within intra-school student organizations is crucial, given the influential role that organizational culture plays in shaping students' social and leadership behaviors. In many cases, these organizations unconsciously adopt dominant masculine norms such as hierarchical leadership, competitive task distribution, and rigid role expectations that tend to marginalize female members or limit their participation in leadership roles. This masculine dominance reinforces gender stereotypes, inhibits collaboration, and creates an imbalance in task allocation and decision-making. As a result, student organizations may perpetuate exclusionary practices that affect both organizational effectiveness and students' personal development. Addressing these dynamics through inclusive cultural practices and gender-sensitive approaches is essential to create equitable learning environments and empower all students to participate equally in organizational life.

## **2. METHODS**

In carrying out community service activities, the community service team chooses the right partner as the target location to be used for socialization. In this activity, SMAN 2 Bojonegoro was chosen to be a partner in our activities. The reason for conducting research in high school is based on the fact that many

organizations at the education level are key instruments for social change and empowerment, especially for students (Rosa & Clavero, 2022; Titili et al., 2024; Wulandari et al., 2024). This activity was carried out in collaboration between lecturers and students as implementers or mediators and students at SMAN 2 Bojonegoro as a *target group*. The implementation of this service includes several activities.

### Implementation of Socialization Related to The Development of Gender Relations

The implementation of socialization was carried out *face to face* in the hall room. The speaker provided exposure and explanations related to: (1) The definition and concept of gender relations; (2) How to build good gender relations; (3) The benefits of gender equality for society; (4) Obstacles in building gender relations; (5) Why gender equality is important. After the presentation took place, the presenter opened the opportunity for discussion with students who are members of the intra-school student organization (OSIS) as the *target group*.

### Implementation of Socialization Related to Organizational Culture

The next socialization was carried out by the presenter in the form of providing knowledge with exposure related to organizational culture in general and continued by providing education on the relationship between the development of gender relations and organizational culture. At this stage, the speaker conveyed several things, including: (1) The concept of organizational culture; (2) How to build an inclusive organizational culture; (3) Gender relations in organizational culture; (4) The main aspects of gender relations in organizational culture. In closing, also at the last stage of the material, the speaker also gave tips as well as a conclusion and conclusion, namely how to build gender relations and organizational culture within the scope of the Intra-School Student Organization (OSIS).

### Interactive Discussion through Focus Group Discussion (FGD)

The implementation of the FGD was carried out as a follow-up to the previous socialization activities. This FGD activity involved the entire community service team, namely 2 public administration lecturers, 2 students of the public administration study program, and students who are members of the student council at SMAN 2 Bojonegoro. This FGD activity was carried out with the aim of digging deeper information related to the understanding of students in organizing. In addition, the service team also wants to know how students are aware of the relationship between gender relationship development and organizational culture and its application in the school environment.

