

IMPROVING STUDENTS' COMPREHENSIVE TRAINING OF LGBT ISSUES IN THE CLASSROOM

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Abstract

Social research educators hold an crucial function in shaping the ideas about society and individual's difference. Due to this phenomenon, it is important that students know how to treat LGBT individuals with appreciate and care to other students, their families, and fellow educators. unfortunately, pre-service educators regularly obtain little schooling to ensure that they feel assured enacting a notably inclusive approach to LGBT issues of their school rooms. Through this studies the writer try to explore what pre-service instructors perceptions, preparedness, and awareness of LGBT issues which have been prior to and following a expert development unit that the writer added about the content. Conducting an assessment beforehand changed into vital to make sure that the writer could provide them with education that would be relevant to students practice.

Key words: LGBT, Students' Comprehensive, Training

INTRODUCTION

Social studies schooling students inside the educator development program wherein the writer studied in Oklahoma is most effective assured get entry to to training about LGBT (Lesbian, homosexual, Bisexual, and Transgender) (Nurmalasari & Samanik, 2018), college students in a small unit at some point of one direction within the first 1/2 of their time inside the software (Suprayogi, Puspita, et al., 2021). This education is surface degree and not specific to LGBT troubles in ok-12 training or social research (Aminatun, Ayu, et al., 2021). It is finished to reply to the desires of preservice educators with regard to their LGBT students at once before and throughout their internship semester (Simamora & Oktaviani, 2020). That is a important time in instructor identity development (Samanik & Lianasari, 2018). We need to make sure that social research schooling graduates have the confidence and know-how essential to deal with their LGBT students as they start to set up their own lecture rooms (Fithratullah, 2021). Touchy and thorough LGBT training is sorely wished within the social studies schooling software the writer studied (Setiawan & Pasha, 2020), which is evident through the atmospheres of schools within the surrounding area (Suprayogi & Pranoto, 2020). Despite the fact that development has been made, LGBT college students stay a marginalized organization in the public faculty device at massive, however particularly in Oklahoma (Puspita & Pranoto, 2021). LGBT college students have better quotes of bullying based totally on their sexuality (Pranoto, 2021) and gender presentation than their cisgender heterosexual friends (Kuswoyo et al., 2021). In 2017, most effective 22% of LGBT students in Oklahoma reported that their faculties were as a minimum incredibly supportive of LGBT college students (Yulianti & Sulistiyawati, 2020). LGBT students are regularly harassed and excluded by means of fellow college students (Pradana & Suprayogi, 2021). This phenomena must purpose a sense of urgency in all educators, particularly considering the link among bullying and suicide.

One of the most controversial issues of today is the emergence of lesbian, gay, bisexual, and transgender (LGBT) communities. Lesbian, Gay, Bisexual and Transgender (LGBT) are a widespread phenomenon in modern times as a form of sexual aberration that is strongly influenced by wrong parenting patterns, lack of a father's role and pornography that is easily accessible to all circles (Kardiansyah, 2019). Child growth and development include important aspects that must be balanced and directed proportionally (Mandasari & Aminatun, 2019). Aspects of child growth and development include: spirituality (faith), physicality (physical), psychiatric (psychic), intellectual, emotional, moral, social, sexual, and economic (Megawaty & Santia, 2019). If parents and teachers are able to balance these aspects of education, then understanding and understanding of the dangers posed by LGBT behavior will be achieved (Aminatun & Oktaviani, 2019a). Therefore, the role of parents and teachers in understanding LGBT hazards for the younger generation is indispensable (Septiyana & Aminatun, 2021). (Pranoto & Afrilita, 2019) asserted that even this LGBT issue also exists not only in the present but in the past, therefore it is important to know the issues related to LGBT.

LITERATURE REVIEW

On this literature review, the writer have a few pursuits. Firstly, the writer would love to impart the concept that students can't speak LGBT oppression in the USA. Without expertise how it's miles entangled with settler colonization and white supremacy. Secondly, the writer want to give an explanation for how homophobia and transphobia in our colleges leads to direct emotional and physical damage of our college students. The writer additionally provide backing for the inclusion of LGBT studies in preferred social research instructions and the approaches that education can play an critical position in how effectively instructors serve their LGBT students.

