

Implementation of Gender Equality in Schools

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Abstract

Schools are critical institutions for transforming students' perspectives, especially gender-biased actions. Thus, gender-neutral schools that serve a strategic role and function in educating pupils for their multi-intelligence grow effectively without being bound by often gender-biased social beliefs. One of education's objectives is to teach students how to establish a just society free of gender discrimination. However, in practice, overcoming discrimination in education needs a number of measures, one of which is developing an education system based on gender equality. This study uses a qualitative approach with descriptive methods in presenting data analysis. The study results show that gender equality in education is still ongoing in Indonesia due to the patriarchal culture and the stigma that women do not need to get higher education because, in the end, they will become housewives and raise children. Therefore, to implement justice and gender equality in the school sector, it is necessary to pay attention to several factors such as human resource capacity, capacity building, school culture, and partnership networks. In conclusion, gender equality in schools can be implemented through gender-responsive learning, lesson planning, classroom arrangement, language use, and gender-based classroom interaction.

Keywords: *Gender, Students, School.*

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A. INTRODUCTION

Discrimination against women is a widespread problem that affects practically every level of society, including the majority of the world. The explanation is self-evident: the community has been unable to break free from patriarchal culture, which has entangled and compelled women to live under men's control for thousands of years (Efendy, 2014). Education is critical for women for the simple reason that women contribute significantly to the quality of the younger generation. According to Islam, moms serve as madrasas for their children. Thus, awareness is required to improve the quality of education provided to mothers, taking into account her obligations and position as the primary educator (Khayati, 2008).

Gender equality between men and women has not been achieved in any profession, including education, for a variety of reasons, one of which is affected by the patriarchal culture that has shown itself in the community's thinking (Susanto, 2015). Asnawi (2011) underlined that numerous factors contribute to the lack of gender harmony, including the persistence of patriarchal socio-cultural ideals. Men and women are placed in diverse and unequal positions and roles as a result of these values. This situation is marked by component standardization, double burdens, subordination, marginalization, and discrimination against women, all of which deny women access, opportunity, and control over their own growth. It does not gain from men's progress on an equal footing.

It is written that women give birth to children and raise a generation of people who naturally have the closest emotional relationship with children. Following their dignity and nature, women have a role in shaping, determining, and giving color to the quality of the nation's generation (Ratnawati et al., 2019). Practically, however, women's space for movement is limited due to an unfair perspective in placing them correctly, including in terms of education. In this paper, the authors identify several forms of discrimination against women in education and efforts to formulate a gender-based curriculum (Nursaptini et al., 2019).

The criticism that is often heard from sectors involved in inequality in education alleges that equality, as a principle, right and sociological concept, is more than just gender equality because it includes all forms of social equality (Sulistiyowati, 2021). Despite the veracity of this claim, in everyday jargon in education, the term equality has been identified almost exclusively with gender equality. Although equality is thus more complex than gender, data from international organizations, such as the United Nations, remind us of the centrality of gender in defense of human rights and including the right to equality. Furthermore, talking about equality and human rights always puts us in the field of education because it continues to be a fundamental indicator for talking about development, the implementation of these rights, and the effectiveness of equality (Syamsiah, 2014). And women's access to formal education has been the beginning of women's entry into the public sphere of work and decision-making, social prestige, power and influence of women in social life, and self-realization. As people in their private lives and the public spaces they occupy and, with all this, education is also a guarantee for women to claim their social rights and human dignity. A country that educates its women is a country that is guided by the path of development and social justice (Suryamizon, 2017).

UN Population Fund (2008) stated that the International Conference on Population and Development's (ICPD) goals, which are currently incorporated into the Millennium Development Goals (MDGs), include: universal access to reproductive health care, universal education, women's autonomy, and equality between men and women; People who are marginalized are the most likely to suffer the consequences of development initiatives (Anastasia et al., 2014). Their access to quality healthcare and education is inferior to that of the wealthy, and as a result, their lifespans are shorter. Traditional and cultural practices can have a negative impact on the health and well-being of women in the most destitute communities. Poverty is worsened by "progress" that is unequally distributed. It is difficult for increased cash to have a positive impact on people's well-being if they have a low degree of health literacy and education. Gender roles and physical capabilities have an effect on who has access to what resources and what opportunities, as well as whether or not they can exercise their human rights. People's decisions on family planning, education, health care, and migration all fall under the umbrella of population issues (UNFAP, 2008).

