

THE STRATEGIC ROLE OF EDUCATION SERVICES TO REALIZE GENDER EQUALITY IN INDONESIA

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Abstract

Research purposes This is a strategic service education to realize gender equality in Indonesia. The method used is qualitative, with a study field. As for the participants in the study, these are two state high school teachers in Surabaya. Research result This education plays a very important role in realizing gender equality in Indonesia, though there is still a challenge in reaching gender equality, such as deep gender stereotypes, choice of major, and experience learning what's not fair for a student woman. To reach gender equality in education, it required effort from the government, society, and individuals. This matter covers the implementation of supportive policies on gender equality, improvement of public awareness about the importance of education for women, as well as active support for providing access to equal education for all individuals.

Keywords: Role, service education, gender equality.

INTRODUCTION

The issue of gender equality in education is Very important and complex topic, which is interesting. Recently, there has been a lot of education among researchers and practitioners This. Gender equality in context education covers various aspects, starting from fair access to education until experiencing equal learning and opportunities in a career after graduating (Sumar, 2015). So, one important aspect that has been researched is the deep gender gap in access and results in education. According to Wijayati et al. (2022), although many countries have made significant progress in increasing access to education for children and women, inequality still exists, especially in areas where there is less development. As for factors like poverty, cultural norms, and gender stereotypes, they can become obstacles to accessing equal education for girls (Efendy, 2014). Essentially, education includes the principles of

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gender equity; biased gender in education results in a lack of educational goals. For that reason, it is required to have an equal education where the curriculum of the institution integrates gender within its subjects and lectures. One of the educational goals is to create a fair society by not discriminating against one sex. But the reality is that there is discrimination in education that necessitates several efforts to solve it. One of them is formulating curriculum that has a gender perspective. Curriculum is the development of the vision and mission of educational institutions that want to realize their educational goals. The gender curriculum is based on the assumption that women and men are equal in education and have equal opportunity to get an education. In its application, gender curriculum can be formulated implicitly (hidden curriculum) or explicitly (overt curriculum). However, to explain gender problems, we recommend an explicit way. Study about factors This can help in identifying effective strategies. To overcome the gap. Additionally, gender stereotypes also play a role in important experiences. Study students inside the class. Teachers often aren't aware they will prejudice them alone to type sex students, who can influence their abilities and interests. Studying the role of the teacher in forming students' gender perceptions can give a valuable outlook on how to create an inclusive and supportive learning environment.

Apart from the challenges, research can also be done to focus on concrete strategies to create an environment that is more inclusive and equal. This matter can involve the development of a reflective curriculum with a diverse gender perspective, teacher training to realize their gender prejudice, as well as policy-supportive school participation and achievement by students without looking at the type of sex they have. With understanding issues Through this research, we can develop concrete steps to increase gender equality in education, ensuring that every individual has the same opportunity to access quality education and achieve potency completely, without being limited by gender factors (Rahmah, 2022).

Following is some data about gender problems in the world of Indonesian education, according to Dahiri (2023): In Access to Education, gender problems are visible from the Elementary School Gross Enrollment Rate (APK). Boys: 97.88%; girls: 97.44%. High School Pure Participation Rate (APM) Boys: 84.33%; girls: 83.78%. Average Years of Schooling for Boys: 9.28 years; Girls: 8.82 years. Whereas in Curriculum and Textbooks, there is still gender bias within the curriculum and text, like the depiction of stereotypical men and women. _ As for teachers and education personnel Female teachers are taller than male teachers, but women are underrepresented in positions of leadership in schools. From violence and discrimination like bullying, 41% of participants reported experiencing bullying. Early Marriage: 1 in 4 women marry before 18 years old. Violence sexual: 1 in 3 women I once experienced sexual violence in school.

Whereas results from research by Rahmawati (2016) show that although access to education in Indonesia has increased in a significant way in a number of years, there is still a gender gap in some areas, especially in the regions that are remote and underdeveloped. As for research by Nulhakim (2023), show that causal factors that contribute to the deep gender gap in access to education include poverty, cultural patriarchy, violence and discrimination, and marriage early. Research by the Ministry of Education and Culture shows that bullying and sexual violence are still a serious problem in schools in Indonesia, and girls are more likely to become victims (Widodo, 2011). Research by Plan International shows that getting married early still becomes a problem in some regions of Indonesia and can cause women to separate from school and lose their chance. To get more education, good (Haslita et al., 2021).

