

PROCEEDING **AISTEEL**

**THE FIRST ANNUAL INTERNATIONAL SEMINAR
ON TRANSFORMATIVE EDUCATION
AND EDUCATIONAL LEADERSHIP**

DEVELOPING FUTURE TEACHERS' EDUCATIONAL MODEL



**Medan, November 19th, 2016
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“Developing Future Teachers’ Educational Model”

State University of Medan, North Sumatera, Indonesia
November, 19th 2016

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Chairman Foreword

The honorable,

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- *Associate Professor Elisabeth Taylor, PhD, an expert in Curriculum Theory, Peace Education, Science Education at Murdoch University, Perth - Western Australia*
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- *Director of Postgraduate School of UNIMED*
- *Lecturers, researchers, students, all speakers and participants*

Assalamualaikum Wr Wb

Good Morning, *Salam Sejahtera*, Praise to Allah the Almighty for all His blessing, where today we are here to participate in ‘The First Annual International Seminar on Transformative Education and Educational Leadership’ with the theme “Developing Future Teachers’ Education Model”.

Ladies and Gentlemen,

This seminar presents a keynote speaker, 5 guest speakers from Australia, Malaysia and Indonesia and 132 researchers covering lecturers, teachers and students with around 860 participants. The researchers come from Manado, Palu, Kendari, Malang, Surabaya, Solo, Bandung, Jakarta, Palembang, Jambi, Batam, Pekanbaru, Padang, Aceh, Medan and North Sumatera.

I would like to express greatest thankful to all colleagues in the steering committee for cooperation in administering and arranging the seminar. Hopefully this seminar will be continued in the coming years with many more insight articles from inspiring research.

Wassalamualaikum Wr. Wb.

Rahmad Husein

Welcoming Speech of Director of Postgraduate Study State University of Medan

Best wishes for all of us,

First of all thanks to God who has given grace and health to us so that we can assemble this place to attend The First Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL) 2016. This seminar is organized by Postgraduate Study (PPs) of the State University of Medan (Unimed). Welcome to all keynote speakers, researchers, students and, participants.

This international seminar is one of the manifestations of the vision and mission of PPs of Unimed, namely the dissemination and implementation of the results of research and studies related to the community. Therefore we strongly support the activities of this seminar which is also a series of academic activities of Unimed. Through this seminar, the participants will exchange information related to the latest research in the field of Transformative Education and Educational Leadership, which is expected to bring new ideas in solving various problems that arise particularly in the world of education.

In accordance with the theme presented in this seminar “Developing Future Teachers Education Model” it is expected that PPs Unimed can lead and strengthen the future teachers. The goal of transformative education is to develop visionary teachers and teacher educators to be capable of and committed to transforming education systems worldwide so that they prepare citizens with high-level abilities for solving global crises such as internationally political conflicts, climate change and loss of biocultural diversity.

Thank you for all committee to has well organized this seminar. Thanks to all keynote speakers who have attended, presented and shared their ideas on transformative education and educational leadership. Thanks to all researchers, students and participants and hopefully this will be scientific discussion to develop the future education.

Finally, I hope that all academicians and stakeholders of PPs Unimed hand-in-hand to excel our institution to be a world class university.

Best wishes for all of us

Director,

Prof. Dr. Bornok Sinaga, M.Pd

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THE INTEGRATION OF GENDER IN CURRICULUM AND EDUCATIONAL PROCESS

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Abstract - This paper aimed to review the importance of gender integration in curriculum and educational process. Gender is defined as a socio-cultural construction distinguishing men and women based on the roles and status. The integration of gender in curriculum and educational process is viewed very strategic in achieving gender equity and equality for students. Teacher is considered to be competent in this case as a teacher is an agent of social change. In order to integrate gender into learning, curriculum improvement is required to change gender bias in learning to become gender-responsive one. By integrating gender into curriculum and educational process, education is expected to change students' knowledge, understandings, analytical skills and applications about status, roles and gender relations to become gender equity and equality as mandated by the law.

