

## **BUILDING GENDER SENSITIVE ATTITUDES: GENDER EQUALITY IN THE WORLD OF EDUCATION**

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### **Abstract**

One of the demands on the world of education today is justice and gender equality, both in the aspects of access, quality and relevance as well as in the aspect of educational management. The gap in the field of education has become a major factor that greatly influences other fields in Indonesia, almost all sectors, such as employment, positions, roles in society, to the problem of voicing opinions between men and women which is a factor causing gender bias is due to factors Unequal educational gaps are in addition to classic problems that tend to justify injustice, such as the textual interference of religious texts and other socio-cultural obstacles. Various forms of gender disparities that occur in various areas of social life are also presented in the world of education. In fact, educational processes and institutions are seen to play a major role in socializing and perpetuating the values and perspectives that underlie the emergence of various gender inequalities in society.

**Keywords:** Gender Equality, World of Education

### **INTRODUCTION**

Discrimination against women is a problem that often occurs in almost all levels of society, even in most parts of the world. The reason is quite clear that society has not been able to free itself from the patriarchal culture which for thousands of years has ensnared and forced women to be under the power of men. It is not without reason that education is very important for women, because women have a very important role in improving the quality of the younger generation. In Islam it is said that the mother is the madrasah

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for her children. Thus, awareness is needed to improve the quality of education for a mother, considering her responsibilities and role as the first and main educator (Hellwig, T, 2003).

One of the demands on the world of education today is justice and gender equality, both in the aspects of access, quality and relevance as well as in the aspect of educational management (Niones-Bojos, S. M. M, 2022). Engineering learning to be gender responsive can be done through two aspects, namely teaching materials and the teaching and learning process. The development of learning materials is carried out by analyzing each message contained in the learning materials to be delivered, whether they meet students' learning needs in a gender-equitable manner. Meanwhile, development in the process of teaching and learning activities is carried out from designing the learning model design to the process of implementing learning in the classroom and is packaged in such a way that the application of justice and gender equality parameters can be seen from the aspects of participation, control and receiving benefits in each component of the learning design (Unterhalter, E., & Aikman, S, 2007).

In the education process in Indonesia in general, there is still gender bias or inequality. Gender is a concept that is used as a parameter in identifying the roles of men and women which is based on the socio-cultural influence of social construction by not looking at biological types in an equal way and making it a tool for discriminating against one party because of biological considerations. Men are more dominant in choosing majors and learning abilities or skills in the vocational fields of technology and industry and it is as if men are specifically prepared to become major players in the world of production (Mosse, J. C., et al, 2002).

Meanwhile, women are better prepared to carry out supporting roles, for example in administration and household technology. Improvements in the curriculum system that guarantees the realization of educational content with a gender perspective, combining the rights and obligations of men and women. Facts show that gender inequality in relations between men and women still often occurs. Gender inequality is a social problem that must be resolved in a holistic integrative manner by analyzing various causal factors and indicators that actively participate in perpetuating it, including legal and educational factors which often receive religious justification. The gap in the field of education has become a major factor that greatly influences other fields in Indonesia, almost all sectors, such as employment, positions, roles in society, to the problem of voicing opinions between men and women which is

a factor causing gender bias is due to factors Unequal educational gaps are in addition to classic problems that tend to justify injustice, such as the textual interference of religious texts and other socio-cultural obstacles (Sulistiyowati, Y, 2021).

There are various research results that show the occurrence of gender bias in various dimensions of school education, such as in learning materials, and this is believed to perpetuate unequal gender ideologies. Education at the elementary school age level is the most appropriate time to shape human character (character building) so that basic education institutions were chosen to be the target of this activity. Because basic education institutions have an important role in instilling values in students, including justice and gender equality (Fiske, E. B, 2012). These values are transferred and developed through the learning process. An effective learning process to transfer and develop the values of justice and gender equality must be supported by components such as educational policy, teacher competency, curriculum (learning objectives, teaching materials, learning methods/strategies, evaluation) and other educational facilities and media.

