GENDER EQUALITY IN EDUCATION

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Abstract

In fact, gender differences are not a problem as long as they do not give birth to  
gender inequalities in social life. However, in reality these gender differences have  
given rise to various injustices, not only to women but also to men. Men who have  
roles as breadwinners and protectors are required by culture to be strong, able to  
work hard, and be rational so that they lose the sides of gentleness and an attitude  
of peace which are other needs in human life. Perhaps this is the main factor  
causing the low life expectancy of men compared to women.  
Keywords: Gender, inequalities, injustice, women and men, culture, mighty, able to  
work hard, in human life.

Introduction

Education is a right for every citizen regardless of gender (male and female), race,  
etnicity, religion or class. National education based on Pancasila and the 1945  
Constitution of the Republic of Indonesia guarantees every citizen, both male and female,  
to get equal opportunities in education. Learning that guarantees men and women to  
obtain equal rights in the field of education is also contained in UURI No. 7 of 1984  
concerning the Ratification of the Convention on the Elimination of All Forms of  
Discrimination Against Women (Convention on the Elimination of All Forms of  
Discrimination Against Women).

The law mandates the existence of equal rights for students, as well as the  
elimination of any stereotyped concept (gives a negative label) regarding the roles of men  
and women through compulsory books, school programs and teaching methods. The  
mandate of UURI is important to be realized so that men and women get the same benefits  
from the results of education.

In line with the law, the International Women's Conference which was held in  
Beijing in 1995, resulted in a formulation of the "Beijing Platform of Action" which  
included the term "Gender Mainstreaming".

The basis for this action was mandated to all participants from the government and  
social organizations who attended the conference, including Indonesia. One of these  
mandates is to implement Gender Mainstreaming (PUG) in development planning and  
implementation in Indonesia, including in education. As an effort to implement the  
principles of gender mainstreaming in Indonesia, on December 19, 2000, Presidential  
Instruction (Inpres) number 9 of 2000 was issued on Gender Mainstreaming in National  
Development.

Gender mainstreaming aims at planning, compiling, implementing, monitoring, and  
evaluating national development policies and programs with a gender perspective in order
to realize gender equality and justice in family, community, nation and state life. Law No. 20 of 2003 concerning the National Education System, Chapter IV Article 5 (1) also guarantees equal rights (between men and women) to obtain quality education.

The World Education Forum in Dakkar is also committed to improving human quality through education development. The Dakkar Framework for Action contains several agreements, including: ensuring that by 2015 all children, especially girls, children in difficult circumstances and those belonging to ethnic minorities, have access to complete basic education of good quality. Eliminating gender disparities in primary and secondary education by 2015, especially for women, so that they have equal access and achievement in good quality basic education. This is in line with the Millennium Development Goals (MDGs) targets, and one of the targets of the global agenda is to eliminate gender disparities in primary and secondary education by at least 2005 and at all levels of education no later than 2015.

However, these ideals often clash with the existing reality. Although there has been quite rapid progress in gender equality today, gender discrimination still occurs in all aspects of life, including in the field of education. Women bear the brunt of this inequality, although basically inequality harms everyone. Along with the strengthening of the gender equality movement, it is only natural that the phenomenon of marginalization of women in the field of education becomes a topic of discussion that is always interesting and actual.

**Gender Reality in Education**

1. Understanding Gender

   Gender as a theoretically different understanding of gender was first introduced by a British sociologist, Ann Oakley (Saptari and Halzner, 1997: 89). The term gender refers to the differences in the character of men and women based on socio-cultural constructions, which are related to their nature, status, position, and role in society. The term sex refers to the biological differences between the sexes of men and women, mainly related to procreation and reproduction. Men are characterized by the presence of sperm and penis and women are characterized by the presence of eggs, uterus, vagina and breasts. The biological sex characteristics are innate, permanent, and not interchangeable.

   Gender differences which are also referred to as gender differences socio-culturally are closely related to sexual differences, because they are a product of the meaning of society in certain socio-cultural terms about the nature, status, position and role of men and women with their biological characteristics. Men as owners of sperm are considered to have a strong and firm nature, to be protectors, to be the breadwinners, to be owners of the (public) world of work, and to be the first person. Women as owners of eggs and wombs and the ability to give birth are considered weak and gentle, need to be protected, get a division of duties as child caretakers and other domestic tasks, and are considered as the number two person (Fakih, 1996: 7-8). Because the nature and role of gender are products of social constructs, they are not permanent and can be exchanged.

