



Ministry of Education and Culture
Republic of Indonesia

Gender Responsive Teaching Materials

Guidebook



Foreword

Director of Early Childhood Education Development
Directorate General of Early Childhood and Community Education
Ministry of Education and Culture
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A high quality education for children before they turn five yields significant long-term benefits. There are evidences that affect children’s development in the first years of life. Family poverty is an important mediator of the influence of community resources and children’s innate abilities. Increased access to early childhood education (ECE) services can have positive effects on the development outcomes and girls’ education, even in the short run.

The scope of ages for early year learners is 0-8 years, and in Indonesian education system, girls at early years are in ECE services (0-6 years) and in primary school (7-8 years). However, for early year girls from poor families, they have insufficient access to pre-primary and primary schools because their parents tend to keep their young girls at home for several reasons. In terms of quality, the girls at early years also suffer from irresponsible gender classroom activities. ECE and primary school teachers have insufficient knowledge and skills creating gender bias for girls’ development.

Stereotypes and sexism limit the girls’ potential growth and development because internalizing negative stereotypes impacts their self-esteem and ultimately, academic performance. Long-term gender bias effects for the girls at early years become most apparent in adolescence. Thus, in order to improve access and quality for young girls, gender mainstreaming at early years is important. Therefore, since 2013, the Directorate of Early Childhood Education and Development (Directorate of ECED) aim to improve

quality of girls’ education through access, provision of community-based ECE Centers, early-year gender mainstreaming, parenting and teacher training.

The Directorate of ECED develops a series of Guidebook for Improving Girls’ Education and Early Year-Gender Mainstreaming, which aims to improve access and quality of girl’s education and early-year gender mainstreaming. The guidebooks include: i. Pocket Book: Gender Mainstreaming in Education, ii. Gender Responsive Planning and Budgeting, iii. Language and Gender (Early Socialization), and iv. Gender Responsive Teaching Materials.

The guidebooks were prepared in Indonesian language; particular thanks go to Mr. Cecep Somantri and Ms. Mita Adhiwijna who prepared the texts in English, and to Ms. Kurniati Restuningsih who coordinated the overall activities and supervised the publication.

I trust you will enjoy reading these guidebooks and urge you to take a lead for improving girls and women education as well as gender mainstreaming.

Jakarta, April 2016

Ella Yulaelawati
Director



Ella Yulaelawati

INSIGHTS JUSTICE AND GENDER EQUALITY

Understanding gender and sex

Gender

Gender is defined as the social construction of differences in the roles, functions and responsibilities between women and men resulting from socio-cultural construction and may change according to the times, conditions, time, place and culture, as well as the change of values shared by the community. Thus, gender is not something that is universal but is formed in accordance with the values espoused by the subculture of society.

Based on the Minister of National Education Regulation No. 84 Year 2008 on Guidelines for Mainstreaming Gender Education Sector explained that Gender is a concept that refers to the division of roles and responsibilities of men and women that is the result of changing social and cultural conditions of society.

A common understanding about gender, among others, also proposed by the experts and the Ministry of Women Empowerment and Children Protection, among others, also expressed by Fakihi (1994), gender is the inherent nature of men and women who are socially and culturally constructed. As according to Sudrajat (1994), gender is a social category (femininity and masculinity) are reflected in the behavior, beliefs and social organization.

The social constructs of gender are manmade. Therefore, gender is dynamic, has been formed from birth, how society makes boys and girls following the formation of both differentiated and roles are introduced to the two well differentiated so that it becomes a reality social in society that men and women as if socially different and should be differentiated.

Sex Identity

Definition of sex or the state of being male or female is either of the two main categories (male and female) into which humans are divided on the basis of their reproductive functions. The division is universal and permanent, is not interchangeable, and can be recognized since birth. It is called with the provisions of God or nature. From this comes the term *sex identity*.

The characteristics and function of sex differences can be seen from: (a) the difference of chromosomes, ie XY for males and XX for females; (b) differences in hormones, namely androgens, or testosterone in men, and the dominance of the hormone progesterone in women; (c) physical differences, namely the penis and testes as well as the Adam's apple in males, and uterus, vagina, and breast for women; with the characteristics of such women experience menstruation, pregnancy, childbirth, and breastfeeding.

In the everyday sense, the above concepts are not fully understood by most people. As a result, it is often found confusion between the notion of gender and sex, which raises the understanding and attitudes of gender bias.



Gender bias

Gender bias is defined as a view or prejudice that certain gender is superior to the other sex. This view triggers the gaps roles and responsibilities between men and women in family and community life. The confusion understanding of division roles and responsibilities of humans between sex (characterized by nature) and gender (socially constructed) cause gender discrimination to happen.

Unequal treatment in learning opportunities such as preferment, assistances, treats and expectations due to attitudes based on the sex of a child employee or group of children can be considered as gender bias. Prejudice and presumed inferiority implicit in classroom activities and learning opportunities are



in contradiction of the National Education Minister Regulation No. 84 Year 2008 on Guidelines for Mainstreaming Gender Education Sector. Both prejudice (attitudes) and **discrimination** (behavior) are should not happen in the learning activities sin the early years.

Gender bias is to let one sex are in a state lagging behind compared to the other sex, causing discrepancies and gaps. The manifestation of gender bias include: stereotyping, subordination, marginalization, load doubled, and gender-based violence. In education, this bias is often found in informal education, non-formal and formal.

1. Stereotypes

Stereotypes/stigmatization and negative labeling for example perceptions, views, assumptions, or negative beliefs are directed only toward one role of gender. The views stigmatic and demeaning negative have an adverse impact. In the field of education some people still think access, participation, control over the resources and benefits of education between men and women distinguished by this stigmatization.

- Learners of female generally take social sciences, while many technology areas studied by male learners.
- Teachers associate girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm.

