

# EDUCATIONAL+INNOVATIONS+ FOR+GENDER+EQUALITY+- +FIX+EDITING

*by turnitin turnitin*

---

**Submission date:** 14-Jun-2024 02:31PM (UTC+0300)

**Submission ID:** 2401710553

**File name:** EDUCATIONAL\_INNOVATIONS\_FOR\_GENDER\_EQUALITY\_-\_FIX\_EDITING\_3.pdf (147.01K)

**Word count:** 3341

**Character count:** 18044

## EDUCATIONAL INNOVATIONS FOR GENDER EQUALITY: USES OF TECHNOLOGY AND NEW APPROXES

**Dedy Ari Nugroho** \*<sup>1</sup>

Universitas Lambung Mangkurat, Indonesia  
[dedy.nugroho@ulm.ac.id](mailto:dedy.nugroho@ulm.ac.id)

**Ali Rahman**

IAIN Parepare, Indonesia  
[alirahman@iainpare.ac.id](mailto:alirahman@iainpare.ac.id)

<sup>1</sup>

**Marzuki**

Universitas Kapuas, Indonesia  
[denmaszuki@gmail.com](mailto:denmaszuki@gmail.com)

**Rachmi Afriani**

Universitas Kapuas, Indonesia  
[rachmiafriani@unka.ac.id](mailto:rachmiafriani@unka.ac.id)

**Aniati**

UIN Datokarama Palu, Indonesia  
[aniati@uindatokarama.ac.id](mailto:aniati@uindatokarama.ac.id)

### ABSTRACT

Currently, in Indonesia's education system, there is a gender imbalance that remains apparent. In general, Indonesian society still holds the understanding that women belong to a lower group and are lower than men, although, in the context of education, all individuals, both men and women, have the same right to education. Ironically, education, which is supposed to be a learning space for both sexes, turns out to be more sought after by men than women. This is due to the patriarchal view, that is, the view that men hold higher and more valuable positions than women. Education plays a key role in achieving gender equality in society, because through education, social norms, knowledge, and skills can be transferred. In education, women are still lagging behind men. This condition is partly due to a lack of look in society that promotes and places people to get education from women. Education that promotes gender equality is a very important strategic issue. Efforts are needed to formulate national education policies that integrate gender in a concrete way, including in gender-based curricula. As a result, women's roles and potential become limited, even when they have a desire to contribute in the field of education. To prevent inequalities in the world of education, it is important to maintain and promote gender equality in social life.

**Keyword:** Education Innovation, Gender Equality, Technology, New Approaches.

<sup>1</sup> Correspondence author.

## Introduction

Education is the right of everyone, while education is the duty of those who control resources, parents to their children, rich people to the poor, and the most responsible is the state to all its people. (Ulya, 2018).

1 Education is one of the main pillars in building inclusive and sustainable societies (Sitopu et al., 2024; Afni et al., 2024; Antika et al., 2024). In recent decades, attention to gender equality in the context of education has increased significantly. Awareness of the importance of ensuring equal access and equal opportunities for all individuals, regardless of gender, has led to efforts to address gender disparities in education.

At this point, the discussion of gender equality is heating up. Gender equality is often the main focus of events such as seminars, discussions, training, and development programmes. The press doesn't even miss to talk about gender crime (Mursidah, 2014). Like journals, magazines, newspapers, and books. Similarly, electronic media such as the Internet, television, and radio have included gender equality in their content (Tubagus et al., 2023; Aslan & Shiong, 2023; Nurhayati et al., 2023; Muharrom et al., 2023; Nurdiana et al., 2023). In fact, today this issue has spread to educational institutions through the inclusion in subjects and the development of gender-based curricula.

In the context of education, women are still lagging behind men (Erwan et al., 2023; Sarmila et al., 2023; Sulastri et al., 2023). This condition is due, among other things, to the presence in society of a view that gives priority and precedence to men for education over women. (Saeful, 2019). Parents of daughters who come from poor families tend to assume that education is unnecessary for their daughter. They prefer to marry their daughters immediately or encourage them to work in the public sector as housekeepers or informal workers (Haddar et al., 2023; Aslan & Pong, 2023; Tuhuteru et al., 2023).

Such circumstances result in girls from poor families becoming groups that are subject to violations of their social, economic, and cultural rights. Discrimination against women is a common problem in all walks of life, including in many countries around the world. The reason is clear, society is still bound by a patriarchal culture that has controlled and restricted the role of women under the power of men for thousands of years. (Effendy, 2014).

