



MASCULINE & FEMININE

Psychology and Islamic Perspectives

By:

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MASCULINE BIAS

- ✓ Very aggressive
- ✓ Very independent
- ✓ Not at all emotional
- ✓ Almost always hides emotions
- ✓ Very objective
- ✓ Not at all easily influenced
- ✓ Very dominant
- ✓ Likes math and science very much
- ✓ Very active
- ✓ Very competitive
- ✓ Very logical
- ✓ Very worldly

FEMININE BIAS

- ✓ Not at all aggressive
- ✓ Not at all independent
- ✓ Very emotional
- ✓ Does not hide emotions at all
- ✓ Very subjective
- ✓ Very easily influenced
- ✓ Very submissive
- ✓ Dislikes math and science
- ✓ Very passive
- ✓ Not at all competitive
- ✓ Very illogical
- ✓ Very home oriented

- Very skilled in business**
- Very direct**
- Knows the way of the world**
- Very adventurous**
- Can make decisions easily**
- Never cries**
- Almost always acts as a leader**
- Very self confident**
- Not at all uncomfortable about being aggressive**
- Very ambitious**
- Easily able to separate feelings from ideas**
- Not at all dependent**

- Not at all skilled in business**
- Very sneaky**
- Does not know the way of the world**
- Not at all adventurous**
- Has difficulty making decisions**
- Very cries easily**
- Almost never acts as leader**
- Not at all self confident**
- Very uncomfortable about being aggressive**
- Not at all ambitious**
- Unable to separate feelings from ideas**
- Very dependent**

Talks freely about sex with men

Uses very harsh language

Not at all talkative

Not at all aware of feelings of others

Not at all religious

Not at all interested in own appearance

Very loud

Very little need for security

Does not enjoy art and literature at all

Does not talk freely about sex with men

Doesn't use harsh language at all

Very talkative

Very aware of feelings of others

Very religious

Very interested in own appearance

Very quiet

Very strong need for security

Enjoys art and literature

(Broverman, et al , 1972: 63)

Masculine-Feminine in Psychological Perspectives

Perspektif	Pandangan
Psiko analisis	<ul style="list-style-type: none">➤ Kepribadian perempuan dan laki berbeda, sesuai dg anatomi bawaan sbg takdir (<i>anatomy is destiny</i>).➤ Perempuan mengalami penis envy, sehingga pasivitas, masokhism, narcissism, inferior.➤ Laki2 sbg norma dlm memandang kepribadian manusia. Perempuan dianggap memiliki kelainan.
Neo- Analisis	<p>Erikson:</p> <ul style="list-style-type: none">☰ Laki2 memiliki trait aktif, eksploratif, agresif, terus terang, sesuai dg genitalia ke luar.☰ Perempuan tertutup, berliku, menerima, merawat, pasif, menunggu, sesuai dg genitalia ke dlm. <p>Horney:</p> <ul style="list-style-type: none">✍ Inferioritas perempuan disebabkan faktor biologis dan kontrol lingkungan.✍ Perempuan memiliki kelebihan dpt hamil, melahirkan, menyusui sbg iri laki2 <p>Jung:</p> <ul style="list-style-type: none">↗ Manusia memiliki unsur Yin/Animus (potensi laki2), dan Yang/Anima (potensi perempuan)↗ Kepribadian yg sehat mengembangkan kedua unsur tersebut seimbang. <p>Nancy Chodorow:</p> <p>Identitas gender anak perempuan berkembang dg identifikasi kepada ibu, laki2 kepada bapaknya</p>

