

A Microaggression Among The Elementary School Teachers In Various Forms of Gender Bias In Learning Process

Nur Fadhilah Umar¹, Abdullah Sinring², Muhammad Ilham Bakhtiar³

¹Guidance and Counseling, State University of Makassar, Indonesia

²Guidance and Counseling, State University of Makassar, Indonesia

³Guidance and Counseling, STKIP Andi Matappa, Indonesia

Correspondence email: ¹nurfadhilahumar@unm.ac.id

Abstrak: Mikroagresi adalah perilaku kekerasan yang kasar dan berintensitas rendah dalam menyampaikan pesan negatif kepada kelompok minoritas. Agresi mikro berbeda dengan agresi verbal atau perundungan yang bertujuan untuk menyakiti orang lain. Microaggression dipandang sebagai pesan biasa yang bisa berupa lelucon namun tanpa disadari menyakiti orang lain. Perilaku ini juga terjadi pada guru, terutama dalam proses pembelajaran di kelas. Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk mikroagresi guru dilihat dari faktor bias gender. Jenis penelitian ini adalah deskriptif dan kuantitatif. Populasi dalam penelitian ini adalah guru-guru sekolah dasar di Kota Makassar, Sulawesi Selatan. Teknik pengambilan sampel yang digunakan adalah random sampling untuk menentukan jumlah sampel dengan menggunakan rumus Slovin. Oleh karena itu, sampel penelitian ini berjumlah 117 guru sekolah dasar. Instrumen penelitian menggunakan skala mikro agresi rasial gendered 2015 untuk perempuan kulit hitam oleh Lewis da Neville. Penelitian ini menggunakan analisis data deskriptif dan inferensial dalam bentuk ANOVA dengan bantuan aplikasi JASP. Hasil penelitian menunjukkan bahwa bentuk agresi mikro yang paling sering dilakukan oleh guru adalah agresi mikro yang disebabkan oleh bias gender, terutama pada stigma dan diskriminasi antara perempuan dan laki-laki, serta aspek etnis.

Kata kunci: Kekerasan Mikro; Guru Di Sekolah Dasar; Bias Gender; Proses Pembelajaran

Abstract: Microaggression is rude and low-intensity violent behavior in conveying negative messages to minority groups. Microaggression is unlike verbal aggression or bullying, which aims to hurt others. Microaggression is seen as an ordinary message that can be in the form of a joke but unwittingly hurt another person. This behavior also occurs in teachers, especially in the learning process in the classroom. This study aims to describe the forms of teacher microaggression seen from the gender bias factor. This type of research is descriptive and quantitative. The population in this study were elementary school teachers in Makassar City, South Sulawesi. The sampling technique used was random sampling to determine the number of samples using the Slovin formula. Therefore, the sample of this study amounted to 117 elementary school teachers. The research instrument used the 2015 Gendered Racial microaggression scale for black women by Lewis da Neville. This study uses descriptive and inferential data analysis in the form of ANOVA with the help of the JASP application. The results showed that teachers' most frequent forms of microaggression were microaggressions caused by gender bias, especially on stigma and discrimination between women and men, as well as ethnic aspects.

Keywords: Microaggression; Teacher in Primary School; Gender Biases; Learning Process

INTRODUCTION

Microaggression is seen as a potential problem in schools. The facts in the field show that in the interaction of students with other students, even the interaction of teachers and students shows a lot of microaggression behaviour. However, this behaviour is not considered dangerous or even essential to discuss. *Microaggression* is a behaviour that is seen as dangerous because educators and students can inadvertently carry out microaggressions that project stigma, stereotypes, and even potential discrimination on others (Burleigh and Wilson, 2021). In various groups of individuals, microaggression causes various psychological problems such as low self-confidence, low self-esteem, depression to suicide (Sue *et al.*, 2007; Wong and Zhang, 2014a; Torino *et al.*, 2018).