These gender role differences provide an opportunity for us to rethink the division of responsibilities traditionally associated with women and men, and to build a more dynamic and relevant understanding of the realities in society. The social differences of gender concepts create differences in the roles played by women and men in their societies. (Puspitawati, 2013).

In general, the existence of gender concepts has created differences in roles, responsibilities, functions, and even spaces of activity for humans. This gender distinction is carried in the way we see it, so we often forget that it seems to be

something permanent and eternal, just like the biological traits that are inherent to women and men. However, on the other hand, cultures are often misinterpreted so that they can discriminate against certain individuals because of racial, tribal, colour, language, social class, even gender differences. (Kuddus, 2019).

Efforts have been made to raise the rank and position of women to be equal to men through various institutions, both formal and informal. The primary objective is to gender equality in society as a form of justice. (Djamdjuri, 2015; Astuti et al., 2023). The issue of gender equality remains an endless issue and continues to be fought. In this context, gender does not refer to biological differences between men and women. More focus on the differences in roles, functions, and responsibilities between men and women (Gusmansyah, 2019).

Thro this time, the view in Indonesian society has been that women are naturally regarded as weak individuals, while men naturally viewed as strong. In fact, such gender differences are often used in the distribution of roles between women and men, where public roles that tend to generate money, power and influence are generally handed over to men, while household duties that do not normally relate to the provision of money, authority, or influence often are given to women. Lack of awareness and progress in knowledge and public understanding of the importance of gender equality contributes to the continuing gender inequality, both in the educational, social, political and economic spheres.

However, despite significant progress in efforts to gender equality in education, complex challenges remain. Differences in access, participation, and learning outcomes between male and female students are still visible in many countries, both at the primary and advanced levels of education. To overcome these challenges, new innovations and approaches are needed that can hack the way to better gender equality.

### **Research Method**

In order to study education and gender equality, this research uses the normative method of jurisprudence. The technique used in the collection of legal materials is in a secondary way, and the technique of the analysis of legal material is carried out with a library study, i.e. by conducting a search on existing legal materials, that is, by collecting existing law materials, which is then continued with the mapping of such legal materials according to the substance of the existing problem. (Soekanto & Mamudji, 2019).

### **Result and Discussion**

#### **Gender Basic Concepts**

Gender was a term that emerged in the 1990s as a result of a feminist movement that sought to equality in the position of women in various aspects of life. It is triggered

by the state of structural and cultural injustice experienced by women. (Afandi, 2019). Gender is the whole social attribute of men and women that is the result of social construction in society.

Gender equality is a crucial component of the concept of human rights. The basic principle of the United Nations Charter ratified by world leaders in 1945 was to give equal rights to men and women. In the context of human rights, the word "human" refers to the whole of humanity. Human rights are women's fundamental rights and the rights of women are human rights once and for all. (Januastasya Audina, 2022).

In a terminological sense, H. T. Wilson argues that the concept of "gender" refers to the basis for recognizing the difference in the contribution made by men and women to social and cultural life. As a result, they were recognized and distinguished as male and female. (Djamdjuri, 2015). Gender has a difference with sex, because sex refers to the biological difference between men and women, while gender is the difference between gender and women socially, in terms of roles, behaviors, duties, rights, and functions in social life. Gender is the basis for determining the difference in the contribution of men and women to collective culture and culture, which refers to the differences and social relations between girls and boys. (Dewi, 2020).

The rate of participation of women in education is used as an indicator to assess their right to education, by comparing it with the rate of male participation in education at different levels of education. Gender inequalities can be seen in the percentage of men and women attending education. (Ulya, 2018). The various forms of gender disparities that occur in society, occur in the world of education. In fact, educational institutions are seen as playing a major role in socializing and preserving the values and perspectives underlying the emergence of gender disparities in society. (Saeful, 2019). The problem of gender inequality in education is closely linked to the existence of discrimination. This discrimination can be distinguished into two types: de jure discrimination and de facto discrimination. De jure discrimination occurs when there is a difference of treatment formally established in the rules.

However, in the context of education, there is no law that explicitly distinguishes between men and women. In fact, both have the same right to education, so de jure there should be no discrimination. In fact, there is a view that women are considered second-class citizens who are lower than men, so they do not have the right to the same education as men.