Keywords: gender integration, curriculum, gender equity and equality

1. INTRODUCTION

Gender refers to the roles and responsibilities of men and women in family, community and culture. Gender also includes the characteristics, attitudes and behaviors of men and women (femininity and masculinity). The roles and expectations are acquired from learning. Both change variously over time within or among civilizations. The concept of gender is very important as the analysis of it describes women subordination constructed socially. Therefore, the shift of subordination is not bound biologically or not determined permanently.

Gender equity and equality (KKG) is not a new idea. However, KKG is not known widely and adopted by teachers at schools. Thus, a socialized or institutionalized activity is required to be conducted through the process of knowledge, attitude and target behavior development. Gender has become national and international issue demanding to socialize in society and government. The socialization of gender in education is very important to school teachers in order to improve teacher's understanding towards gender perspectives.

Basically, the development of KKG is to change the behaviors and cultures of society. People, in general, will behave in a certain way if they aware of the existence of motivation, facilities and supported ambient (socio-cultural and law). KKG is demanded to discuss as: (1) the discrimination and unfairness between men and women exist; (2) women are found difficult to develop themselves because of the household roles and the lack opportunities to have productive roles; (3) men are trusted to have difficult works, duties and responsibilities and demanded to become more competent and tougher in many things; (4) girls do not experience the same level of formal education as boys have in various reasons; and (5) the potentials and talents of men and women are not accommodated yet.

Article 31 paragraph (1) of Indonesian law mentions that "every citizen, men and women, has the equal opportunity to experience education". In line with that, the government initiates and implements a national education system stipulated in Number 20 Year 2003 of Indonesian Law. It has legal basis to construct national education by implementing the principles of democracy, decentralization, autonomy, justice as well as upholding human rights. The national education system is expected to guarantee the equalization of educational opportunities as well as the improvement of quality, relevancy and efficiency of educational management in order to face the challenges of local, national and global life changes. Consequently, educational improvement is required to conduct programmatically, directionally and continuously.

Moreover, in order to follow up Gender Mainstreaming (GMS), government declares The Instruction of President (INPRES) Number 9 Year 2000 about Gender Mainstreaming in every sector including educational sector. Educational sector is a strategic sector to instill the values of gender equity and equality because it is expected to construct democratic, equitable and indiscriminative Indonesian people for a long term in order to uphold human rights, religious values, cultural and pluralistic values of society (Indonesian Laws Number 20 Year 2003). Therefore, continuous and sustainable efforts are required to make the values of gender equity and equality fused in Indonesian society especially in students as the next generation. School teachers are a learning source that has an important role to

prevent gender gaps or gender stereotypes. If a teacher has no idea about gender perspectives, it is impossible for her to integrate gender in learning. This creates negative effects to the efforts of achieving gender equity and equality. A teacher is supposed to be an agent of change in learning. Moreover, a teacher is expected to be an agent of change in preventing gender gaps or inequality. A teacher is also able to be an agent strategically and instrumentally for constructing students' cognitive, affective and psychomotor to achieve the values of gender equity and equality. A teacher with an understanding of gender perspectives will influence individual's values, perspectives, attitudes, and actions to the opposite gender of him/her. Aside from socializing the values of gender equity and equality in learning process, a teacher is able to integrate gender in curriculum. Early socialization for students, especially for those who are in growing and developing period, is a very strategic way to achieve gender equity and equality. In recent days, children's knowledge, understandings, analytical skills, applications and evaluations about status, roles and gender relations are constructed gradually (*Pedoman Penulisan Bahan Ajar Berwawasan Gender*, 2003).

2. DISCUSSION

2.1. The Concept And Issue Of Gender

Various literatures discussing about gender in education were elaborated by Megawangi (1999), Darahim (2000) and other literatures like *Kumpulan Bahan Pembelajaran Pelatihan Pengarusutamaan Gender* (PUG) (2000), *Pusat Pelatihan Gender dan Peningkatan Kualitas Perempuan* (2001), *Bunga Rampai Panduan dan Bahan Pembelajaran Pengarusutamaan Gender dalam Pembangunan Nasional* (2004), etc. In general, the literatures conclude that sex and gender are two different concepts. Sex refers to the biological and physical traits and differences between males and females. Sex differences are the provisions of God that are permanent and universal. Whereas gender is the differences between men and women in terms of roles, characters, duties and responsibilities created, made and constructed socio-culturally by society. Therefore, gender changes over time and due to what happen in the society.