   In fact, gender differences are not a problem as long as they do not give birth to gender inequalities in social life (Trisakti and Sugianti, 2002: 15). men.

   Men who have roles as breadwinners and protectors are required by culture to be strong, able to work hard, and be rational so that they lose the sides of gentleness and an attitude of peace which are other needs in human life. Perhaps this is the main factor causing the low life expectancy of men compared to women (Andersen, 1983: 41).
On the other hand, women who take on the role of being in charge of domestic work are considered weak and passive, so they are not capable of taking part in the public world. Gender inequality that usually afflicts women stems from the existence of gender gaps in various aspects of life, especially in terms of access to education and economic resources. This can be caused by the negative labeling that women are weak, which can also stem from the myths that are built up in a society, for example the myth about sperm as the essence of life. Women do not have the essence of life, they are only able to accept, then women are human beings number two and weak (Zaitunah, 1999: 33).

Gender inequality that often afflicts women is manifested in several forms, namely stereotyping, subordination, marginalization, double burden, and violence.

1. Stereotyping is the negative labeling of one gender. For example, women are weak, emotionally assigned as housewives.

2. Subordination is an attitude of degrading the position/social status of one of the sexes. For example, because women are labeled as number two, they are under male domination and their rights to bargaining positions, leadership and decisions are often not recognized.

3. Marginalization is the marginalization of one gender in public access and participation. Marginalization of women arises from the attitude of not assuming the importance of women's existence so that their access to education and economic resources, for example, is secondary. Marginalization can lead to impoverishment of women.

4. Double burdens are disproportionate and unbalanced tasks that result in a decreased quality of life. A double burden on women can occur when domestic work is considered a woman's duty, so when she works in the public sector when she arrives home she is considered obliged to complete her domestic tasks, while men (husbands) are not subject to that obligation.

5. Violence is treatment that causes discomfort/insecurity: physical, psychological and sexual. Violence against women includes sexual harassment, rape, including rape in marriage, intimidation and negative attitudes towards sex workers but gives a neutral attitude to consumers who in fact are men. Each of these manifestations of gender inequality cannot be separated, interrelated and dialectically influential.

Gender inequality with its various categories occurs a lot in people's lives and is a situation that seems to be something that is considered natural. There is even a process of perpetuating gender inequality through the process of socializing values in society, education, religious interpretation and government regulations. However, this situation can and needs to be changed with hard and systematic effort (Susilaningsih and Agus M. Najib, Ed., 2004: 14).

2. Gender Inequality in Education

Although education is the right of all Indonesian people, in reality there are still injustices or gender inequalities. Gender inequality in the field of education is a gap between the idealized gender condition (ideality) and the gender condition as it is (reality) in the education sector.

Gender inequality in education can be seen from the following indicators: illiteracy rate and school enrollment rate (APS); choice of field of study; and the composition of teaching staff and school or college leaders.
a. Illiteracy rate and school enrollment rate (APS):

In many parts of the world, girls who go to school (formal education) are much lower than boys, and the number of illiteracy is also dominated by girls. In Indonesia, the higher the level of formal education, the lower the proportion of girls attending school.

The results of research conducted by Valentina Sagala (in Enny Zuhni, 2008: 20) that in 2006 the School Participation Rate (APS) for males was higher than for females, for the age group 7-12 years (96.48%) was higher than female (96.21 %), and in the age group 16-18 years the School Participation Rate (APS) is male (52.48%) while female (50.46 %). The results of data analysis from 1992 to 2002 show that the higher the level of education, the lower the participation rate of women.

b. Choice of field of study

There is still gender segregation in majors or study programs as a form of voluntary gender discrimination into areas of expertise and then different jobs. As an illustration, the Women's Intelligence School is a school specially prepared for girls, while the Middle Technical School is generally for boys. For majors at the high school level, generally girls fill the Social Studies major, and boys fill the Science major. This is inseparable from gender stereotypes, namely girls help more at home with less time to study than boys. Meanwhile, boys spend more time studying and are freed from household chores.