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

## **RESULT AND DISCUSSION**

### **Gender Gap Issues in the World of Education**

Various forms of gender disparities that occur in various areas of social life are also presented in the world of education. In fact, educational processes and institutions are seen to play a major role in socializing and perpetuating the values and perspectives that underlie the emergence of various gender inequalities in society (Evans, D. K., et al, 2020). Broadly speaking, the phenomenon of gender gaps in education can be classified into several dimensions, including: Under-participation. In terms of educational participation, women all over the world face the same problems. Compared to the opposite sex, female participation in formal education is much lower in countries in the world where primary education is not yet mandatory, the

number of female students is generally only half or a third of the number of male students.

1. Lack of representation (under-representation). Women's participation in education as teaching staff and leaders also shows a tendency towards progressive disparities. The number of female teachers at primary education level generally equals or exceeds the number of male teachers. However, at the secondary and higher education levels, this number shows a drastic decline.
2. Unfair treatment. Learning activities and interaction processes in the classroom are often detrimental to female students. Teachers unconsciously tend to place greater expectations and attention on male students than female students. Teachers sometimes tend to think towards a "self-fulfilling prophecy" for female students because they think that women do not need to obtain higher education (Bertocchi, G., & Bozzano, M, 2020).

Based on the conclusion above, it provides an illustration that gender bias in the field of education is still very unequal, especially at the undergraduate education level, because empirical reality proves that the higher a person's education, the more influential their level of opinion will be. This condition is felt by women who have a lower level of education compared to men. The gender gap can also be seen from educational participation rates, based on age group and level of education.

Based on 2001 education statistics, the net enrollment rate (APM) for elementary schools (SD) was 96.64% for boys, and slightly smaller for girls, namely 94.34%. Meanwhile, the NER at junior high school (SLTP) level has experienced gender equality, although the figures still show equally low results, namely 56.62% men and 56.30% women. The net enrollment rate (APM) for senior secondary schools (SLTP) is lower and for women it is still lower, namely 34.06% for men and 31.14% for women (Ulya, I, 2018).

Apart from the conclusions above, in the field of education there is inequality between women and men, as well as gender bias, including in the legal field. The legal sector also has a very significant influence on decision making and again, gender bias is strongly felt by women. According to DiPrete, T. A., & Buchmann, C. (2013). There are three aspects of gender inequality in the legal field, namely legal material (content of law), legal culture (culture of law), and legal structure (structure of law). Factors Causing Gender Bias in Islamic Education. The factors causing gender bias can be

categorized into three aspects, namely participation, access and control. However, not all of the aspects mentioned can be used to explain each gender bias that occurs empirically in the field of education. In other words, the factors that cause gender bias will really depend on each situation.

The factors that cause gender bias related to obtaining learning opportunities at each level of basic education are: Differences in educational participation groups at the elementary school/Madrasah Ibtida'iyah level have reached an optimal point that cannot be overcome only by educational policy, so that these differences become increasingly difficult. pressed to an even lower point. This gap is more influenced by structural factors because elementary school education facilities are spread relatively evenly. These structural factors include socio-cultural values and family economics which consider education for boys to be more important than for girls (van den Besselaar, P., et al, 2020). This factor applies especially in remote, sparsely populated areas and in low-educated families who prioritize education for sons.

Factors that influence the causes of gender bias in the field of lack of control over educational policies are: (Verdonk, P., et al, 2009)

1. The gender gap factor in education is much more male dominant. Especially in bureaucratic institutions in the educational environment as holders of power or policy, as well as in educational academic positions as holders of thought control that influences a lot of educational policy. This situation will get worse if the thinkers or educational policy holders do not have gender sensitivity.
2. Specifically regarding education policy, especially regarding the selection system in education. Control in employee recruitment, especially in the private sector, is strongly felt to be gender biased. The reality shows that if a husband and wife are in a company, for example a bank, whether government-owned or private, then one of them must choose to leave, and usually it is the woman who chooses to leave the job. This is part of the gender bias factors in the field of education.
3. Structural factors, namely those relating to the values, attitudes, views and behavior of society, dominantly influence family decisions to choose majors that are considered more suitable for women, such as nursing, health, household technology, psychology, school teaching and the like. This happens because women are thought to choose production functions (reproductive functions). Men are considered to play a more important role

in supporting the family's economy (productive function) so they have to choose more technological and industrial skills.

