

A Study on Equality Rights Between Genders in Islamic Gifted and Talented Education at Kolej PERMATA Insan.

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ABSTRACT

Kolej PERMATA Insan (KPI) has been operating for almost ten (10) years since its official establishment in 2015. However, the unequal recruitment of students of different genders is a question mark for the community outside. Questions arise, such as why the number of female students exceeds male students, whether the selection to this Kolej is according to the gender quota, and how the students are selected to represent the KPI in competitions at the state, national, and international levels. Adding to the problem is the achievement of excellent students who get 11 A's in SPM from 2019 to 2023, which is more in favor of the gender of male students. Because some of these questions have been raised, this study is very appropriate for explaining the answers more effectively. Based on the quantitative research methodology, some data will be required since 2019 to obtain the study's final results. The initial conclusion of this study is that the community can accept the results of the study that there is no gender inequality in Kolej selection, student selection for competitions, and student achievement has nothing to do with gender. The management of KPI is also suggested to display achievement data for public display either on the Kolej notice board or on social media so that the presence of KPI stands out more and is comparable to other schools in Malaysia.

Keywords: *gender equality at Kolej PERMATA Insan, gender quota, SPM achievement at KPI, Islamic Gifted and Talented Education.*

INTRODUCTION

Kolej PERMATA Insan (KPI) has been a prominent educational institution since its establishment in 2015, yet the gender imbalance in student enrollment raises questions about the selection processes and student achievements. Gender representation in educational institutions has been a subject of various studies, revealing intricate patterns that reflect broader societal norms and expectations. Research indicates that female students often excel academically in certain subjects, particularly in language arts and social sciences. In contrast, male students may dominate in disciplines like mathematics and the sciences (Halpern DF, et. al. 2007). This phenomenon can be attributed to various factors, including differing interests, teaching styles, and even societal expectations, that can shape student engagement and performance (Miller, A. 2020).

Moreover, studies have shown that gender stereotypes can significantly influence both recruitment and achievement (Stewart R. et.al., 2021). These stereotypes often manifest in subtle ways, affecting how educators perceive students' abilities and how students themselves view their potential. For instance, girls may be encouraged to pursue humanities and arts, while boys might receive more encouragement in STEM (Science, Technology, Engineering, and Mathematics). This reinforcement of traditional gender roles not only

affects student choices but can also lead to self-fulfilling prophecies, where students internalize these expectations and perform accordingly (Williams, T. 2022).

Understanding these dynamics is crucial for institutions like KPI, which strive to promote equal opportunities for all students. By recognizing the factors contributing to gender disparities in academic performance and enrollment, KPI can implement targeted strategies to address these issues, fostering an environment that supports all learners regardless of gender. This includes providing mentorship programs, encouraging mixed-gender collaboration, and actively challenging stereotypes in the classroom.

Furthermore, previous research has highlighted that the perception of gender inequality can impact the reputation of educational institutions (Díaz, Verónica, Henry Vallejos et.al. 2024.). Institutions that are perceived as favoring one gender over another may struggle to attract a diverse student body and can face criticism from stakeholders, including parents, alumni, and the community at large.

Understanding these dynamics is vital for ensuring that KPI maintains its reputation as an equitable institution committed to the success of all its students. By investigating these questions, this study seeks to inform the broader community about the realities of gender representation and academic performance at KPI, ultimately promoting a culture of inclusivity and excellence. This research aspires to clarify misconceptions and offer actionable recommendations for enhancing student engagement and achievement across genders through rigorous data analysis and a thorough exploration of existing literature.

The hypothesis guiding this study is that the gender disparity in student enrollment does not negatively affect academic excellence and competition representation at KPI. This article aims to explore the dynamics of gender representation in student recruitment, the selection criteria for competitions, and students' academic achievements from 2019 to 2023. Furthermore, despite the apparent gender imbalance in enrollment, recent data reveals that male students have achieved remarkable academic success, evidenced by numerous instances of students obtaining 11 A's in the SPM examinations from 2019 to 2023. This discrepancy raises additional questions about the relationship between gender, academic performance, and the overall learning experience at KPI.

The hypothesis guiding this study posits that the gender disparity in student enrollment does not adversely affect academic excellence or the representation of students in competitions. In fact, it is crucial to explore whether gender composition influences student motivation, learning dynamics, and opportunities for personal and academic growth. This study aims to provide a comprehensive analysis of the gender distribution at KPI, examining enrollment trends, selection criteria for competitions, and students' academic achievements over the past five years.

By examining the recruitment processes and academic achievements at KPI, this study seeks to contribute to the ongoing discourse on gender equality in education. Through a thorough analysis of enrollment trends, academic performance, and student experiences, we aim to shed light on the current state of gender representation at KPI, ultimately providing actionable insights that can enhance the institution's commitment to equity and excellence.