Education is one of the fundamental pillars of progress in a nation. In Indonesia, education is entrusted to enlighten the nation and realize the Indonesian people as a whole, who believe and are devout to God Almighty, have virtuous character, are noble, moral, knowledgeable, and skilled. However, in my journey in fact, the world of Indonesian education is still colored by various problems, one of which is the gender gap. Gaps are seen in various aspects, like access to education, quality education, and level of participation of women in the field of education (Lestyoningsih, 2020).

Based on the results of the research presented previously, it is clear that strategic service education is very important for achieving gender equality in Indonesia. Following a number of important points, it is necessary to emphasize that women in Indonesia are still left behind in terms of access to education, especially in the regions that are remote and underdeveloped (Astuti, 2021). This matter, according to Ulya (2012), is caused by various factors, such as poverty, cultural patriarchy, early marriage, and a lack of infrastructure education. Therefore, there is a necessary effort to increase access to education for women, such as: a) giving scholarships and aid finance to women who come from families that are not enough able; b) building schools and facilities for education in the region that are remote and disadvantaged; c) providing non-formal education programs for broken women at school; and d) improving public awareness about the importance of education for women.

Furthermore, quality education that is not gender-responsive can worsen the gap between boys and girls. This matter is seen in curriculum and books, gender biased texts, a lack of female teachers in the field of science and technology, and the culture of patriarchal schools. Therefore, it is necessary to increase quality gender responsive education, such as: a) training teachers and personnel in gender equality and means of gender responsive teaching; b) developing curriculum and book texts that are free of gender bias; c) providing mentoring and guidance programs for women; and e) increasing quality infrastructure and facilities education at school (Zohriah, 2021).

Violence and discrimination in schools can become obstacles for women to get a quality education. This matter can form bullying, harassment, sexual harassment, and marriage early. as for efforts to prevent and treat violence and discrimination in schools, such as: a) applying anti-violence and anti-discrimination policies in schools; b) training teachers and staff education about methods to handle cases of violence and discrimination; c) providing service counseling and mentoring for victims of violence and discrimination; d) increasing awareness among students about gender equality and tolerance. Family and society's role is important in supporting education for women. Therefore, it's necessary to provide education and socialization about gender equality to families and society. This matter can be addressed through various programs, such as: a) counseling and training about gender equality; b) campaigns and education through mass media; c) formation of gender conscious groups at the level of villages and sub-districts (Ulya, 2018).

The purpose of the study This is to give credible findings related to service education to realize gender equality in Indonesia. Study This expectation can produce a number of benefits, namely: Research This is expected to make a new contribution to the literature and theory about service education and gender equality in Indonesia. Findings study This can help other researchers develop more comprehensive theories and models about how service education can accommodate gender equality. Findings study This expectation can help policymakers formulate more policies and programs effective for achieving gender equality in education. Data and information produced from the study This can become a material consideration for policymakers as they develop appropriate strategies and programs. Findings study This is expected to help practitioner education grow and improve service delivery. Research result This can be a guide for practitioners in designing programs and activities that accommodate all genders. Study This is expected to increase public awareness of the importance of gender equality in education. Research result This can be disseminated to the public through various media, such as seminars, publications, and social media. Findings study This is expected to strengthen advocacy and campaigns to realize gender equality in education. Based on exposure, researchers are interested in doing a study with a title role in strategic service education to realize gender equality in Indonesia.

RESEARCH METHOD

Research methods used in the study This is a method study qualitative with type study field, which is one general approach used in a study, for example. This method aims to understand moderate phenomena researched from the perspective of a participant or subject researcher, with a focus on meaning, interpretation, and social context (Ilswadi et al., 2023). In qualitative research, researchers are directly involved in the situation by observing, interviewing, or interacting with the participants were two teachers at a public high school in Surabaya. Research data, which researchers

collect in a direct way from the source, is good through observation, direct interview, in-depth, note field, or audio/video recording. Data obtained is then analyzed in a way that is in-depth and interpretable to reveal patterns, themes, or meanings that emerge.