### Arrangement of Activities and Flow of Community Service Process

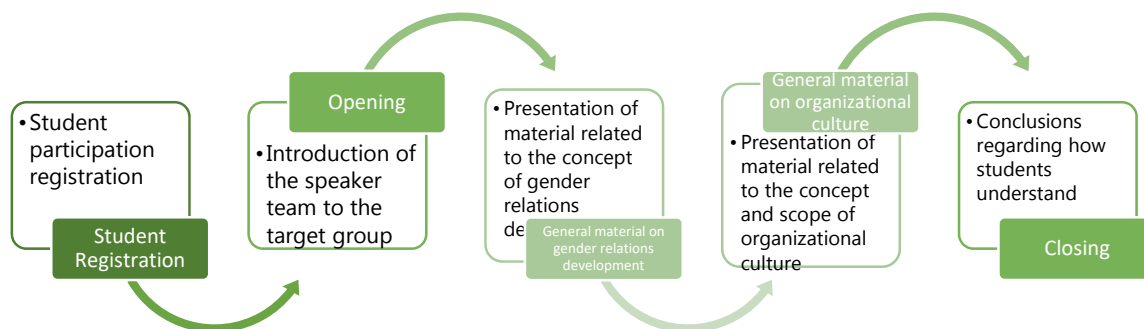
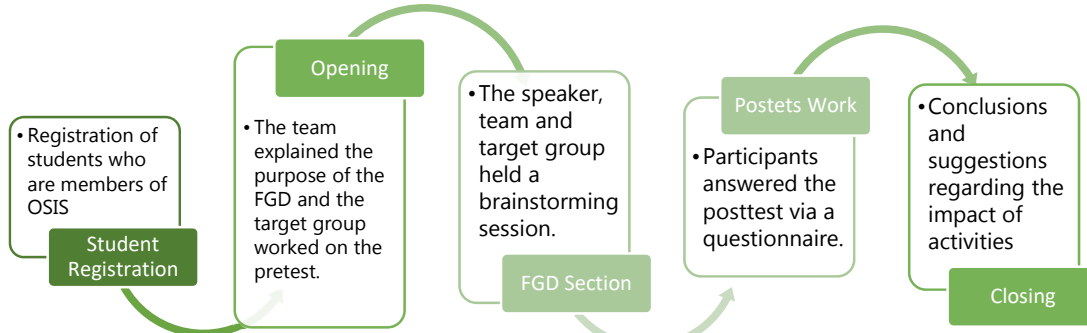
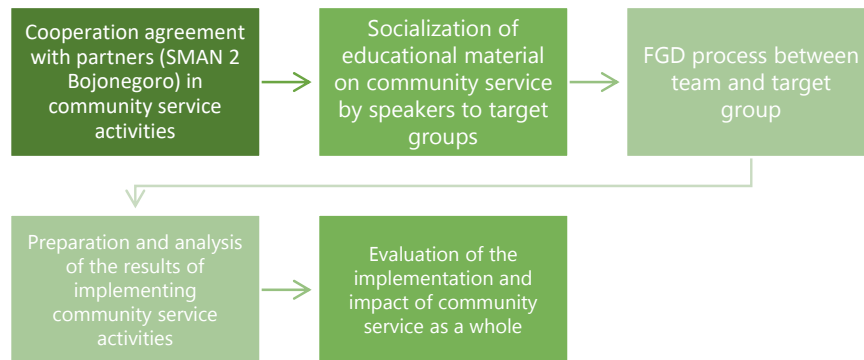


Figure 1. Stages of socialization activities



**Figure 2.** Stages of FGD activities



**Figure 3.** Flow of the community service implementation process

### 3. RESULTS AND DISCUSSION

Socialization and FGD are part of service activities related to this theme. The service team and target group are trying openly and in detail to carry out this activity. In this socialization activity, the presenter will present in detail the relationship between the development of gender relations and organizational culture in the Intra-School Student Organization. This activity was attended by 45 participants who are members of the Intra-School Student Organization (OSIS).

#### **Socialization of Relationships Development of Gender Relations and Organizational Culture in Target Groups**

This activity was delivered by speakers who understood in their fields, where each activity was attended by 45 participating students. The presentation of the material began by providing an understanding of concepts and outlines related to gender relations. In this section, the presenter explained as slowly and in detail as possible because this concept is still quite new to students.

#### **Concept of gender relations**

This concept is an initial understanding as a provision for the next material. In this section, the presenter tries to provide an overview related to the concept of gender relations and how important this concept is in the educational environment. The concept of gender relations is very important for students to understand, especially in the education environment because this is the first step to form gender equality. Although many are aware of gender equality in terms of education, it is undeniable

that discrimination is still growing in certain layers of society (Rosa & Clavero, 2022; Sulistyowati, 2021; Wulandari et al., 2024). The delivery of material related to the concept of gender relations was carried out with a duration of 40 minutes face-to-face. The speaker explained the purpose of gender relationship development by including several things. In addition, the presenter also provided an understanding to the target group related to equipping them with how to build good gender relations (as shown in the picture). The development of gender relations is the beginning so that rights holders in the world of education get equal access for both men and women (Rosa & Clavero, 2022; Sulistyowati, 2021).

### **Organizational culture**

The second material delivered by the presenter was in the form of the concept of organizational culture in general. The Community Service Team provided this material on the grounds that the Intra-School Student Organization (OSIS) is a forum for students to be able to immerse themselves in the world of organizations directly. Organizational culture itself is a public organization whose visibility focuses on relationships with its members (Macarie et al., 2008; Macarie et al., 2011). Through this definition, it is very important if the management of organizational culture in organizations at the education level is to be regulated as well as the relationship between its members. The concept of organizational culture material presented by the presenter is more about how to build an inclusive organizational culture, especially which can be applied to intra-school student organizations.

### **Relationship between gender relations development and organizational culture**

The last topic reviewed by the presenter was related to the relationship between the two. The term gender itself initially explained the difference in perception between women and men from the perspective of roles, functions, and responsibilities (Wulandari et al., 2024). The development of gender relations itself is the first step in forming a gender equality. If in an intra-school student organization implements the division of labor according to gender roles, then an organization will run according to plan. Organizational culture is defined as a set of hidden values, beliefs, language, practices, and assumptions that are shared by the members of the organization and that govern the way they think and act in the face of problems and opportunities (Sarapura & Puskur, 2014). In relation to this topic, the presenter presented several main aspects of gender relations in organizational culture.