So, what about gender equality in developing countries. Therefore, it is appropriate to position ourselves to descend into our daily education space, which, in

my case, is Indonesia. Therefore, to talk about gender equality in schools, in the following, I will start by presenting a picture of gender equality/inequality in character, accompanied by the contribution of feminist education research, to continue to refer to some education policies which, based on these figures, understand the need to establish guidelines for working on gender equality of the education system. Next, I briefly refer to the extraordinary education experiences stemming from this education equality policy, from which I conclude this article.

B. METHOD

This form of research falls under the umbrella term of qualitative descriptive research. The literature review method was utilized in this study, and it was shown to be effective. Meanwhile, data gathering materials are drawn from a variety of publications, reference books, and journal articles. This research examines data collecting, data reduction, and data display, and it comes to a conclusion (Sugiyono, 2011).

C. RESULT AND DISCUSSION

1. Gender Justice and Equality

Justice and gender equality are achieved when men and women have equal and balanced access to opportunities/opportunities, participation, control, and development advantages both within and outside the home. Gender justice is the treatment of men and women in accordance with their requirements. This involves equal and unequal treatment, but is calculated as equivalent in rights, obligations, interests, and opportunities (Suhra, 2013).

Gender equality fundamentally implies acknowledging that all persons (including men and women) have the freedom to develop their abilities and make decisions without being constrained by stereotypes and fixed gender roles. This does not imply that men and women must always be the same, but their rights, duties, and opportunities are unaffected by their gender at birth (Sumar, 2015).

There are various manifestations of gender injustice, broadly speaking, gender inequality is manifested in marginalization, subordination, stereotypes, violence, and double burdens.

a. Marginalization

Many communities in developing countries suffer from poverty as a result of marginalization (impoverishment). Gender-based inequity manifests itself in the impoverishment of women and men in different ways. Some examples of marginalization include promoting positions, which are usually prioritized for men because male leaders believe that men are superior to women. Technology training is prioritized for men so that women are economically marginalized. Because women's education is low, the jobs that they can take are subsistence jobs with low wages.

b. Subordination

The assumption that one gender is more significant than the other is referred to as subordination. The fact is that community beliefs continue to impede movement, particularly for women with diverse lives. Subordination refers to women's duties and positions that are lower than men's roles and places. Women's subjugation originates with gender-based work division and is related with the function of women as mothers. Women's abilities are exploited as a justification to confine their function to only household duties and childcare — sorts of employment that do not create cash, gradually reducing women to unproductive workers who do not contribute to development. Women are considered konco wingking, in Java culture favors boys to have a higher education than girls; second, women are considered more suitable in specific vocations and are deemed unsuitable for other ones, although males are freer to pick the sort of employment than women.

c. Stereotype

Labeling or stereotyping, which are frequently unfavorable, invariably leads to injustice. One gender stereotype that fosters unfairness and prejudice is one that entails designating or marking one specific gender. Stereotypes are standard images of individuals or groups that are not following existing empirical reality. Stereotyped thoughts about male and female characteristics are usually associated with gender roles. The traditional image of men is a skill, courage, never crying, aggressive, and their gender role is the primary breadwinner and family leader. The standard image of women is having a sense of affection, nurturing ability, warmth, tenderness, shyness, and whiny (Asih, 2016).

d. Violence

Violence is an assault on a person's physical or emotional well-being. As a result, violence includes not only physical attacks such as beatings, rapes, and beatings, but also non-physical ones such as sexual harassment, threats, and coercion, causing the emotions of women and men who witness it to be affected (Amalia, 2014).

e. Workload

It is a workload that a specific gender must carry out as a form of discrimination and gender inequality. Some activities in a normal family are performed by males, while others are performed by women. Various assessments demonstrate that women, aside from working in public places, still have to conduct domestic duties for over 90% of the time (Hasan & Maulana, 2014).

2. Gender Bias and Discrimination in Educational Opportunities

Gender prejudice occurs and is institutionalized in schools and the family environment through the learning process and system. If the mother or housemaid (female) always does domestic duties like cooking, washing, and sweeping, children would grow up believing that domestic work is only done by women.

Furthermore, numerous pictures and sentence formulations that do not reflect gender equality can be found in the realm of learning in schools, such as textbooks. Because the profession of a pilot involves abilities and strengths that only males have, the image of a pilot is always a man. Meanwhile, the image of a teacher in the classroom is always a woman since the teacher is always associated with the role of nurturing or educating. The pupils were also surprised to learn that, while the majority of the teachers were female, the school principal was mostly male.