Perspektif	Pandangan
Behaviorism	<ul style="list-style-type: none"> 📄 Identitas gender dipelajari dari lingkungan melalui reinforcement, modeling, conditioning. 📄 Identitas gender diperoleh dan dapat diubah oleh masyarakat.
Humanis	<ul style="list-style-type: none"> ❖ Kepribadian manusia secara psikologis pada dasarnya setara. ❖ Perbedaan kepribadian dipengaruhi norma, pendidikan, budaya, status, ekspektasi sosial. ❖ Seiring dengan keadaan masyarakat yg memberi hak dan kesempatan setara kepada perempuan, perbedaan antara perempuan dan laki2 makin tipis. ❖ Kepribadian manusia yg sehat adalah yg dapat mengembangkan aktualisasi diri.
Interaksionis	<ul style="list-style-type: none"> ⚖ Peran gender membatasi kategori perilaku seiring dengan respon individu terhadap ekspektasi dari dirinya dan orang lain ⚖ Individu berusaha menyesuaikan diri dg pembatasan peran gender ⚖ Tiap individu memiliki karakter intrapersonal dan interpersonal yg harus dikembangkan secara seimbang

Masculine & Feminine: Islamic Perspective

Aspek	Uraian
Kepribadian	Kadar taqwa & amal shalih: al-Hujurat [49]: 13, al-Nahl [16]: 97 ali-Imran [3]: 194, al-Taubah [9]: 71, al-Ahzab [33]: 35.
Asal kejadian	Diciptakan dari dzat/ <i>nafs</i> yg satu : al-Nisa [4]: 1, al-A'raf [7]: 189
Potensi godaan	Adam & Hawa tergoda iblis, keduanya dideportasi dari surga, bertobat: al-Baqarah (2): 35-36, al-A'raf [7]: 19-23
Kemanusiaan	1. Menghapus tradisi mengubur hidup bayi perempuan: al-Nahl [16]: 58-59. 2. Laki-laki & perempuan sbg pasangan: al-Rum [30]:21, al-Najm [53]:45, al-Qiyamah [75]: 39. 3. Suami isteri ibarat fungsi pakaian: al-Baqarah [2]: 187
Kepemilikan harta	Perempuan & laki-laki memperoleh bagian sesuai usahanya: al-Nisa [4]: 32 - 33.
Hak warisan	Perempuan & laki-laki sama berhak atas harta warisan sesuai dengan yg sdh ditetapkan: al-Nisa [4]: 7.
Hukum	1. Hukuman pencurian: al-Maidah [5]:38 2. Hukuman zina: al-Nur [24]:2), 3. Larangan memperolok: al-Hujurat [49]:11 4. Anjuran menahan pandangan: al-Nur [24]: 30 - 31

Aspek	Uraian
Kewajiban	<ol style="list-style-type: none"> 1. Perempuan dan laki-laki dituntut menciptakan <i>hayatan thayyibah</i>: al-Nahl [16]: 97, 2. Saling menolong, amar ma'ruf nahi munkar, shalat, zakat, taat kepada Allah dan RasulNya: al-Taubah [9]: 71, al-A'raf [7]: 189
Balasan amal	<p>Perempuan & laki-laki sama memperoleh balasan sesuai amalnya: al-Ahzab [33]: 35, al-Nisa [4]: 124.</p>
Potensi memimpin	<ol style="list-style-type: none"> 1. Suami sebagai pemimpin fungsional dalam keluarga: al-Nisa[4]: 34 2. Jika terjadi sengketa, hadirkan hakim dari kedua pihak: al-Nisa[4]: 35. 3. Perempuan mampu memimpin seperti Ratu Balqis: al-Naml [27]: 23 4. Mandiri dalam bertindak: al-Mumtahanah [60]:12. 5. Mandiri berusaha: al-Qashash [28]:23 6. Bermartabat: al-Tahrim [66]:11-12. 7. Mampu amar ma'ruf nahi munkar: al-Taubah [9]: 71.

THEORIES OF GENDER DIFFERENCES

1. **Nature:** anatomy is destiny (Freud, Erikson)
2. **Nurture:** self socialization, imitation (Maccoby & Jacklin, McCandless)
3. **Cognitive:** a cognitive dev of sex-differences (Piaget & Kohlberg)
4. **Social learning:** integrate both cognitive and social learning variables (Bandura)