Microaggressions carried out by teachers also cause various problems in student development, especially in aspects of self-esteem, and positive self-concept, such as the psychological development of students (Smith and Redington, 2010; Suárez-Orozco *et al.*, 2015a). The results of the study (Yang and Carroll, 2016) show that various factors influence why someone does microaggression. One of these factors is the experience of gender bias. Gender-biased experiences shape one's perception to carry stereotypes that discriminate against others in the form of microaggression (Sprow *et al.*, 2021a). In addition, the results of Ribeiro's research show that microaggression problems also occur in the learning process carried out by the teacher. The teacher as a role model tends to commit microaggressions due to the experience of gender bias they have experienced (Ribeiro *et al.*, 2018; Sinring, Aryani and Umar, 2022) Supported by research results (Mutrofin and Irvan, 2019) that someone who experiences a lot of gender bias will also tend to carry out gender bias behavior in their environment (Mitchell and Martin, 2018). Thus, these gender bias experiences encourage a person to behave gender bias in the surrounding environment. Gender bias behavior can be in the form of microaggressive behavior that tends to be subtle, and cannot be identified but creates feelings that are uncomfortable with other people, for example "how come girls have less beautiful writing", this expression refers to women's writing must be beautiful and if not beautiful it means the girl is not in accordance

with the expectations that have been applied in society (Putra, 2018). As a result, the girl feels isolated, insecure and doesn't believe in herself (Bertrand and Pan, 2013; Gaisch *et al.*, 2016). Therefore, a teacher who experiences gender bias is seen as capable of influencing the frequency of microaggressions, especially in the learning process in the classroom. It is important to explore the frequency of microaggressive behavior that is driven by gender bias experiences because the form of teacher microaggressive behavior in learning forms the basis for the development of microaggressive prevention programs due to teacher gender bias experiences in elementary schools. The results of research related to teacher microaggression have been carried out according to the results of research conducted by (Incikabi and Ulusoy, 2019) related to the form and implications of gender bias at the education unit level of Turkish state elementary schools, but how the description of teacher microaggression behavior in learning settings has not been implemented, especially in learning settings in Indonesia. Therefore, this study aims to explore the description of teacher microaggression behavior caused by gender bias experience.

1.1. Defenition of Microaggression

Microaggression is defined as insults verbally or behaviorally in a short and ordinary daily environment, both intentional and unintentional, due to negative prejudice, hostility and discrimination in certain groups (Sue, 2010). Therefore, microaggression can be an unconscious behaviour perpetuated by one person or group to another, which may be offensive and not desired (Burleigh and Wilson, 2021).

In various aspects, the act of microaggression is sometimes indistinguishable from bullying. However, microaggression and bullying are different behaviours characterized by different intentions. Microaggression is carried out by the perpetrator without knowing the danger, while bullying is a deliberate offensive behaviour against someone by hurting others psychologically and physically (Sue, 2010; Mazzula and Campón, 2018; Burleigh and Wilson, 2021).

Microaggression is seen from 4 aspects, namely: 1) Assumptions of Gender and sexual objective, 2) Silenced and Marginalized, 3) Bring Strong Ethnic Stereotypes, and 4) Angry racial stereotypes by ethnicity (Lewis and

Neville, 2015). Assumptions of Gender and sexual objective are factors that describe stereotypes, especially in the aspect of appearance. Research results (Huber *et al.*, 2021) found that women reported experiences of overt sexual objectification, such as being branded or stared at by strangers, which are experiences that can be applied to women of any racial or ethnic group. Silenced and Marginalized factors describe how women feel marginalized and silenced at work and school, especially in making decisions in open and interpersonal discussions. They bring vital ethnic stereotype factor highlights the stereotype of how the firm action of women who take on an independent role is considered offensive, especially for individuals who take on an independent role and do not put others first.

1.2 Gender Biases

Microaggression in the gender aspect is defined as verbal expression, behaviour, and oppression subtly and occurs every day, intentionally or unintentionally, based on stereotyped views and gender discrimination (Lewis and Neville, 2015). For example, dark-skinned women receive criticism for their clothes that are brightly coloured and do not match the colour of their skin. Criticism of the colour of clothing is good for the way women with dark skin dress better. However, such criticism makes a person feel humiliated. Comments like this stem from the general beauty view that the definition of beauty is white (DeLapp and Williams, 2021).