The flag bearer during the school's flag ceremony is almost always a female student. The female student was escorted by two male students. This is occurring at both the school and national levels. Paskibraka, who serves at the state palace on August 17, always has two women carry the heirloom flag and its counterpart. This instills in pupils and the community the idea that service chores, such as carrying flags, carrying trays, or banging gongs in official ceremonies, should be reserved for women. All of them instruct pupils about what males should and should not do, as well as what women should and should not do.

Not a few women still of school age are forced to work, both as shop assistants and factory workers, because of economic conditions that are not possible, forcing parents to send their daughters to work to increase the family's economy. In such circumstances, parents are more willing to sacrifice their daughters to work to help their parents while their sons continue to study. Men are seen as more critical in seeking knowledge because men will provide for the family in the future, while women will still be housewives. From this assumption, higher education is deemed less necessary for women.

Often women are placed second in the family, for example, in terms of education. For families whose economy is weak, it will undoubtedly impact the fate of women. When the family's economic conditions do not allow, parents will prioritize their sons to continue their education over their daughters. Men are considered the head of the household and are responsible for providing for their families, so education is prioritized to support their role. Meanwhile, women are considered only homemakers who work at home to take care of their children, husband, and house.

From this point of view, it is considered that higher education is not so crucial for women. This assumption is not always valid. What if conditions require a woman's role to lead the household and earn a living for her family? If women do not have adequate quality education, inevitably, women cannot carry out their roles to replace men's roles in the family. He will find it difficult to get a decent job to provide for the family economy (Natalis & Ispriyarso, 2018). Therefore, women also have the same rights in obtaining the education to anticipate such conditions.

3. Implementation of Gender Equality in Schools

School management plays a significant role in supporting efforts to implement gender equality in schools. The education management system in schools generally does not consider aspects of gender equality and justice in planning, implementing, and evaluating. This can be seen from the roles and regulations that often do not cover

actions and sanctions related to gender relations issues such as sexual harassment, bullying, or indecent treatment of women that affect men and women's relationships. In addition, most schools are less sensitive to meeting the unique needs of girls, such as the need for special room facilities for girls when they are menstruating, water availability, trash cans, sanitary napkins, and so on (Ratnawati et al., 2019).

In addition to meeting the needs mentioned above, efforts should be made to develop gender-responsive planning and budgets. What is meant by gender-responsive school budgets are the efforts made by schools to ensure that the budgets issued and the underlying policies and programs are implemented to answer the needs of every learning citizen from any group, both male and female? Gender-oriented school budgets are prepared and legalized through an analysis process from a gender perspective. A gender-responsive budget is not a 50% budget for men and 50% for women. Nor are there separate budgets for women and men. In the context of schools, in this case, related to education, gender-responsive budgets include all budgets allocated for education development. Therefore, it is necessary to have a funding framework to address gender issues.

Incorporating a gender perspective in education policy in schools is not an easy job because it clashes with various interests, values, and beliefs of a person/group of people involved in the education policy formulation process. Four factors contribute pretty strongly to integrating a gender perspective in education in schools (Suryana, 2020).

First is the capacity of human resources (HR) to formulate education policies in schools; this HR does not work in a vacuum but interacts continuously with factors outside themselves, thus forming beliefs about the importance of including gender as mainstream in education policy. Human resources who understand gender, have gender sensitivity and have authority related to the development of education in schools by making a decisive contribution to the integration of gender equality and justice in education policies in schools. The preferences of education stakeholders outside the Education and Culture Office have also made a decisive contribution in urging gender as the mainstream of education policy in schools, especially from DPRD, religious leaders, community leaders, NGOs, and Gender Studies Centers that synergize with each other as a potent force—pressing policymakers in formulating education policies in gender-responsive schools.

Second, capacity building and advocacy for gender mainstreaming in education in schools, both to stakeholders at the internal and external levels of the Education and Culture Office, are carried out in stages from top executives to implementers at the grassroots level. Third, an organizational culture prioritizes the vision and mission to realize gender equality and justice. Establishing a corporate culture based on egalitarian gender relations can be used as a guide for attitudes, actions, or behavior among members of the organization in integrating gender equality and justice in formulating education policies in schools. Fourth, the formation and strengthening of networks and partnerships will build a collaborative learning

process between stakeholders and their networks to foster gender sensitivity, contributing to the inclusion of a gender perspective in education policy in schools.