4. Constructive Islamic education is an educational approach through inductive learning, which means promoting factual, empirical values. Receptive education which only strengthens memorization, if memorization is lost then the student subject will have nothing left, so democratic education is needed, namely students are given the opportunity to express opinions, convey opinions and express reasoning abilities, this will give birth to an intellectual community that scholar.
5. Another factor that influences gender bias in education is the emergence of competition with technology, which replaces the role of female workers with machines. The impact is that women are once again victims of technology, especially women who have a low level of education, coupled with weak economic capabilities.

### **Forms of Gender Inequality**

According to Ridgeway, C. L, (2011) the forms of gender inequality are as follows:

1. Marginalization is the process of marginalization due to gender differences which results in poverty
  - a. Domestic work is not valued on a par with public work.
  - b. Women often do not have access to economic resources, free time and decision making.
  - c. Women are less encouraged or have the cultural freedom to choose a career over a home or face social sanctions.
  - d. Women often earn less than men for the same type of work.
  - e. Women are often the first victims when layoffs occur.
2. Sub-ordination or secondary
  - a. There are still very few women who play roles at the decision-making level in organizations/work.
  - b. Women who are not married or have no children are considered socially inferior so there is a reason for polygamy.
  - c. Women were paid as single workers or even excluded for reasons of marriage or pregnancy.
  - d. There are regulations that women's income tax is higher than men's because women are considered single.

- e. Several legal articles do not consider women to be equal to men, for example: establishing business permits, managing assets (husbands are obliged to control their wives' personal assets).
3. Stereotypes (Negative Labeling)
    - a. Women: well - kitchen - mattress - macak - cooking - food: "just housewives" and are considered unemployed, even if they work they are considered an extension of their domestic roles: kindergarten teacher, secretary, sales department, and so on.
    - b. Women are emotional, irrational and not independent so they do not have the right to represent and lead functions.
    - c. Women are unable to control their desires if they are given freedom: the tradition of female circumcision, regional regulations prohibiting women from going out at night, widows are considered as having the potential to disrupt people's households (Zuhri, S., & Amalia, D, 2022).
  4. Double Burden
    - a. The burden of work at home is not reduced by the presence of public roles and community management roles (even though women have entered public roles/career roles in the household are still large).
    - b. Most of the work in the household is done by mothers and daughters, while fathers and sons are free from domestic work.
    - c. Women are nurses, children's educators, husband's companions, and also additional breadwinners.
    - d. The main breadwinner woman still has to do domestic tasks.
  5. Violence or violence against women, both physical and non-physical
    - a. Prohibition on studying or developing a career.
    - b. Use of terms that refer to physical characteristics or social status: voluptuous, flower widow, spinster, lively grandmother, and so on.
    - c. Actions associated as expressions of sexual desire: winking, whistling, embracing, green jokes.
    - d. Coercion or otherwise ignoring the use of contraception.
    - e. Obscenity, rape, incest.

### **Factors Causing Gender Inequality**

Gender problems in Indonesian society, in the form of general issues related to gender, such as domestic violence, traditions, customs, and various problems in social relations. Women often face barriers to access and opportunities in various areas of life. Starting from the fields of education, employment, health services, to political participation. Not only that, women

also often get paid less than men for the same work (Kapur, R, 2019). This means that women have limited access to opportunities to obtain and manage their economic and personal finances.