METHODOLOGY

To assess the academic performance of male and female students, particularly in the context of SPM results, this study will conduct a detailed analysis of examination data over the past five years. This includes comparing the overall scores, subject-specific performance, and the distribution of grades between genders. By analyzing trends in academic achievement, we aim to identify any significant differences in performance that may exist between male and female students. Additionally, we explored factors such as study habits, participation in academic support programs, and extracurricular activities to gain a holistic understanding of what influences these outcomes. This comprehensive approach will not only highlight the strengths and weaknesses of each gender but also provide insights into how educational practices at KPI can be refined to support all students more effectively.

This study adopts a quantitative research methodology, focusing on data collected from KPI records since 2019. The data include:

- i. Enrollment Statistics by Gender: Analyzing the gender distribution of students enrolled at KPI.
- ii. Academic Performance Metrics: Examining the SPM results from 2019 to 2023, specifically highlighting students who achieved outstanding performance in federal examinations (SPM).

Statistical analyses will be conducted to identify trends and correlations, providing a thorough understanding of the relationship between gender representation and academic achievement.

RESULTS AND DISCUSSION

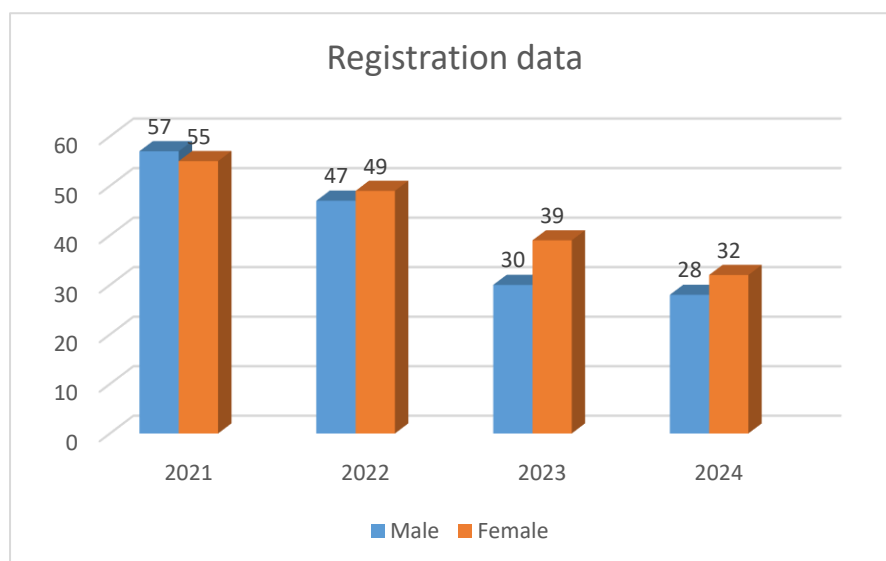


Figure 1. Data entry for KPI by year and gender

Gender Distribution: Preliminary analysis of enrollment data reveals that female students constitute a larger proportion of the student body at KPI, accounting for approximately 60%

of total enrollments. This trend raises questions about the factors influencing student selection and whether it aligns with gender quotas.

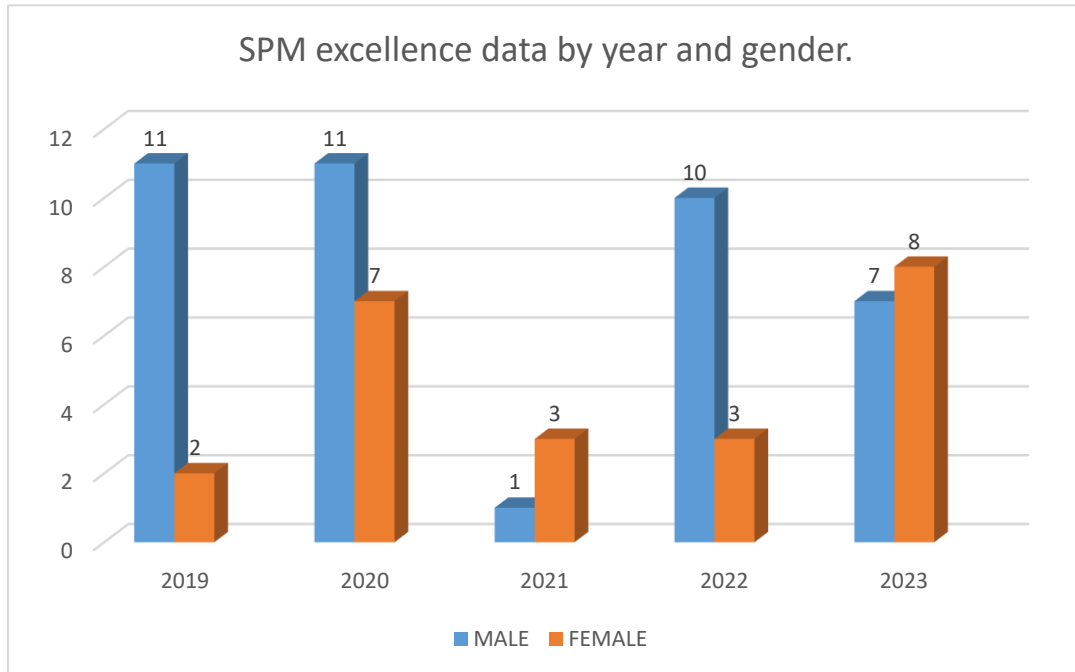


Figure 2. Data of students who achieved 11 A's in the SPM examination by year and gender.