The term "gender" is used by social scientists to explain the differences between men and women congenitally given by God in which it is a culture that is constructed, learned and socialized. The differences of these two terms are important as people are used to confuse natural and permanent human characteristics with unnatural and changeable ones. The differences of these two terms also help people to rethink about the true roles between men and women. By understanding gender differences as an unstable and impermanent thing, it eases people to describe the reality of dynamic relations between men and women according to the reality in society. Generally, the existence of gender has created roles, responsibilities, functions and even spaces of human activities. The perspectives of gender differences have influence people that tend to think gender as a permanent and eternal thing like the biological traits of males and females given permanently and eternally to humans.

Gender issues are defined as problems of inequity that have negative effects to men and, to women particularly. In the development, gender issues appear because there are gaps in having and utilizing the outcomes of the development instead of inequity. As a result, women tend to have bigger negative effects of the actions. This result is also a consequence as the reality of inequality of roles between men and women is ignored. Gender inequity and discrimination in daily activities are found as: (a) marginalization at home, workplace, society and even country that takes forms in belief, traditions, government policy and scientific or technological assumptions, (b) subordination which is an assumption that a woman is weak, incapable of being a leader, sobbing, and so on has put a woman after a man, (c) stereotype or label that is in the roles, functions and responsibilities that differentiate men and women in family and society, (d) violence which is a physical attack related to marginalization, subordination, even stereotype. Rape, sexual harassment, woman assault and restriction of woman rights are examples of violence mostly experienced by women, (e) double burden which are heavy and persistent duties and responsibilities of women within or outside household. As an instance, instead of doing her role biologically like getting pregnant, giving a birth and breastfeeding the baby, a mother has to serve her husband, children and even other family members in order to take care of the household. Moreover, it is often found that a woman or a wife also involves supporting the family by still doing all of her duties and responsibilities as a woman.

2.2. Justice and Gender Equality (JGE) and Gender Mainstreaming (GM)

Justice and Gender equality is defined as "the realization of a fair gender relations between women and men in the society that was characterized by wiping of the violence (physical, sexual and psychological), subordination (field of political, cultural and social), marginalization (marginal and poor economically), the double burden and labeling/stereotype", whereas gender equality is defined as "the equation of the position of women and men in the face of the law, written or unwritten law. Women's rights were guaranteed and equal with men without considering the gender. "

The term of Gender Mainstreaming in Indonesia, listed in the Beijing Platform of Action was the result of the Fourth World Women's Conference that was held in Beijing 1995, this term means: "Gender Mainstreaming is a strategy for integrating gender concerns in the formulation and monitoring of policies, programs and projects". All participating countries including Indonesia which were presented in the Conference, accepted the mandate to implement Gender Mainstreaming in their country explicitly.

In an attempt to follow up the Gender Mainstreaming, the Government of Indonesia through the GBHN 1999 stated that Gender Mainstreaming is a national policy that must be run by an institution that is capable of realizing justice and gender equality. Despite it, the attempt to reach the JGE was still facing many struggles and hard to be enjoyed by all levels of society in general, especially for women.

Finally, the existence of the right strategies to reach the entire Government agencies, private sector, communities and others were agreed. This strategy was known as the Gender Mainstreaming (GMS). Because of the importance of this strategy, the government felt it was necessary to issue a Presidential Instruction that was known as Presidential Instruction Number 9 Year 2000 about Gender Mainstreaming in National Development.