While the characteristics of gender-oriented schools, among others: (1). Leadership is carried out horizontally and through cooperative teamwork that is friendly to differences. In addition, management does not offer gender-stereotyped roles that hinder the achievement of school targets; (2). The division of roles or flexible positions depending on needs, opportunities, commitment and quality, as well as strict standardization of roles/positions, cause many problems (stereotypes, subordination, marginalization, overload, violence; balanced decision-making mechanisms and paying attention to a minimum quota of 30% of women; respect differences in style, the way men and women work must be interpreted as a strength while achieving the target; school culture must avoid stereotyped, discriminatory behavior, demeaning one gender and; management that is friendly to women, office display materials, calendars, posters, screens computers should not harass either gender; encourage and help every individual to progress and be equal.

Furthermore, to implement gender equality in schools, several things can be done as follows:

a. There is gender-responsive learning.

Gender-responsive learning is a process of education that gives equal weight to the specific requirements of men and women. Gender-responsive learning requires educators to consider a variety of instructional strategies that adhere to gender equality and justice principles throughout the learning planning process, teaching and learning interactions, classroom management, and assessment of learning outcomes. Gender-responsive education is necessary because learning is a process of internalizing ideas about right and wrong, what can and cannot be done, and what should and should not be done. Therefore, gender-responsive learning must be carried out by taking into account: equity of access, participation, control, and benefits; realizing the difference; Androgynous Education, and; leaving the myth.

b. There is a gender-responsive learning plan.

In gender-responsive learning, teachers must pay attention to various learning approaches that meet the rules of gender equality and justice, both through the learning planning process, teaching and learning interactions, classroom management, and evaluating learning outcomes. Gender-responsive learning planning is a teaching plan that considers male and female students' unique needs in the learning process. The things that need to be considered in planning learning lessons are a. learning material or content, whether the material contains gender stereotypes b—methodology and teaching approach. Teachers should choose teaching and learning methods to ensure equal and balanced participation between male and female students; c. Learning Activities. The lesson plan must ensure that all students can participate in all learning activities without exception, both boys and girls.

- c. There is a gender-responsive classroom arrangement.
Classroom layout is fundamental to improving the effectiveness of the learning process. Innovative teachers need to keep looking for ways to manage the classroom design to be more conducive to the growth of the learning participation of both male and female students. Classroom layouts need to respond to the unique needs of girls and boys.
- d. The use of gender-responsive language
Using the wrong language can convey a negative message and interfere with learning. For example, if a teacher constantly tells a student "that boys are lazy and girls are more diligent," the student may believe that this is true, which will negatively impact his academic performance. The student may not study optimally, considering that all his efforts will be considered in vain. Language can also encourage inequality. For example, the language used in the classroom often reflects the dominance of male students in the class and disempowers girls to have a lower position. Teachers reflect their gender bias through language that matches their belief that boys are not as intelligent or diligent as girls, girls are not as brave as boys, and so on.
- e. There is a Gender Responsive Class Interaction
Class interaction is one of the most decisive factors in achieving the success of the learning process. The dynamics that occur in class interactions impact the quality of the learning process. The teacher's submission of material will affect competence, material knowledge, and innovations that can later be adopted or developed by male and female students. In interactions in the classroom, teachers need to realize that male and female students need extra attention. The division of roles and responsibilities in the classroom dramatically affects the process of their interaction in the classroom. Teachers need to strive for the absence of domination of one sex over the other sex. Therefore, it becomes imperative to create class interactions that genuinely illustrate the existence of gender equality and justice. Teachers need to be fair and not just like one gender. Equal treatment will give the impression that every student is valuable and valuable, regardless of whether they are male or female. If the teacher treats each child well, it will make it easier for the children to listen and respect each other.

D. CONCLUSION

Gender equality does not mean contradicting between men and women. However, it is more interpreted as an effort to build relations and equal opportunities between men and women. Quality education develops the potential of every child, both boys, and girls, to become independent and valuable individuals for society. Education must pay attention to the right of every child, both boys, and girls, to get a quality education regardless of background. As human beings who are equal before God and the law, every student has the right to have the same opportunity to develop according to their talents and requests, especially at the level of education at school.

There are several vital factors to integrate gender equality in schools, namely the capacity of human resources, capacity building, school culture, and partnership networks. Meanwhile, efforts to implement gender equality in schools can be carried out through gender-responsive learning, lesson planning, classroom arrangement, language use, and gender-based classroom interaction.

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