In Indonesia, microaggression caused by gender bias is oppression caused by individuals experiencing injustice regarding gender roles in society (Sprow *et al.*, 2021). Examples of individuals who experience injustice in gender roles can be a double burden (dual work for women with careers and having to do all domestic work in the household), stereotypes, discrimination and marginalization (Endo, 2015). Teachers also experience gender injustice. The patriarchal culture in Indonesia, which is still widely embraced in the family, encourages teachers to experience a form of double burden in the household (Jatiningsih, 2016; Mutrofin and Irvan, 2019) So, psychologically, teachers who do not get psychological well-being in their profession (Aryani, Umar and Kasim, 2020). The low psychological well-being of teachers has an impact on the tendency to carry out

microaggressions in the classroom (Wong and Zhang, 2014b; Suárez-Orozco *et al.*, 2015b).

METHOD

This type of research is a quantitative descriptive study that aims to describe the microaggression of elementary school teachers in various forms of gender bias in the learning process.

The population in this study were elementary school teachers in Makassar. The sampling technique in this study uses simple random sampling, with the determination of the number of samples using Slovin's formula where the number of samples is taken 10% of the total population. Therefore, the sample in this study amounted to 107 elementary school teachers. The instruments in this study consisted of 2, namely:

1. Instrument type of gender bias experienced by teachers consists of 4 factors, namely experience of double burden, the experience of discrimination, the experience of marginalization and experience of stereotypes. The gender bias experience instrument uses a modified Likert scale with 4 answer choices, namely very often, often, sometimes, and never. The reason for modifying the Likert scale on this instrument is due to the tendency of Indonesian respondents to choose neutral when filling out the questionnaire. Based on the results of the Confirmatory Factor Analysis (CFA) test, it was found that Cronbach's alpha value was 0.915, McDonald's was 0.931; RMSEA of 0.074; chi square of 1.831; CFI of 0.945; and TLI of 0.955. Based on the test results, it can be concluded that this instrument is feasible to use.
2. The instrument was adapted from The Gendered Racial Microaggressions Scale (GRMS) developed by (Lewis and Neville, 2015). The GRMS instrument consists of 34 questions using a modified Liker scale, namely very often, often,

sometimes, rarely/almost never. Based on the results of the confirmatory factor analysis (CFA) test, it is known that the GRMS instrument shows a fit model. Specifically, the results of the CFA test show that the reliability value for Cronbach's alpha is 0.981, for McDonald's is 0.980; RMSEA of 0.062; CMNI/Df of 778.323/438; CFI of 0.924; and TLI of 0.961.

2.4 Data Analysis

The data analysis of this study consists of two types, namely 1) Descriptive statistics with the help of the JASP application are used to answer the first research question, namely how does the experience of teacher gender bias affect teacher microaggression behavior ? 2)

Inferential statistics in the form of an ANOVA test using the help of the JASP application, to answer the second and third research questions related to how the double burden and discrimination experience affect microaggression behavior?.

RESULTS AND DISCUSSION

3.1 Research Question 1: How does gender bias affect teachers' microaggression behaviour in the classroom.

Based on table 1, it can be concluded that there are two types of gender bias that affect teacher microaggression, namely experiences related to double burden ($p < 0.05$) and experiences related to discrimination ($p < 0.01$). Specifically, it can be seen in table 1.

Table 1. Teacher's Microaggressions Behavior Based on Gender Biases

	Type of Gender Biases	M	SD	M-Square	F
Microaggression	Double Burden	127.244	19.708	1471.878	3.627*
	Stereotype	120.356	18.452	249.548	0.685
	Discrimination	127.244	19.708	1471.878	3.627**
	Marginalization	115.425	17.878	527.935	1.879

N = 107 (Primary Education Teachers)

*** ($p < 0.001$)

** ($p < 0.01$)

* ($p < 0.05$)

Furthermore, the double burden is that the workload received by one gender is greater than the other gender (Nengsih, 2019). In addition, discrimination also includes things that affect microaggression behaviour, namely gender discrimination, an injustice seen with different attitudes and treatment towards our colleagues based on gender. Several factors cause this discrimination, including natural formation, socio-cultural factors, and religious beliefs (Kasim, 2022). In addition, education instilled in girls can be undermined by an understanding of discrimination which tends to see subtle/microaggressive behavior in comparison with men. It is this cognitive aspect that needs to be changed to create awareness about the benefits associated with educating all members of society, including girls (Dilli and Westerhuis, 2018; Kuria, 2021).