With this JGE, the government could work more effectively and efficiency in producing public policies that were fair and responsive to the women and men. JGE as a strategy was an effort to enforce the rights of women and men in equal access, equal recognition and respect in the community. JGE's introduction was to achieve the justice and gender equality because it could increase the government accountability towards its people. The successful of the implementation of JGE strengthen our social life, politics and economics of this nation.

Justice and gender equality (JGE) required that men and women had the same chance for the same treatments as well as having a balanced social status. Presidential Instruction No. 9 in 2000 was a strong legal basis to implement the JGE in all stages including the stages of education which was seen to have a very strategic role.

2.3. The Integration Of Gender In Curriculum and Educational Process

The data and information were collected through the gender profile (2004), identified that there were the gender gaps/bias in the process of management in schools' learning and education. As for the attractive symptoms that were identified relating to this gender disparities were: (1) in the process of educational management, and (2) the content of school curriculum and textbook.

Process of educational management was the entire process and mechanism of the utilization of educational resources to govern the national education system in any forms of the management activities to the implementation of operational education. Every decision was taken by the leadership, since the strategic level up to the management operational actions so that the implementation of education was truly reflected the goal of wisdom. Therefore, the gender gap occurred in the whole processes of the management and implementation in every unit of education would be greatly influenced by the decisions of the leadership. If gender bias occurred in a strategic decision that was made as a foundation of an operational education, then it would lead to the occurrence of gender bias widely, at the operational level.

Whereas, the intended meaning of the school curriculum was the whole process of learning in every unit of the education, which directly or indirectly influenced on the students learning intensity in order to achieve the goal of the learning that has been determined, or it can be abbreviated with the term "learning process". The quality and quantity of the learning process was affected by a variety of factors, factors of children, school facilities and learning environment, the teacher, and the content of the curriculum which was in curriculum handbook that was distributed to each unit of education. But among the various factors, one of the important factors was the content of the curriculum that was written in the form of curricular objectives, points of discussion as well as the content or material and the examples in textbooks given at school.

Based on the guidelines of writing materials on gender (2003), it was stated that the learning materials for gender required to avoid the inequality or gender stereotype. The gender stereotype that was contained in the teaching learning materials could impact the efforts to the achievement of Justice and gender equality in national development negatively. Besides the teachers, learning materials were one of the learning resources that had a vital role in teaching and learning activities. At the level of basic education it was considered strategic and instrumental because of systematically done in the formation of the cognitive and affective student stages. Through the learning materials, the knowledge of gender will be socialized as a major role to influence the values, views, attitudes and deeds of the person against the opposite sex.

Based on the findings of Muthali'in (2001), bias/stereotype also occurred in the field of educational mostly is a formal institution. Noticing the stories in the reading textbook in school, it generally described the man as the central character and the women only as a complementary character and its existence was often omitted altogether. Many researches were conducted as Logsdon (1985) and Astuti, Rostiawati (1997), Indriati, and Sasriyani (1999), Igor Magun and Emi Susanti (2003), Mugniesyah (2003), Rustiawati (1998), found that the textbooks used turned out the gender bias, i.e. the segregation of roles between men and women. Father/male described working in the field offices, in the garden, or some public sectors, meanwhile, the mother/wife/woman in the kitchen, cooking, washing, and nurturing the younger brother and or in domestic sectors.

What was included in the reading book confirmed that the existence of gender bias in school learning. The impact for the efforts to increase the Justice and gender equality would not be good if this was allowed. The understanding and the role of teachers in implementing justice and gender equality in learning process are required. Therefore, beside the learning materials, teacher is expected to be the important person to integrate gender in every learning material in the teaching process.

3. CONCLUSIONS

The Integration of gender in curriculum and educational process is an attempt to a position of men and women in every learning process. The implications of gender in the process of learning are highly determined by the role of various parties such as the educational system/policy, teachers, school administrators, curriculum and learning materials. Basically the education is a shared responsibility between parents, community and government. Due to the construction of gender which is begun from household and family, the efforts for gender awareness are needed in family life. Nevertheless, the role of the teacher is considered to be very strategic and instrumental in students' cognitive, affective and psychomotor formation to encourage the values of gender equity and equality.

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