- Boys are encouraged to think self-sufficiently, be creative, be active and speak up.



- Girls are mingled in schools to appreciate popularity as being important, and learn that art performance and ability are less important.
- Boys, should be brave, not cry and lead the group of children.

2. Subordination

Subordination is a social position asymmetrical with the superior and inferior. Subordination is a continuation of the view of degrading stereotypes. Subordinated underlying patterns of relationships or patterns of hierarchical social relationships in which one party sees itself more than they were humbled. Differentiation in taking decision for selection and encouragement to take academic subjects and access for higher education are found. Statistical data shows that this subordination is still happening in formal education.

3. Marginalization or downgrading

Marginalization or downgrading is a process of exclusion of the interests, rights, needs,



and aspirations based on sex that takes place systematically in obtaining the benefits of well-being and development. As stereotypes, marginalization may occur intentionally or 'considered' as something natural.

This is evident when the number of teachers available to HR equal proportions of male



and females, even the number of female teachers more but when there is a promotion for principals males are more easily access and bargaining power higher than female teachers.

4. Double workloads

The workload is doubled / are imposing excessive and let one gender to bear the burden of excessive activity. As the impact, females are left behind in better quality of life.

Example

When gender equality is not implemented in schools, roles and responsibilities are still based on gender differences, the duties of teachers in schools could be females are more burdened because they are disciplined and



obey the leadership, or occur in males because it is considered more robust and professional.

5. Gender-based violence

Gender-based violence is an assault or violence by both the males and females based on their gender ideas. Gender-based violence is caused biased ideas that put one gender superior and more powerful. Generally, gender-based violence occurs more frequently in females than in males. It is based on the dominant perception that females are weak creatures.

Example:

In some cases, violence against girl caused by the boys at schools happens prevalently. In some cases, the girls experience violence affected by male teachers in the form of psychological and/or physical and sexual abuse. Sometimes female teachers also often experience sexual harassment even in light level by male teachers as colleagues that causes discomfort in the work.



GENDER ROLES IN TEACHING MATERIAL

Construction of gender roles is defined as the role represented by women and men in accordance with the status, environment, culture, and community structures. Society and culture create gender roles, and these roles are prescribed as ideal or appropriate behavior for a person of that specific gender. That role is taught to every member of society, community and certain social groups perceived as the role of women and men. Gender roles are affected by age, class, ethnic, religious, social, economic, and political.

Gender roles are not innate female role but both men and women beyond the natural role as pregnancy, childbirth and breastfeeding could perform that role.

For example, nurturing, educating children is not the role of nature, but do father and mother known as co-parenting and family members share a responsibility.

There are three main ways in which teaching and learning materials differentiate between boys and girls to the disadvantage of both sexes. These are reproduction, productive, and social roles of humans.

1. Role of Reproductive

Common reproductive roles introduced in girls divided into two types, namely biological and social. Reproductive biology refers to giving birth to a new man, an activity which can only be done by women. Social

reproduction refers to the continuation of biological reproductive roles such as caring and nurturing activities necessary to ensure the maintenance and survival of human life. Usually people look at the role of reproduction as a lesser role than the role of productive because they do not make money and career achievements as well as other awards.

2. Productive role refers to activities that produce goods and services for consumption and trade. All work is done in factories, offices, and agriculture are included in this category. Only this activity is counted as economic activity and incorporated into a country's Gross National Product. Although women and men are both involved in the public domain through productive activities, the division of labor by gender persists. Example in an office, men have always used women as directors and secretary. Family as the first and

main training base for boys and girls is very important in disseminating gender roles in both. As a dichotomous division of roles, for example boys introduced a productive role, while girls to reproductive roles will impact on different expectations, goals and level of readiness to enter further education and choice of majors and degree of readiness of competition on the world of work. Men tend to be more prepared and confident in the face of a more prestigious role earning.

3. Social Role (Community Event) social activity refers to all activities required to run and organize the life of society. Governments, organizations, and participation in social activities and cultural (voluntary work, mutual aid road construction village, health care, schools, all of them are community activities. The social role is generally described/portrayed by men. While women seemed to just be "supporting role" that the success of social

roles of men, for example, in many books illustrated that when men worked together to clean the environment, women only provider of food and drinks for men. it was considered normal, even it is fitting.

Construction of gender roles may be stated explicitly or implicitly in the preparation of teaching materials. Gender mainstreaming secara eksplisit stated if the teacher or teaching materials author intends men-dug understanding and positive attitude danresponsif gender.

Construction of gender roles may be stated explicitly or implicitly in the preparation of teaching materials. Gender mainstreaming is explicitly stated when teachers or authors of teaching materials intended to instill an understanding and positive attitudes and gender responsive. As for gender mainstreaming can be conveyed implicitly when the purpose of the messages contained in the

gender mainstreaming the use of source material, illustrations, or media that tidak langsung instill or reinforce knowledge and attitudes responsif gender.

organization of the school, the organization of content and the lesson; the teacher's strategies for controlling and motivating pupils; the informal conversations between pupils and their teachers; and leaving unchallenged the pupils' own stereotyping and self-segregating of activities

There are five main ways in which schools differentiate between boys and girls to the disadvantage of both sexes. These are: the organization of the school, the organization of content and the lesson; the teacher's strategies for controlling and motivating pupils; the informal conversations between pupils and their teachers; and leaving unchallenged the pupils' own stereotyping and self-segregating of activities



Further information:
Directorate of Early Childhood Education Development
Directorate General of Early Childhood and Community Education
Ministry of Education and Culture

Ministry of Education and Culture Office,
E Building, 7th floor
Jl. Jenderal Sudirman, Senayan, Jakarta
e-mail: ella.yulaelawati@kemdikbud.go.id