Further research, gender discrimination, especially in the world of work, although laws

have been issued to promote gender equality, progress has not satisfied all elements of gender. (Nomadolo, 2021). This correlates that the double burden discriminates against one particular gender. This is supported by research that gender inequality causes a serious problem for a person's psychology because of offensive behavior that hurts through microaggressions (Lewis and Neville, 2015; Cameron and Stinson, 2019).

3.2 Research Question 2: How Does Teachers' Double Burden Experience Affect Their Microaggression on Students?

Based on table 2, it can be concluded that the level of microaggression behavior is dominated by the angry nature of certain individual ethnicities ($p < 0.05$). In addition, other forms such as negative assumptions about sexual objectivity, especially microaggressive behavior ($p < 0.05$).

Table 2. The effect of teachers' double burden experiences to the microaggression on the students

	Frequency of Gender Biases Eksperience	M	SD	M-Square	F
Microaggression	Rarely/Almost never	132.897	21.131	1343.83	3.290*
	Often	124.386	20.912		
	Very often	117.714	12.220		
Assumptions of Gender and sexual objectification	Rarely/Almost never	28.828	3.683	59.173	2.827*
	Often	26.263	4.741		
	Very often	24.357	5.562		
Silenced and Marginalized	Rarely/Almost never	13.655	3.446	11.175	1.278
	Often	12.579	2.915		
	Very often	11.457	1.748		
Bring Strong Ethnic Stereotype	Rarely/Almost never	18.069	3.845	32.281	1.857
	Often	16.596	4.259		
	Very often	15.715	4.445		
Angry racial stereotypes by ethnicity	Rarely/Almost never	12.400	3.668	68.249	6.885*
	Often	14.255	2.978		
	Very often	16.625	3.284		

N = 107 (Primary Education Teachers)

*** ($p < 0.001$)

** ($p < 0.01$)

* ($p < 0.05$)

Based on table 2. It can be explained that when a teacher does not experience a double burden, it affects them more objectively to see differences in gender roles. This result contributes to less microaggression toward their students. Furthermore, (Nadal *et al.*, 2014) found that the number of microaggressions they experience is significantly less. Thus, students may be more able to protect themselves and be confident. Based on the results of Quinn's research (2015) through interviews with 15 students stated that the ability to protect oneself is one way to avoid microaggressive behavior (Pandang *et al.*, no date; Quinn *et al.*, 2016). If this is not owned by students, it will have an impact on their physical and mental health, especially in an environment that applies a gender-biased culture (Ahmad *et al.*, 2018; Aryani and Umar, 2020). Meanwhile, the more a teacher experiences a double burden, the more he or she performs microaggressions, especially in anger toward certain ethnicities. This is

because the double burden is very likely to harm the health and well-being of especially a teacher (Lacomba-Trejo *et al.*, 2022). Another thing that is considered to explain why microaggression caused by gender bias is categorized as positively significant on teacher performance at school is the double burden factor experienced by teachers in their environment which then occurs in the learning process (Pandang *et al.*, 2022).

3.3 Research Question 3: How Does Teacher Discrimination Experience Affect Their Microaggression on Students?

Based on table 3, it was found that the level of microaggressive behavior that students naturally had because the teacher's behavior was more directed towards anger towards certain ethnic individuals ($p < 0.05$). In addition, other forms such as negative assumptions about a student's ethnicity are strongly attached to microaggressive behavior ($p < 0.05$).

Table 3. The effect of teachers' discrimination experiences to the microaggression on the students

	Frekuensi Mengalami Bias Gender	M	SD	M-Square	F
Microaggression	Rarely/Almost never	127.244	19.708	1471.878	3.627
	Often	120.936	21.027		
	Very often	140.625	16.630		
Assumptions of Gender and sexual objectification	Rarely/Almost never	26.867	4.485	17.859	0.820
	Often	25.851	5.000		
	Very often	27.625	3.335		
Silenced and Marginalized	Rarely/Almost never	12.933	3.144	6.715	0.760
	Often	12.732	2.692		
	Very often	14.125	3.563		
Bring Strong Ethnic Stereotype	Rarely/Almost never	17.489	4.082	82.915	5.074**
	Often	15.766	4.203		
	Very often	20.250	2.375		
Angry racial stereotypes by ethnicity	Rarely/Almost never	12.400	3.608	68.249	6.045**
	Often	12.255	2.908		
	Very often	16.625	3.204		