There are various rules governing gender equality, based on the principle that both men and women have equal rights and deserve to be acquired. The State, the government, and the law must protect the rights of its citizens, so that women, as part of the citizenship, not only have the freedom to exercise their rights but also have the legal protection of their rights so that no arbitrary action is to the detriment of women. (Januastasya Audina, 2022).

Women are included in the category of vulnerable groups in various research and settings in legal instruments both at the national and international levels, along with other groups such as children, minorities, refugees, and so on. It is caused by various social, cultural, economic and physical conditions that make women vulnerable to the risk of violence or violations of rights by other groups. (Krisnalita, 2018).

In social life, women often experience discrimination and unfair treatment of themselves. This discrimination can occur in various aspects of life, including in the world of work, family relationships (between husbands and wives), and social interactions. As a result of this discrimination, many parties, especially women themselves, recognize the importance of raising the issue of women's rights as part of human rights that must be recognised and protected.

However, in order to understand more about women's rights, awareness of the concept needs to be developed first. In addition, gender equality in the field of law can also be seen from the inheritance law in Indonesia, where the Supreme Court of the Republic of Indonesia ruled that the status of girls can affect both girls and boys.

In addition, there are legislative provisions that favour women in terms of polygamy and mental transformation in the field of professions in which women can be judges (Sari & Ismail, 2021).

### **Education and Gender Equality**

The gender gaps in education must be overcome so that women do not continue to be marginalized in these areas. In other words, the importance of gender equality in education is that women have the same opportunities as men in educational progress. To gender equality, education must meet the basic principle of providing access to education to every individual or society so that education can be said to be based on equality. (Saeful, 2019).

Often, women are often neglected in the family environment, especially in terms of education. For families facing economic constraints, this can affect the fate of the woman. When the family's financial conditions are inadequate, parents tend to give more priority to the education of their sons than their daughters. This is due to the view that boys are thought to be the backbone of a family in the future and are responsible for supporting their families, so education is prioritized to support that role. (Effendy, 2014).

Instead, women are thought to only play the role of a householder responsible for taking care of children, husbands, and households. In this view, higher education is considered less important to women. What if the situation requires women to take on the role of family leader and make a living for their families? If women do not have adequate education, then their ability to replace men's roles in the family will be limited.

Education plays a vital and strategic role in shaping individuals who are productive, innovative, and have personalities that match cultural values. In addition to



providing cognitive, affective and psychomotor values to every citizen, education is also used as a tool to transform values that are expected to be useful in the life of society, nation and country (Effendy, 2014).

### **Gender Equality Implementation in Indonesia**

Gender equality issues have an impact on the number of divorce cases in Indonesia, including in Sleman District. (Ghozali, 2015). The rise in litigation cases in Indonesia is due to the impact of gender equality issues, where women have a better understanding of their rights, economic independence, higher education, and the main factor in divorce cases is disharmony. (Sari & Ismail, 2021).

In the context of hereditary law in Indonesia, Sjadzali's humanitarian ijtihad results in equal rights between women and men. Furthermore, the Supreme Court of the Republic of Indonesia also ruled that girls and boys have equal status in terms of wearing the hijab (Permana, 2018). Legislation that supports women in terms of polygamy and a shift in thinking about professions, including the possibility of women being judges, has emerged. (Suhra, 2013).

In the field of education, government policies have been aligned to create gender equality and education is a strategic sector to fight for gender. (Marzuki, 2017). Women also get the opportunity to pursue education up to the college level. Unlike in the past where they were often forced to marry after completing elementary school and limited to domestic roles in private spaces. Nevertheless, the fact is that there are still many social acts that give priority to the education of men over women. (Samaha et al., 2004).

Gender equality in the family has also been implemented. Some of the aspects included are equal rights in education, equitable sharing of domestic responsibilities, freedom of opinion, and participation in election and decision-making. (Qomariah, 2019).

### **Conclusion**

From the above text, some things can be concluded related to the basic concept of gender; first, gender is the result of social construction in a society, which includes different roles, behaviors, duties, rights, and functions between men and women. Second, Gender equality is an important part of the concept of human rights, in which men and girls have equal and equal rights. Third, there are gender disparities in various areas of life, including in education. Discrimination and perceptions that distinguish men and women still exist, although equality has been legally recognised. Fourthly, education plays an important role in ensuring gender equality. Efforts to address gender disparities in education involve education based on equality, in which every individual, including women, has equal opportunities to receive education. Fifthly, the implementation of gender equality in Indonesia has taken place in several aspects, such

as in the field of law, inheritance law, and conditions of polygamy. The government has also taken a policy to promote gender equality in education. Six, gender equality in the family is also important, including in terms of the division of domestic duties, freedom of expression, and fair decision-making between men and women.