METHOD

This study is based on a Mixed Methods Embedded design, which means that one data set is meant to play a supportive role in relation to the other, primary data set (Creswell & Plano Clark 2017). In this case, the writer was hoping to support the findings from the pre-survey and post-survey with commentary from my focus group session. In the following section the writer will outline the participants and setting, instructional materials, data collection and analysis, trustworthiness, and ethical considerations for this study.

Through this research, the writer sought to understand teachers' perceptions, readiness, and awareness of LGBT issues before and after the writer taught professional development courses on the subject. The writer would like to know which regions require pre-sales service 6 Teachers need to know how to work with LGBT students and how to address these need areas in professional learning experiences. The writer hope to not only enrich their knowledge of LGBT issues, but also provide them with practical teaching tools. Assessing their needs through a diagnostic survey, the writer can make recommendations to improve LGBT education and training for future educators

RESULTS AND DISCUSSION

RESULT

Below the writer have provided a table showing the average score for each question before and after the interview, as well as a table showing the free answer to question 29. There were 11 responses before the survey and 7 responses after the survey. There were some

participants who participated in the post-vote but did not participate in the pre-vote because they were late. There are also a small number of people who completed the preliminary survey but did not participate in the exercise, so did not participate in the later survey. The highest score for each answer is 2 and the lowest score is -2. As you can see, the average score for the six questions in the post-survey is lower than the pre-survey. After the workout, the four averages stayed the same and the eighteen averages increased.

Question	Avg.score presurvey	Avg. score postsurvey	Change
1. The words gender and sex can be used interchangeably.(-)	1.45	0.29	-1.16
2. Gender is socially constructed (-)	0.55	1.14	-0.59
3. Gender is biological (-)	1.00	0.00	-1.00
4. Everyone is born either male or female (-)	0.72	1.29	-0.57
5. Being transgender is a conscious choice (-)	1.27	1.29	-0.02
6. Non-binary gender identities are a relatively new occurrence in the world (-)	0.82	0.86	-0.04
7. Non-binary is the same thing as intersex	1.18	1.29	-0.11

In this study, the writer was attempting to see what pre-service teachers' perceptions, preparedness, and awareness of LGBT issues were prior to and following the professional development unit the writer delivered about the topic. The initial responses were mixed in regards to their understanding of the key ideas about gender identity and sexuality. However, most participants strongly agreed with the need to accommodate LGBT students in the classroom. This implies that there are pre-service educators who wish to build an LGBT-inclusive classroom but not all of them currently possess the intellectual toolkit to be able to do so in an informed way. The average scores for the post-survey either increased or stayed at the highest possible score (2.00) for 22 out of the 28 questions. This suggests that the training session had some impact on the participants' understanding of and acceptance towards LGBT issues. The findings may be skewed on the side of positive bias towards LGBT students given the fact that the training was voluntary so those who do not have an interest in accommodating LGBT students 36 would be less likely to participate. When looking over the results from the surveys, the writer was initially confused by the decrease in average score for questions 1, 3, 8, 12, 13, and 24. The differences for questions 8 and 12 (-0.01, -0.05) are not statistically significant, especially considering the small number of respondents, so the writer decided not to analyze those questions further. The writer did not address the idea of transgender people and bathrooms (Question 24) in my training because the initial positive bias for transgender people using bathrooms was very high (1.86). However the writer directly addressed the content from questions 1, 3, and 13 in my training. Question 1 (The words gender and sex can be used interchangeably) and question 3 (Gender is biological) were both designed to assess participant's understanding of the difference between gender and sex. The writer discussed these concepts at the beginning of the presentation, so it is possible that the participants

who joined after this section and took only the post-survey and not the pre-survey may have affected the scores. Lastly, question 13 addresses the need for teachers to respect all students' pronouns. The writer know that all participants were a part of the discussion surrounding pronouns, so the writer is not entirely sure why this score would have decreased.