N = 107 (Primary Education Teachers)

*** ($p < 0.001$)

** ($p < 0.01$)

* ($p < 0.05$)

Based on table 3. It is explained as follows when a teacher does not experience discrimination. However, it influences them to carry strong ethnic stereotypes. These results contribute to more microaggression. In addition, the more a teacher is discriminated against, the more he or she engages in microaggression, especially in anger against a particular ethnicity. Furthermore, (Coard, 2021) states that this discrimination significantly affects all fields, both in terms of interaction between ethnicities, not only that but also has an impact on his personality, especially the psychological well-being of individuals, which causes micro-aggression.

In addition, the current education system makes culture more diverse from one another (culture, race, religion and gender) (Steketee *et al.*, 2021). Teachers as educators who interact with students who spend a lot of time in the school environment with different backgrounds certainly have different challenges (Cardoza, 2019). Teachers must develop the capacity to be culturally sensitive, provide culturally responsive pedagogy, and regularly self-assess the biases involved in positive academic

outcomes for students in kindergarten through Grade 12 (Anderson and Martin, 2018; Umar, 2021).

CUNCLUSION AND SUGESTION

The conclusion of the research is: (1) Microaggression is carried out between students and by the teacher against students. Also, Microaggression is influenced by various factors, including experienced gender bias. The results of this study indicate that teachers experiencing gender bias tend to experience Microaggression in the learning process. The influencing gender is double burden and discrimination. This shows that a person who frequently experiences gender bias will tend to be prone to Microaggression; (2) The experience of double burden makes teachers more likely to experience low work well-being, and feelings of disrespect contribute to the frequency with which teachers engage in Microaggression. Conversely, if teachers do not experience a double burden, it will increase their objective view of gender differences and reduce microaggression behaviour in the classroom; (3)

The discrimination experienced by teachers affects them to carry strong ethnic stereotypes. These results contribute to more Microaggression. The more a teacher is discriminated against, the more Microaggression he or she will engage in, especially in anger against a particular ethnicity.

There are suggestions for future research, namely conducting a more in-depth exploration of the factors that influence microaggression ethnically towards students with different population characteristics so that analysis on social behavior and academic aspects.

REFERENCES

- Ahmad, S. *et al.* (2018) 'Double burden of malnutrition among school-going adolescent girls in North India: A cross-sectional study', *Journal of family medicine and primary care*, 7(6), p. 1417. Available at: https://doi.org/10.4103/jfmipc.jfmipc_185_18.
- Anderson, B.N. and Martin, J.A. (2018) 'What K-12 teachers need to know about teaching gifted Black girls battling perfectionism and stereotype threat', *Gifted Child Today*, 41(3), pp. 117–124. Available at: <https://doi.org/10.1177/1076217518768339>.
- Aryani, F. and Umar, N. (2020) 'Factors Affecting Z Generation on Selecting Majors in The University: an Indonesian Case', *Journal of Social Studies Education Research*, 11(3), pp. 109–133.
- Aryani, F., Umar, N. and Kasim, S.N.O. (2020) 'Psychological well-being of students in undergoing online learning during pandemi COVID-19'.
- Bertrand, M. and Pan, J. (2013) 'The trouble with boys: Social influences and the gender gap in disruptive behavior', *American economic journal: applied economics*, 5(1), pp. 32–64. Available at: <https://doi.org/10.1257/app.5.1.32>.
- Burleigh, C.L. and Wilson, A.M. (2021) 'Teachers' awareness in identifying microaggressive behaviors within the K-12 classroom', *Social Psychology of Education*, 24(1), pp. 143–167. Available at: <https://doi.org/10.1007/s11218-020-09604-9>.
- Cameron, J.J. and Stinson, D.A. (2019) 'Gender (mis) measurement: Guidelines for respecting gender diversity in psychological research', *Social and personality psychology compass*, 13(11), p. e12506. Available at: <https://doi.org/10.1111/spc3.12506>.
- Cardoza, K. (2019) 'How schools are responding to migrant children', *Education Week* [Preprint].
- Coard, S.I. (2021) 'Race, discrimination, and racism as "growing points" for consideration: attachment theory and research with African American families', *Attachment & Human Development*, pp. 1–11. Available at: <https://doi.org/10.1080/14616734.2021.1976931>.
- DeLapp, R.C.T. and Williams, M.T. (2021) 'Preparing for racial microaggressions: The role of cognition and emotion in the proactive coping process of African American college students', *New Ideas in Psychology*, 63, p. 100897. Available at: <https://doi.org/10.1016/j.newideapsych.2021.100897>.
- Dilli, S. and Westerhuis, G. (2018) 'How institutions and gender differences in education shape entrepreneurial activity: a cross-national perspective', *Small Business Economics*, 51(2), pp. 371–392. Available at: <https://doi.org/10.1007/s11187-018-0004-x>.
- Endo, R. (2015) 'How Asian American female teachers experience racial microaggressions from pre-service preparation to their professional careers', *The Urban Review*, 47(4), pp. 601–625. Available at: <https://doi.org/10.1007/s11256-015-0326-9>.
- Gaisch, M. *et al.* (2016) 'Gender microaggressions in low-context communication cultures: a perceptual study in the context of higher education