### **Focus Group Discussion**

An interactive discussion using the FGD method was conducted to find out in depth how students' understanding is related to the development of gender relations and organizational culture, especially to be further applied to intra-school student organizations (OSIS) at SMAN 2 Bojonegoro. This activity was opened with a hearing forum from students and from the community service team. Many of the students gave their opinions, but not a few of them were still wondering about the concept of gender relations in general. They tend not to understand how to implement or build gender relations in the educational environment, and how to implement a good organizational culture. So far, based on the opinions of students in organizations in the school environment, they tend to still apply seniority, where the division of labor is still considered unfair when carrying out work programs. That is what causes conflicts in his organization. Departing from this opinion, the team tried to provide input and suggestions regarding what all student council members should do in order to solve problems, one of which is by implementing a fair division of labor system for both genders, and with equal portions. This FGD activity was carried out for approximately 60 minutes and produced a mapping of solutions from how to implement the development of gender relations and organizational culture in the realm of education.

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**Figure 4.** Implementation of Focus Group Discussion

**Ouput and Outcome Evaluation**

The last stage is to evaluate the output and outcome, where the service team evaluates activities to review the extent of the success of this community service program. The Community Service Team provided a posttest to be done by the students as the target group in this activity, where the results of the posttest will be continued to the condensation stage to find out the results of the students’ thoughts and responses.

**Table 1.** Condensation of posttest results analysis

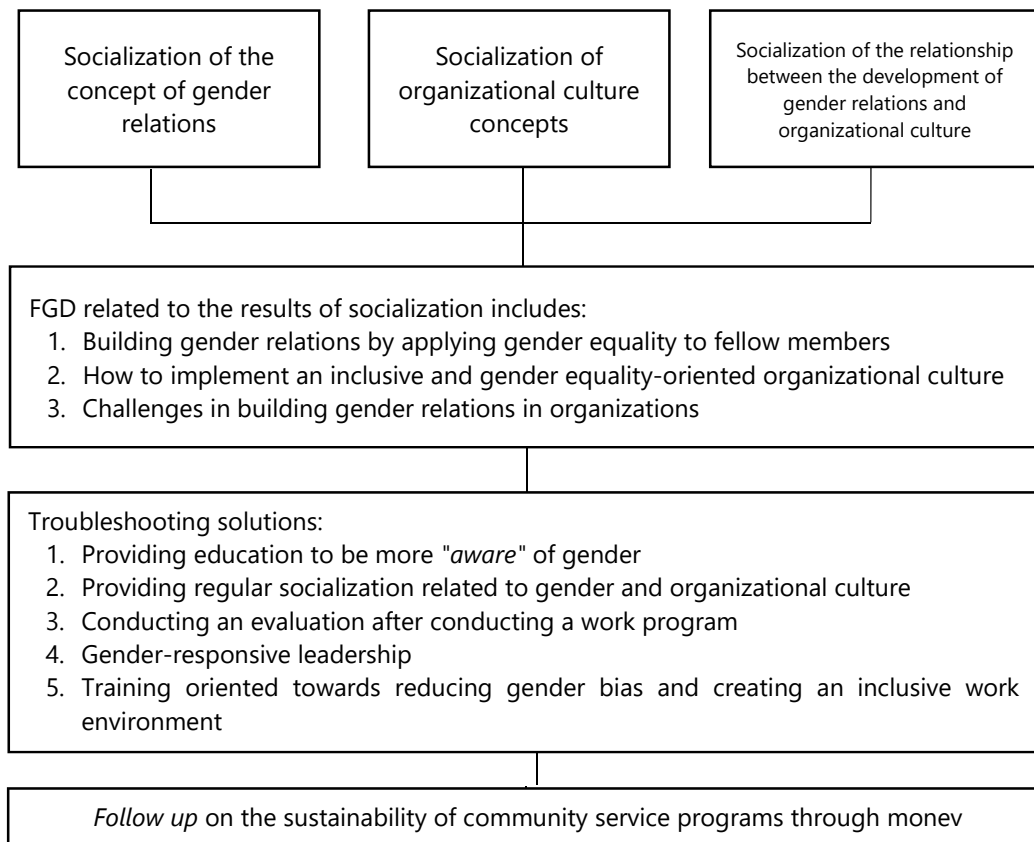
<b>Posttest Questions</b>	<b>Results of understanding the target group</b>
Perception of gender	Differences in roles, functions and responsibilities between men and women, not all women are weak and not all men are strong, gender equality is important and must be in accordance with applicable customs, justice to all genders, equal roles between the two sexes.
Gender equality-oriented organizational culture	Not differentiating duties in working for both women and men, providing equal portions when carrying out work activities, creating a fair and inclusive work environment, creating an environment free of gender discrimination, providing rolling people in charge of work programs, a safe and sportsmanlike environment.
Self-awareness related to gender balance in organizing	The division of duties is relevant and fair, fostering relationships with others to build a good organizational culture, eliminating gender discrimination in order to create an organizational culture that is pro-gender equality, carrying out duties according to roles.