Academic Achievement: An analysis of SPM results from 2019 to 2023 indicates that male students have achieved higher scores overall, with several individuals attaining 11 A's. However, the performance of female students remains commendable, highlighting their strong academic capabilities. This finding supports the hypothesis that gender does not dictate academic success at KPI.

Analysis of Intellectual Quotient (IQ) Based on Gender Among Students Who Completed the Quran at KPI.

Student Data:

Total Number of Students: 33

Number of Males: 13 (39.4%)

Number of Females: 20 (60.6%)

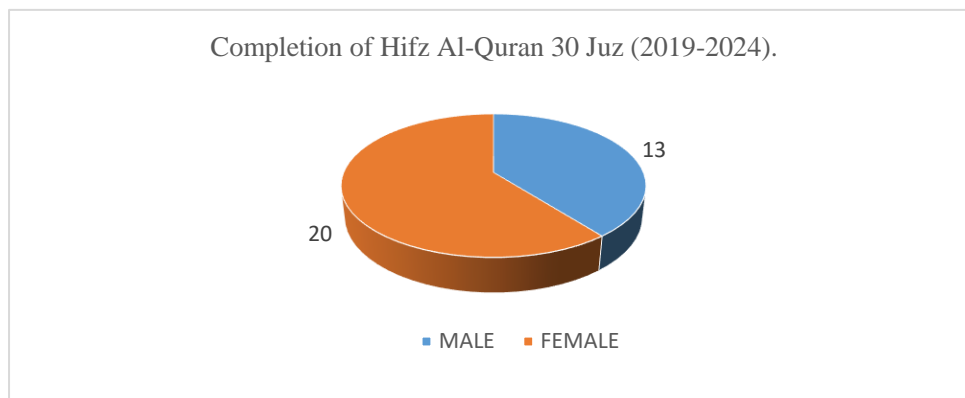


Figure 3. Data of students who completed of Hifz Al-Quran 30 Juz by gender

i. Intellectual Quotient (IQ) and Gender Trends in Intellectual Quotient:

Research indicates that there are variations in IQ achievement between genders, with females often showing strengths in verbal and social skills, while males tend to excel in spatial and mathematical skills. However, these outcomes may vary depending on cultural and educational contexts.

ii. Impact of Quranic Studies on IQ:

Quranic studies require deep skills in memorization, comprehension, and analysis. Therefore, students who complete the Quran may exhibit improvements in cognitive skills, including memory retention and critical thinking.

Females, who make up a larger portion of this study, may benefit more in terms of social and verbal skills, as they are more engaged in activities that require communication and interaction.

iii. Comparison of IQ Between Genders.

Males: Males' tendency to think logically and analytically may give them an advantage in certain subjects. However, they may be less prominent in the social skills necessary for group learning.

With fewer males (39.4%), there may be fewer opportunities for collaboration and group learning, which could affect their IQ development.

Females: Who represents 60.6% of the students, may benefit more from collaborative learning approaches and effective communication. This could contribute to an increase in their IQ related to verbal and interpersonal skills.

Their involvement in Quranic studies may also reflect stronger social support, which in turn could enhance their self-confidence and cognitive abilities.

The findings of this study suggest that gender imbalance in enrollment at KPI does not correlate with academic performance or selection processes for competitions. There is

no evidence of gender inequality in the college's recruitment or achievement practices. To enhance the visibility of student successes and promote a more balanced perception, it is recommended that KPI regularly publishes achievement data on notice boards and social media platforms.

CONCLUSION

The findings of this study suggest that the gender imbalance in enrollment at KPI does not correlate with academic performance or selection processes for competitions. There is no evidence of gender inequality in the college's recruitment or achievement practices. To enhance the visibility of student successes and promote a more balanced perception, it is recommended that KPI regularly publishes achievement data on notice boards and social media platforms. Additionally, to further support the development of talented students, the government should establish more gifted schools that cater to diverse learning needs. These institutions could provide specialized programs and resources to nurture exceptional talent across all genders, ultimately fostering a more equitable educational landscape. By increasing the number of gifted schools, the government can ensure that all students, regardless of gender, have access to the opportunities and support necessary to excel academically and contribute meaningfully to society.

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