- institutions’.
- Huber, L.P. *et al.* (2021) ‘Racial microaffirmations as a response to racial microaggressions: Exploring risk and protective factors’, *New Ideas in Psychology*, 63, p. 100880. Available at: <https://doi.org/10.1016/j.newideapsych.2021.100880>.
- Incikabi, L. and Ulusoy, F. (2019) ‘Gender bias and stereotypes in Australian, Singaporean and Turkish mathematics textbooks’, *Turkish Journal of Education*, 8(4), pp. 298–317. Available at: <https://doi.org/10.19128/turje.581802>.
- Jatiningsih, O. (2016) ‘Pengarutamaan Gender (PUG) Dalam Pendidikan Sebagai Strategi Pendidikan Karakter Bagi Calon Guru Di Lembaga Pendidikan Guru Dan Tenaga Kependidikan’, in *Prosiding Seminar Nasional Lembaga Pengembangan, Pembelajaran, dan Penjaminan Mutu (November 5, 2016)*.
- Kasim, M. (2022) ‘Peredaan Praktek Diskriminasi Berbasis Gender oleh Prinsip-prinsip Keagamaan’, *Jurnal Iman dan Spiritualitas*, 2(2), pp. 271–278. Available at: <https://doi.org/10.15575/jis.v2i2.18514>.
- Kuria, V. (2021) ‘Influence of Socio-Cultural Factors on Gender Participation in Basic Adult Literacy Development’. Available at: <https://doi.org/10.20448/804.6.1.1.15>.
- Lacomba-Trejo, L. *et al.* (2022) ‘Teachers’ Response to Stress, Anxiety and Depression During COVID-19 Lockdown: What Have We Learned From the Pandemic?’, *Journal of School Health* [Preprint].
- Lewis, J.A. and Neville, H.A. (2015) ‘Construction and initial validation of the Gendered Racial Microaggressions Scale for Black women.’, *Journal of counseling psychology*, 62(2), p. 289.
- Mazzula, S.L. and Campón, R.R. (2018) ‘Microaggressions: Toxic rain in health care’, *Microaggression theory: Influence and implications*, 108. Available at: <https://doi.org/10.1002/9781119466642.c>
- h11.
- Mitchell, K.M.W. and Martin, J. (2018) ‘Gender bias in student evaluations’, *PS: Political Science & Politics*, 51(3), pp. 648–652. Available at: <https://doi.org/10.1017/S104909651800001X>.
- Mutrofin, M. and Irvan, M. (2019) ‘Dampak Bias Gender Terhadap Profesi Keguruan’.
- Nadal, K.L. *et al.* (2014) ‘The adverse impact of racial microaggressions on college students’ self-esteem’, *Journal of college student development*, 55(5), pp. 461–474. Available at: <https://doi.org/10.1353/csd.2014.0051>.
- Nengsih, N. (2020) ‘Beban Ganda Perempuan: Penguatan Ekonomi Perempuan Melalui Inklusi Keuangan Syariah di Minangkabau’, *Al-Maiyyah: Media Transformasi Gender dalam Paradigma Sosial Keagamaan* [Preprint]. Available at: <https://doi.org/10.35905/al-maiyyah.v13i2.728>.
- Nomadolo, L. (2021) ‘Gender-Based discrimination in the workplace in South Africa’. Available at: <https://doi.org/10210/466565>.
- Pandang, A. *et al.* (no date) ‘The need analysis for developing peer mentors as peer counseling program among Gen Z’, *International Journal of Research in Counseling and Education*, 06, p. 2022. Available at: <https://doi.org/10.24036/00568za0002>.
- Putra, D.A. (2018) ‘Kesetaraan Gender dalam Pembelajaran di Sekolah Dasar’, *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 2(1), pp. 89–96. Available at: <https://doi.org/10.30651/else.v2i1.1400>.
- Quinn, M.E. *et al.* (2016) ‘The double burden: barriers and facilitators to socioeconomic inclusion for women with disability in Bangladesh’, *Disability, CBR & Inclusive Development*, 27(2), pp. 128–149. Available at: <https://doi.org/10.5463/DCID.v27i2.474>.