In addition, there is a tendency for differences in student learning outcomes according to subjects, namely female student learning outcomes for social subjects are better than male students, and male students' learning outcomes for exact subjects are better than female students' results (Nina, 2006: 12).

c. Composition of teachers and school or college leaders

The composition of teachers and leaders of schools or universities is still dominated by men. The fact shows that Kindergarten schools are dominated by female workers. However, for higher education levels, male teaching staff are more dominant than female. A similar trend is also seen among school principals or university leaders.

Under these conditions, the existing education policy, although not gender biased, at the level of implementation, there are still many gaps. In addition, it also causes the participation of women in the education decision-making process is still low.

The phenomenon of gender inequality in education, among others, is caused by the following factors:

First, teaching materials that are not yet gender responsive. Teaching materials are not yet gender responsive, partly due to the lack of understanding of gender equality among writers and illustrators of teaching materials. In addition, because most textbook writers are male, 78.6% for elementary books, 81.9% for junior high school books, and 83.42% for high school books (Nina, 2006: 11). They will position the male group according to their view of the male role, and position the female group according to their view of the female role. The lack of awareness or ignorance of book authors and illustrators affects the results of gender-biased essays.

Second, the lack of sensitivity and awareness of bureaucrats in the ranks of the Ministry of Education and the Ministry of Religion. They evaluate the curriculum and evaluate the implementation of education but, do not carry out evaluations with regard to gender justice.
Third, the ignorance of educators. This ignorance, especially in the aspect of using gender-biased learning texts, can be understood considering that the concept of gender has not been thoroughly socialized. Gender equality has only touched educated circles in higher education and those who are concerned about the gender equality movement. However, if we look further, gender inequality in education is more due to the fact that people still have a male-oriented view, which is a view that prioritizes the education of men rather than women. Male oriented is also parallel with a strong culture rooted in that women do not deserve higher education because later they will become someone else's property and will only go to the kitchen. This perception is not corrected that even the role in the kitchen demands knowledge (Sri Eka, 2008: 42-45).

Gender Mainstreaming in Education

Gender mainstreaming is a strategy built to integrate gender into an integral dimension of planning, drafting, implementing, monitoring, and evaluating national development policies and programs (Law Number 9 of 2000). Gender mainstreaming is an alternative strategy for efforts to accelerate the achievement of gender equality because the nuances of gender sensitivity are one of the foundations in the preparation and formulation of strategies, structures, and systems of an organization or institution, as well as being part of the breadth of culture in it.

The strategy that can be done to achieve gender equality and justice in the field of education is to mainstream gender in education. Gender mainstreaming in the field of education is the key to the realization of gender justice in society, because education is not only a medium for transferring norms, knowledge and culture in society, education is also a forum for transforming and conveying new ideas and values.

In this context, the curriculum is the main element for the implementation of gender mainstreaming in education. In other words, educational institutions are formal means for socializing as well as transferring values and norms prevailing in society, including gender values and norms. These values and norms are transferred explicitly or hiddenly, either through the textbooks used, the teacher's perspective as well as the atmosphere and learning process (Susilasingsih & Agus M. Najib. Ed., 2004: 31).

As a vehicle for the transfer and transformation of knowledge to the community, in educational institutions from the beginning it is necessary to strive for the realization of gender justice. To lead to the realization of gender justice, it is necessary to:
1. Implement gender justice in education and eliminate discrimination for students;
2. Strive for gender equity among teaching staff and leaders; and
3. Mitigate the causes of violence and discrimination through the knowledge material taught, the learning process carried out, and against all ideas and thoughts that contain negative stereotypes. From the three things above, the things that need to be considered in gender mainstreaming in the field of education are at least: curriculum (more specifically the prepared Learning Implementation Plan), evaluation, teachers and classes, and the role of leaders. The curriculum will be described in components consisting of learning objectives, lecture materials and topics, reading or reference materials used, learning strategies, media or facilities and infrastructure used and evaluation.
Conclusion

Today there has been quite rapid progress in gender equality in Indonesia, but the gender gap in education still persists. Judging from the illiteracy rate and school enrollment rate (APS); choice of field of study; and the composition of teaching staff and leaders of schools or universities, women are left far behind compared to men, which is caused by several factors. However, with the awareness of various parties, this situation can be remedied with hard and systematic efforts, so that equality between men and women in the field of education can be realized immediately.

References
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