As for the steps in the study, this includes: a) observation participatory: researchers involved in a direct way in the situation field, observing and taking notes relevant information about context, behavior, and social interaction. b) Identification problem research: The researcher determines the topic of research and the identification problem or question of the research you want to answer. The researcher explains the objective study in a clear and specific way. c) Literature review: Researchers do review references to understand studies previously relevant to the topic studied. With scientific journals, books, articles, and sources Trusted other To obtain a good understanding of subject research, d) Design research: researchers make appropriate research designs with goals and questions to study. Researchers determine the method of research to be used, like a survey, observation, interview, experiment, or combination of these methods. Furthermore, researchers compile a list of instruments and techniques to be used. To collect data, in the study This researcher uses observations and interviews to collect research data. e) Interview in depth: Researchers do interview structured participant research to obtain a deeper understanding of their perspectives, experiences, and interpretations about the phenomenon under study. This researcher is observing and interviewing two SMAN teachers each in Surabaya. f) Data analysis: After finishing collecting data, researchers do data analysis for answer-question research and use qualitative method analysis. g) Interpretation Result: After analyzing the data, researchers interpret the results of the study. Identify the main findings and connect them back to the study question. Then explain the implications, findings, and interesting logical and cohesive conclusions.

RESULT AND DISCUSSION

In an attempt to realize gender equality in Indonesia, strategic service education is very important. Findings from results, observations, and interviews with two state high school teachers in Surabaya revealed a number of crucially related matters. This. To better understand the implications of the findings, they must be analyzed in depth with a connection to the context of education in Indonesia as a whole, as well as central gender issues develop. Education has played a very vital role in forming patterns of thought and behavior in individuals since early. This matter makes it an arena with great potential to overcome gender disparities that persist in society. With equitable and inclusive education, gender equality can be realized gradually. However, this is no easy and necessary role strategic from various parties, including teachers and institutions.

One interesting finding from observations and interviews is that the gender gap remains seen in the participation of students in various field studies, especially those considered "traditional" for certain types of sex. For example, still, there are strong and guiding stereotypes: child women choose related majors with humanities or art, while temporary men tend to choose majors in science or technique. This matter reflects the culture of patriarchy still attached to society and influences choice of career as well as interest in studying. Aside from that, the findings show that there is an unequal distribution of experience between female and male students. Factors like treatment that is not fair, inherent gender stereotypes, and a lack of support for development interest and talent among women can limit their potential to reach academic and non-academic performance. Teachers are also aware of that matter. This often happens without awareness or the necessary effort to overcome it.

However, results from interviews also show that there is awareness and commitment from teachers to fight for gender equality in the school environment. They realize that education is key to opening the same opportunities for all individuals, without looking at sex. Therefore, they're active in implementing supporting programs for gender inclusivity, such as stage training for gender equality for students, introducing gender-sensitive curriculum, and creating an environment of safe and supportive learning for all students. Not only that, the teachers also admit the importance of their role as an example and role model for students. With a fair and supportive attitude without looking at gender, they hope it can help change students' mindsets and create an inclusive school culture. This shows that change in culture can start with environment education, and teachers have a strategic role in moving the change.

According to the two teachers challenge, big things still happen in realizing gender equality in the environment and education. Still, many schools do not yet have a clear policy related to gender equality, as well as a lack of adequate power and support to implement it. Additionally, resistance to change from a number of parties also becomes a necessary obstacle to overcome. In context, this is important for government and institutions in education to give more attention to the issue of gender equality in policy education at the national level. Steps concrete, like the development of a gender inclusive curriculum, training for teachers about gender equality and abolition of stereotypes, as well as enhancement of accessibility to education for all individuals without discrimination.

Additionally, support from society is also very necessary in an effort to realize gender equality in education. Parents, community, local, and institutional stakeholders must be actively involved in supporting the school to create an inclusive and fair environment for all students. With the results of observations and interviews with two state high school teachers in Surabaya, a clear picture of the role of strategic service education in realizing gender equality in Indonesia was provided. Although there are

still many challenges to overcome, there is genuine commitment and effort from educators to bring about positive change. With work, the same between various parties and steps concrete takeaways, gender equality in education can become more reality in the near future.

Findings: In accordance with Emile Durkheim's opinion, Durkheim emphasized the importance of social solidarity to maintain public stability. He distinguished two types of solidarity: mechanical and organic. Solidarity mechanical happens in homogeneous societies, where individuals own the same values and norms, while solidarity organic happens in more complex societies, where specialization and mutual dependency become key (Cristi, 2012).