- Ribeiro, F.N. *et al.* (2018) 'Media bias monitor: Quantifying biases of social media news outlets at large-scale', in *Twelfth international AAAI conference on web and social media*.
- Sinring, A., Aryani, F. and Umar, N.F. (2022) 'Examining the Effect of Self-Regulation and Psychological Capital on the Students' Academic Coping Strategies during the Covid-19 Pandemic.', *International Journal of Instruction*, 15(2).
- Smith, L. and Redington, R.M. (2010) 'Class dismissed: Making the case for the study of classist microaggressions.'
- Sprow, H.N. *et al.* (2021a) 'Gender-based microaggressions in surgery: a scoping review of the global literature', *World Journal of Surgery*, 45(5), pp. 1409–1422. Available at: <https://doi.org/10.1007/s00268-021-05974-z>.
- Sprow, H.N. *et al.* (2021b) 'Gender-based microaggressions in surgery: a scoping review of the global literature', *World Journal of Surgery*, 45(5), pp. 1409–1422. Available at: <https://doi.org/10.1007/s00268-021-05974-z>.
- Steketee, A. *et al.* (2021) 'Racial and language microaggressions in the school ecology', *Perspectives on Psychological Science*, 16(5), pp. 1075–1098. Available at: <https://doi.org/10.1177/1745691621995740>.
- Suárez-Orozco, C. *et al.* (2015a) 'Toxic rain in class: Classroom interpersonal microaggressions', *Educational Researcher*, 44(3), pp. 151–160. Available at: <https://doi.org/10.3102/0013189X15580314>.
- Suárez-Orozco, C. *et al.* (2015b) 'Toxic rain in class: Classroom interpersonal microaggressions', *Educational Researcher*, 44(3), pp. 151–160.
- Sue, D.W. *et al.* (2007) 'Racial microaggressions in everyday life: implications for clinical practice.', *American psychologist*, 62(4), p. 271. Available at: <https://doi.org/10.1037/0003-066X.62.4.271>.
- Sue, D.W. (2010) *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons.
- Torino, G.C. *et al.* (2018) 'Everything YouWanted to Know About Microaggressions but Didn't Get a Chance to Ask', *Microaggression theory: Influence and implications*, pp. 1–15. Available at: <https://doi.org/10.1002/9781119466642.ch1>.
- Umar, N.F. (2021) 'Digital Career Planning Models for Z Generation', *Indonesian Journal of Educational Studies*, 23(2), pp. 91–100.
- Wong, Y.P. and Zhang, L. (2014a) 'Perceived school culture, personality types, and wellbeing among kindergarten teachers in Hong Kong', *Australasian Journal of Early Childhood*, 39(2), pp. 100–108. Available at: <https://doi.org/10.1177/183693911403900213>.
- Wong, Y.P. and Zhang, L. (2014b) 'Perceived school culture, personality types, and wellbeing among kindergarten teachers in Hong Kong', *Australasian Journal of Early Childhood*, 39(2), pp. 100–108.
- Yang, Y. and Carroll, D.W. (2016) 'Understanding female STEM faculty experiences of subtle gender bias from microaggressions perspective', in *2016 ASEE Annual Conference & Exposition*. Available at: <https://doi.org/10.18260/p.27098>.