According to Natasha, H (2013) the factors that cause gender inequality are as follows:

1. Labeling certain traits (stereotypes) Women tend to receive degrading stereotypes such as: women are creatures who are weak, emotional, whiny, and not resilient.
2. Economic impoverishment of women. Economic impoverishment is experienced by many village women who work as farmers. This stems from the assumption that farming is synonymous with men's profession. Outside of farming work, women's work is considered inferior, resulting in differences in salaries received by women and men.
3. Subordination to one gender, namely treating women as subordinate. The leadership of society is only appropriate for men, women can only be leaders to the extent of their clan (fellow women).
4. Acts of violence against women. Women are considered to be physically weak and therefore often experience violence in the form of beatings, rape and sexual harassment.

### **Efforts to Overcome the Negative Impact of Gender Bias in the World of Education**

What is meant by gender bias is favoring one gender in social life or public policy. Gender bias in education is an educational reality that favors one particular gender, causing gender inequality (Blumberg, R. L, 2008).

Various forms of gender disparities that occur in various areas of social life are also presented in the world of education. Even educational processes and institutions are seen to play a major role in socializing and perpetuating the values and perspectives that underlie the emergence of various gender inequalities in society (Wynn, A. T., & Correll, S. J, 2018). In general, the phenomenon of gender gaps in education can be classified into several dimensions, one of which is under-participation. In terms of educational participation, women all over the world face the same problems. Compared to the opposite sex, women's participation in formal education is much lower. In third world countries where primary education is not yet mandatory, the number of female students is generally only half or a third of the number of male students (Lekchiri, S., et al, 2019).

There are efforts to overcome gender bias in education through the following efforts:

1. The content of the national curriculum eliminates the dichotomy between men and women, as well as the local curriculum which is based on equality, justice and balance. The curriculum is structured according to regional needs and typology, starting from kindergarten education level to university level.
2. Empowering women in the informal education sector, such as providing learning facilities from the sub-district level to the district/city level and adapted to regional needs.
3. Empowerment in the economic sector to increase family income, especially in home industrial activities, will slowly eliminate economic dependence on men. Because one of the marginalization of women is the family's economic dependence on men.
4. Political education for women must be carried out intensively to eliminate political literacy for women. Because there is still an opinion that politics only belongs to men, and politics is violence, even though on the contrary politics is the art of achieving power. In this way, the 30% quota in accordance with the mandate of the law will immediately be fulfilled, considering that the majority of voters are women.
5. Empowerment in the skills sector, both skills for household needs and those that have sales value, is increased, especially for women in rural areas, so that there is a balance between women living in urban and rural areas who both have relatively good skills.
6. More intensive socialization of the Anti-Domestic Violence Law is carried out so that women know the rights and obligations that must be carried out in accordance with the mandate of the UUAK (Kelsey, K. D, 2007).

To minimize or even eliminate gender bias in order to create gender equality and justice, serious efforts and concern from all parties are needed. To respect and appreciate each other, starting from the family environment, such as father and mother respecting and serving each other, not based on "what father says". So gender-oriented parents are necessary for the formation of a strong and confident mentality in a child, both a girl and a boy.

The second pattern of implementing gender equality and justice is the school. This can be done by collaborating with the Ministry of National Education as a policy maker in the field of education, institutional schools and especially teachers. In this case, it may be necessary to standardize textbooks,

one of the criteria being gender insight or perspective (Rustina, R, 2017). Apart from that, teachers are agents of change who are very important for creating gender equality and justice through gender-sensitive learning processes.

## **CONCLUSION**

Gender equality does not mean opposing men and women. However, it is more interpreted as an effort to build relationships and equal opportunities between men and women. The educational pathway through a gender-based curriculum is an effort to realize this. The curriculum in question can only be implemented with the support of policies that can be implemented in a practical form so that students can understand in depth the importance of gender equality. Various forms of gender disparities that occur in various areas of social life are also presented in the world of education. In fact, educational processes and institutions are seen to play a major role in socializing and perpetuating the values and perspectives that underlie the emergence of various gender inequalities in society.

The factor that causes gender bias in relation to the acquisition of learning opportunities at each level of basic education is that the differences in educational participation groups at the elementary school/Madrasah Ibtida'iyah level have reached an optimal point that cannot be overcome simply by educational policy, so that these differences are becoming increasingly difficult to suppress. to an even lower point.

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