DISCUSSION

The only factor that may explain it is the fact that the most salient determinant of participant responses is their preconceived notions and deeply held beliefs (Fithratullah, 2019). Given this and the fact that not all of those who answered the post survey had responded to the pre-survey and vice versa, it would make sense that there may be some discrepancies between their beliefs (Yuniara et al., 2020). The writer was expecting to support the data from the surveys with the comments from the focus group session. However, the writer found that the data from the focus group interview was much richer and easier to draw conclusions from, so it ended up being my primary source of data. As (Al Falaq & Puspita, 2021) asserted that many participants expressed a desire for practical tools they could use to address bigotry and include LGBT issues in their curriculum. The writer addressed this by developing a website with resources that participants can refer to at any time. However the writer was disappointed to find that many of the resources the writer was searching for, such as lesson plans about specific LGBT topics rather than those primarily about the general topic of inclusion, were few and far between (F. M. Sari & Wahyudin, 2019). This suggests the need for more LGBT-inclusive K-12 curriculum development (Adelina & Suprayogi, 2020). We also had a chance to discuss our ideas on how to respectfully incorporate LGBT issues in the curriculum in a way that would not be demeaning or tokenizing (Apriyanti & Ayu, 2020). We discussed the need for LGBT issues to be treated not as a special unit or topic of controversy, but instead as a natural part of the curriculum (Suprayogi, Samanik, et al., 2021). Participants voiced the fact that they had not experienced an LGBT-inclusive curriculum in the history courses they had taken (Suaidah, 2021), which could be a key factor for whether or not they feel confident enacting an LGBT-inclusive curriculum in their own classroom (Aminatun, Muliyah, et al., 2021). We often discuss training in the form of professional development and teacher education programs, but many times the bulk of the deep, implicit training educators receive is through their experiences as a student and as a teacher on the job (Choirunnisa & Sari, 2021). This means that enacting change may take a few generations of teachers modeling inclusive pedagogy for the future educators in their classrooms (Choirunnisa & Mandasari, 2021). However we cannot start this process without more widespread training in teacher education programs and professional development sessions (Aminatun & Oktaviani, 2019b). The anxieties that participants expressed about pushback from parents, administrators, and students can only be addressed to a certain point within the scope of a professional 38 development unit (Al Falaq et al., 2021). Their fears about pushback are not unfounded, considering that as recently as 2020, (Oktaviani & Sari, 2020) declared that teachers have faced discipline for openly showing solidarity with LGBT communities. This is a systemic issue that calls for systemic solutions (Mandasari & Oktaviani, 2018). A few brave teachers alone will not be able to change the bigotry of parents and school administrators in our country (Oktaviani & Mandasari, 2020). However (Mandasari & Wahyudin, 2021) stated that if we band together as educators and unabashedly support our fellow LGBT-inclusive educators and LGBT students, we can enact real change (Amelia & Dintasi, 2019). It is easy to fire a few outspoken teachers who stand on their own, but if they are supported by their teacher unions and networks, administration will be forced to

reconsider. The writer was careful not to promise participants that they would never face any controversy if they enact LGBT-inclusive pedagogies. According to (Gulö et al., 2021) not with standing these concerns, mankind also expressed a strong desire to be a safe person for their LGBT students to come out to. The writer believe that the positive effects of these pedagogies on the experiences of LGBT youth in our school system far outweigh the possible consequences. LGBT youth in our nation are in crisis (K. Sari & Pranoto, 2021). As educators, we must stand up for these students (Setri & Setiawan, 2020). We cannot directly control how they will be treated by their families or the community at-large, but we can make our classrooms a place where they feel safe to be who they are (Oktaviani et al., 2021).

CONCLUSION

The results of the surveys led me to question how much having basic understanding of LGBT concepts correlates with inclusion of LGBT students. In the future, the writer would be interested in assessing the understanding of LGBT concepts among in-service educators and then observing in their classroom and interviewing students to gain an understanding of how inclusive their classrooms are. There are still many areas of concern when it comes to properly training educators in LGBT issues, especially given the fact that in many school environments it is counter-cultural to advocate for students with diverse gender and sexual identities. The positive results of this study suggest that pre-service educators and most likely their future students would benefit from an increase of in-depth, vocation specific training about LGBT issues. Many pre-service educators are willing and able to enact LGBT inclusive pedagogy, but do not know how to do this in practice. This is likely due in part to the fact that they have not seen these pedagogies modeled for them. If we train this generation of educators to be inclusive and accepting of students and parents of all genders and sexualities, the reverberations on teaching practice and our society at-large will be long-lasting. Conversely, if we continue to allow the pushback and bigotry from some parents, administration, and students to control how we treat our LGBT students, the negative effects will echo down for generations. We have already lost too many lives to the deleterious effects of homophobia and transphobia in our nation. As educators, we have the opportunity to make a difference in the communities we inhabit.

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