Based on the results of the condensation of socialization and FGD of this community service activity, the team formulated a concept of output flow and outcomes related to the relationship between the development of gender relations and organizational culture in the Intra-School Student Organization (OSIS) at SMAN 2 Bojonegoro as Figure 10.

Based on the results of these outputs and outcomes, community service activities aim to provide a deep understanding of how to build gender relations and organizational culture as well as the relationship between the two. At this evaluation stage, the team formulated several supporting factors and what are the factors that are inhibiting this activity. The supporting factor in this activity is the support from partners who have given permission and provided space for the service team to carry out the activity, then speakers who understand their fields, SMAN 2 Bojonegoro students who are enthusiastic in participating in the activity from start to finish. But not only supporting factors, in this activity there are also still inhibiting factors, namely the adjustment of time that is minimal enough to carry out the activity

so that periodic follow-up is needed in the future. However, this service activity is considered successful because it is in accordance with the roadmap of service activities from the beginning.

These findings are consistent with broader national and global trends that emphasize the importance of promoting gender equality in education. At the national level, Indonesia has prioritized gender mainstreaming in education as part of its commitment to achieving the Sustainable Development Goals (SDG 5), yet practical implementation especially at the school organizational level remains a challenge. This study reinforces the notion that inclusive organizational culture must be intentionally developed within student institutions such as OSIS to avoid reproducing gender hierarchies. Globally, the emphasis on creating gender-responsive learning environments is also reflected in UNESCO's education frameworks, which advocate for the integration of gender equality principles in both formal and informal learning structures. Similar to international trends, this study reveals that students are still navigating traditional gender norms, and there is a significant gap between awareness and practice. Thus, this service activity contributes to ongoing efforts at both national and international levels to close the gender gap in leadership, participation, and representation within educational institutions.



**Figure 10.** Graph of the results of mapping community service activities

#### 4. CONCLUSION AND RECOMMENDATIONS

This article provides valuable insight into how organizational culture significantly shapes gender relations within student organizations. The findings reveal that dominant masculine norms—manifested through hierarchical leadership, unequal task distribution, and seniority-based systems—create barriers

to inclusive participation and reinforce gender stereotypes. The lack of formalized, gender-responsive policies within intra-school student organizations further limits opportunities for equitable leadership and collaboration. These cultural patterns are deeply rooted in broader social norms, making change a complex but necessary endeavor. Through structured socialization and interactive focus group discussions, this community service initiative helped raise students' awareness of the importance of inclusive organizational values. Specific examples, such as students' testimonies about unfair task assignments and lack of shared leadership roles, illustrate how gendered practices manifest at the school level. To address these challenges, the program emphasized the importance of building gender-conscious leadership, implementing equitable work procedures, and promoting continuous education. Therefore, fostering inclusive organizational culture through targeted interventions is essential not only for achieving gender equality but also for developing more effective, collaborative, and student-centered school organizations.

In achieving success related to the development of gender relations and organizational culture in the education environment, there is a need for assistance from schools and cross-sectors to cooperate in providing education related to this matter. The school and student council members must often create work programs oriented to gender equality by implementing an inclusive organizational culture. Cross-sector collaboration can also help succeed in instilling and creating broader relationships. The next recommendation for mentoring activities suggested by the service team is to look at the perspective of organizational culture more broadly, for example on conflict resolution, conflict negotiation, and how to apply the organizational culture in practice. In addition, long-term recommendations that can be applied in the school environment are to make SOPs or regulations that regulate a pro-gender organizational environment and the implementation of gender-responsive work programs, as well as by implementing an organizational culture that is committed to creating a positive environment.

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