In Durkheim's thinking, gender roles are visible in the contribution of individuals to social solidarity. Although he lives in an age where gender roles are often considered something natural and not inevitable, Durkheim has no direct open road for thinking about gender equality. First, Durkheim highlights the importance of specialization in modern society. He realized that in an increasingly complex society, every individual must contribute in accordance with their respective expertise and roles (DiCristina, 2006). Durkheim believed that an individual's contribution to social solidarity could be limited by sex type. That is, good men and women both have roles and skills that they can use to promote social solidarity. Second, even though Durkheim lived in a society that is still very patriarchal, he thinks it is important to emphasize values shared and social norms in nature that are inclusive (Alexander, 1990). For him, social solidarity is formed by similar values and norms accepted by individuals in public. It provides a foundation for questioning potential gender norms that limit individual contributions based on sex type.

In this context, Durkheim's thinking can be interpreted as supporting gender equality in modern society. Although he is a possible no in a way explicit discussion issue These are the principles about inclusiveness, equality, value, and individual contribution to social solidarity that can be applied to gender roles in public. However, Durkheim's view is still influenced by the social and cultural context of his day, which may limit his thoughts about gender equality as understood at this moment. Although like that, Durkheim's thought provides a basis for understanding gender roles in modern society and encouraging reflection about how individual contributions, without looking at gender, yes, strengthen solidarity, social stability, and public stability.

Whereas, according to John Dewey, gender equality in the world of education is a fundamental right and prerequisite for creating a democratic and just society. _ Dewey believes that every individual, regardless of gender, has the same opportunity to learn and develop. Equal education for boys and girls will produce more individuals who are skilled, creative, and capable of contributing in a way that has the maximum impact on the progress of society (Muflikhah & Khobir, 2023).

Dewey pointed out a number of arguments to support his belief about gender equality in education, namely: every individual, without exception, is entitled to the same opportunity to learn and develop their potential. Deep gender inequality education is a violation of basic human rights and obstructive progress for the public in a way. Democratic society needs active participation from all its citizens. Equal education for boys and girls will produce a more inclusive and participatory society. Equal education for women will increase opportunity, work, and income. This matter will improve the quality of life for families and promote economic growth. Equal education for women will increase their abilities in nurturing children and managing the household. This matter will make life more stable and happier. Equal education for women will increase their awareness of their rights and encourage them to participate in various aspects of social life. This matter will speed up social progress and realizing gender equality across the board field (Suyato & Arpanudin, 2022).

Dewey also criticized a number of hindering obstacles to gender equality in education, such as:

- a. Stereotypes: Traditional gender stereotypes often limit the choice of education for women and men.
- b. Discrimination: women and children Women often experience discrimination in accessing education, especially in developing countries.
- c. Poverty: Poverty often makes a family No capable woman sends a child to school.

According to Dewey, gender equality is possible. If capable, overcome obstacles and implement the right solution. According to Dewey, in some countries, there is still a deep gender gap in access to education and quality education. Therefore, that effort to reach gender equality in education must keep going. Once everything is done, individuals can own the same opportunity to learn and develop. Following are a number of examples of possible efforts to reach gender equality in education:

- a. Apply supportive policies for gender equality in education, like allocating the same funds for education for men and women and building schools in the area. Easy remote access by children and women, and provide scholarships for child and woman achievement.
- b. Increase quality education for women in rural and remote areas.
- c. Give training to teachers and staff at the school about gender equality.
- d. Increase public awareness of the importance of education for women.
- e. Push family for send to school child women.
- f. Support working organizations to increase access to education for women.
- g. Choose schools that have a commitment to gender equality.
- h. Participate in promotional activities to promote gender equality in education.
- i. Become a mentor for child women who want to continue education to a higher level.

With effort from various parties, gender equality in education can be achieved, and all individuals, without exception, yes, own the same opportunity to learn and develop.

CONCLUSION

The conclusion of the findings and discussion research above is that education plays a very important role in realizing gender equality in Indonesia. Findings from observations and interviews with teachers in Surabaya show that there is still a challenge in reaching gender equality, such as deep gender stereotypes, choice majors, and experience learning what's not fair for students. However, there is genuine commitment and effort from educators to create an environment that is inclusive and fair to all students. The thoughts of Emile Durkheim and John Dewey provide a philosophical and theoretical basis for understanding the importance of gender equality in education. Durkheim emphasized inclusivity and equality in maintaining social solidarity, while Dewey believed that gender equality was a precondition for a democratic and just society.

To reach gender equality in education, it required effort from the government, society, and individuals. This matter covers the implementation of supportive policies on gender equality, the improvement of public awareness about the importance of education for women, as well as the active provision of equal education for all individuals. With steps concrete and working the same between various parties, gender equality in education can become a reality, which would be beneficial to individuals, families, society, and the nation as a whole.

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