In conclusion, gender equality is an essential principle for achieving justice and diversity in society. Efforts to address gender disparities in various areas, including education, and the implementation of policies that promote gender equality are important steps in building societies that are inclusive and equitable for all individuals, regardless of gender.

### References

- Afni, T. N. A. N., Aslan, A., & Astaman, A. (2024). PROBLEMATIKA PEMBELAJARAN FIQIH DI KELAS IV MIS DARUL IHSAN SEPINGGAN PASCA KEBAKARAN TAHUN PELAJARAN 2022/2023. *Lunggi Journal*, 2(1), Article 1.
- Antika, M., Aslan, & Karlina, E. M. (2024). PENERAPAN METODE PEMBIASAAN DALAM MENINGKATKAN KEMANDIRIAN PADA ANAK KELOMPOK B1 DI TKIT YA BUNAYYA SAMBAS TAHUN PELAJARAN 2022-2023. *Samawa (Sakinah, Mawaddah Warahmah)*, 7(1), Article 1.
- Aslan, A., & Pong, K. S. (2023). Understanding the Trend of Digital Da'wah Among Muslim Housewives in Indonesia. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 16(1), Article 1. <https://doi.org/10.37812/fikroh.v16i1.681>
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- Astuti, S. E. P., Aslan, A., & Pami, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Erwan, E., Aslan, A., & Asyura, M. (2023). INTERNALISASI BUDAYA RELIGIUS OLEH GURU AKIDAH AKHLAK UNTUK MENUMBUHKAN SIKAP AKHLAK MULIA DI MIS BINA DHARMA PARIT RABU. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(6), Article 6.
- Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN. *International Journal of Teaching and Learning*, 1(4), Article 4.
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.
- Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION



- OF SULTAN MUHAMMAD SYAFI UDDIN SAMBAS, INDONESIA. *International Journal of Teaching and Learning*, 1(1), Article 1.
- Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.
- Sari, G. R., & Ismail, E. (2021). Polemik Pengarusutamaan Kesetaraan Gender di Indonesia. *Jurnal Penelitian Ilmu Ushuluddin*, 1(2), 51–58. <https://doi.org/10.15575/jpiu.12205>
- Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)*, 1(2), Article 2.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Sulastri, S., Aslan, A., & Rathomi, A. (2023). STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM PENYAMPAIAN MATERI PADA ANAK TUNAGRAHITA DI SEKOLAH LUAR BIASA NEGERI SAMBAS TAHUN PELAJARAN 2022/2023. *Lunggu Journal: Literasi Unggulan Ilmiah Multidisipliner*, 1(4), Article 4.
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.
- Tuhuteru, L., Misnawati, D., Aslan, A., Taufiqoh, Z., & Imelda, I. (2023). The Effectiveness of Multimedia-Based Learning To Accelerate Learning After The Pandemic At The Basic Education Level. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), Article 1. <https://doi.org/10.31538/tijie.v4i1.311>

# EDUCATIONAL+INNOVATIONS+FOR+GENDER+EQUALITY+- +FIX+EDITING

## ORIGINALITY REPORT

6%

SIMILARITY INDEX

5%

INTERNET SOURCES

3%

PUBLICATIONS

1%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://injotel.org">injotel.org</a> Internet Source	2%
2	Margie Gladies Sopacua. "Perception of Indonesia and Afghanistan in Preventing Psychic Violence Against the Household Women", Jambura Law Review, 2023 Publication	1%
3	<a href="http://journal.actual-insight.com">journal.actual-insight.com</a> Internet Source	1%
4	Submitted to Central Oregon Community College Student Paper	1%
5	<a href="http://gupea.ub.gu.se">gupea.ub.gu.se</a> Internet Source	<1%
6	<a href="http://researchrepository.wvu.edu">researchrepository.wvu.edu</a> Internet Source	<1%
7	Anastasia, Abid Nurhuda, Thariq Aziz, Inamul Hasan Ansori. "Gender Equality In The Perspective Of Islam And Education In	<1%

# Indonesia", JURNAL ARMADA PENDIDIKAN, 2024

Publication

8

[www.journal.iaisambas.ac.id](http://www.journal.iaisambas.ac.id)

Internet Source

<1 %

9

[ummaspul.e-journal.id](http://ummaspul.e-journal.id)

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On