

Fulfillment of Gender Needs of Students at School

Tiyas Nur Haryani¹, Ismi Dwi Astuti Nurhaeni²,
Azyani Zulfatindayu³, Muchtar Hadi⁴, Priyanto Susiloadi⁵

Sebelas Maret University, Indonesia
Correspondence: tiyasnurharyani@staff.uns.ac.id

ABSTRACT

Education is an important factor in building the country. Educating a child means building the nation. Nowadays, education takes place more in the secondary scope than in family environment. Schools play an important role in educating children in cognitive, affective, and psychomotor aspects. In Indonesia, the case of sexual abuse to children increases currently. The cases of sexual abuse result from unequal gender relations. Gender-responsive schools develop in line with the policy of gender mainstreaming in Indonesia. The school environment needs to meet the practical and strategic gender needs of its students. The results of this research described the students' needs for gender in the school environment. Gender needs are expected to support zero sexual abuse of children. The research was conducted in the Senior High School in Sragen, Central Java Province, Indonesia representing Soloraya area. Primary data was collected through questionnaires with random sample. Data was presented in tables, charts and descriptions. The results showed the fulfillment of practical and strategic gender needs has not been optimal in schools in Sragen regency. The number of sexual abuse against children is still high due to the lack of monitoring. The results of this study recommended the collaboration to be strengthened in order to reduce gender-based violence and the development of institutional gender mainstreaming at schools.

Keywords: gender equality; gender need; gender responsive school; sexual abuse

INTRODUCTION

Education plays a strategic part in developing the quality of human resource. A just and equal-gender character development is required among the students to help them achieve their potency optimally (Sterling & Anne, 2014; Lahelma, 2014). It is important to impart gender consciousness in all education levels because previous studies found that there is gender gap in education area. The gender-responsive schools are important to organize in line with the result of Messiou (2006); Walter (2004); Subrahmanian (2005) and Aikman (2011)'s research finding that gender marginalization in school is a complex problem, complicated process and teacher should understand and take it into account for the students' successful study. Furthermore, in 2011-2015 period, some researches have been conducted proving that gender-biased education inhibits the children in achieving their potency optimally, and for that reason, gender consciousness should be imparted in all education levels (Sterling & Anne, 2014; Lahelma, 2014).

Today, what makes the public worries is to improve the violence case against the children with children as perpetrator and victim. School environment becomes one locus of violence against children, including physical, psychical and sexual violence. KPAI's (Indonesian Commission for Child Protection) Data of 2012-2016 mentioned that 87.6% of children become the victim of violence in school environment; it indicates that school environment becomes the one vulnerable to violence as well. The trend of violence against children case in 2012-2016 occupies the third rank on the violence cases in education field of 11.2%. The highest rank is occupied by Children in conflict with the law of 35.6%, the second by violence against children in family of 19.4% and drug and the fourth by substance abuse of 8.5% following the violence in education environment case.

Recently, sexual abuse against women and children occupies the second highest rank in 2016 with rape case of 72%, obscenity of 18% and sexual abuse of 5% (National Commission for Women, 2016). Gender consciousness and equal partner between man and woman have not occurred yet in school environment. The pro-gender school is important to organize.

Basically, the consciousness to integrate gender justice and equality in education area has been implemented in Indonesia in line with the commitment of Indonesian Government through Education and Culture Minister's Regulation Number 84 of 2008 about Gender Mainstreaming in Education area. In such the regulation, it is

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confirmed that every work unit that should implement education should integrate gender perspective. For that reason, every education unit in all channels, types, and level should integrate gender into it. The gender-responsive school should be developed by gender mainstreaming in education in school first. Gender-responsive education is the one paying attention to aspiration difference, woman's and man's need for access, participation, control and benefit of education development justly and evenly.

In gender-responsive school, academic, social, physical environment and society environment aspects have paid attention equally to boy's and girl's specific need and all of school citizen's elements can understand the importance of gender equality and justice practice. Gender integration in responsive-gender school can be seen from the fulfillment of gender need in education facility and organization in school. The novelty of research is an urgency to see the tendency of gender need fulfillment in school that will lead to the prevention of gender-based violence.

The gender need studied in this research is the one that is gender-practical and-strategic needs. Gender-practical need is the short-term need and the fulfillment of physical daily need of target group. Meanwhile, the gender-strategic need is the long-term one and can change unbalanced gender relation if it is not fulfilled sustainably. This research categorizes gender-practical need by infrastructures accessed by the students in school, while gender-strategic need is the capacity building to make the students conscious of gender.

This research was taken place in Senior High Schools in Sragen Regency, selected purposively, representing public and private schools. Sragen Regency was chosen because based on Human Development Index (HDI), Gender-Related Development Index) and Gender Empowerment Measure), it is one of Regencies/Municipals belonging to the lowest category compared with other regencies and municipal in Central Java. HDI of Sragen Regency in 2012 was 71.85 on the 25th rank, GDI was 67.23 on the 15th rank, and GEM was 57.58 on the 27th rank. The schools were selected purposively with the criterion of public and private schools that have ever followed Capacity Building of gender mainstreaming in education area.

The result of research was presented descriptively supported with quantitative and qualitative data. Quantitative data of research was collected through surveying 120 students in the 5 selected schools and qualitative data was collected through field **1st International Conference on Islamic Education 2016**

observation and Focus Group Discussion. The qualitative data was obtained from the informants selected purposively consisting of teacher and headmaster. The data were processed using Microsoft excel program to calculate the descriptive statistics of gender need fulfillment the students receive and qualitative data conveyed by teachers and headmasters about the organization of gender-responsive school in their school. Data validation was conducted using data and data source triangulations, analyzing the data from one informant and another, and analyzing quantitative and qualitative data. The aspect analyzed is the fulfillment of gender-practical and –strategic need viewed from the implementation of standard process, standard infrastructure, and standard management corresponding to standard gender-responsive national education.

The fulfillment of gender and child protection needs in school

Gender-perspective policy in education area has been a mainstreaming in Indonesia. The commitment of education for all has been good political will of central and local governments. Gender equality promotion has been conducted to achieve universal education despite less optimality.

Gender mainstreaming in education area is gender-responsive and affirmative action. Affirmative action in education environment of Central Java tends to be conducted through women empowerment (Nurhaeni, 2009). The implementation of gender-responsive education needs resource input from school, driver institution of gender mainstreaming in education area and students as the internal user of education area. However, the school environment still becomes a constraint in building the construction of gender equality because the school still socialize traditional values with patriarchic nuance and the main component of gender mainstreaming implementation in education area has not been constructed yet (Jatiningsih dan Listyaningsih, 2013; Nurhaeni, 2009). The curriculum at school still labels the boy as superior and the girl as inferior. In the material of teaching book, an editorial manifesting gender-injustice is often found and so is the non-gender-responsive teaching picture.

The result of research analysis shows that the school has attempted to fulfill the gender-practical need of their students, both girls and boys. The fulfillment of gender-practical need is in the form of gender-mainstreaming and affirmative action. The fulfillment of gender-practical need can reduce the girl's vulnerability to gender-based violence. The result of descriptive statistics also showed that the

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students have felt that their gender-practical need has been fulfilled. However, the availability of infrastructure in school in providing the gender-responsive infrastructure for the comfort of individual genders has not been fulfilled. Meanwhile in the term of access, participation and policy, a gender-responsive education has been constructed.

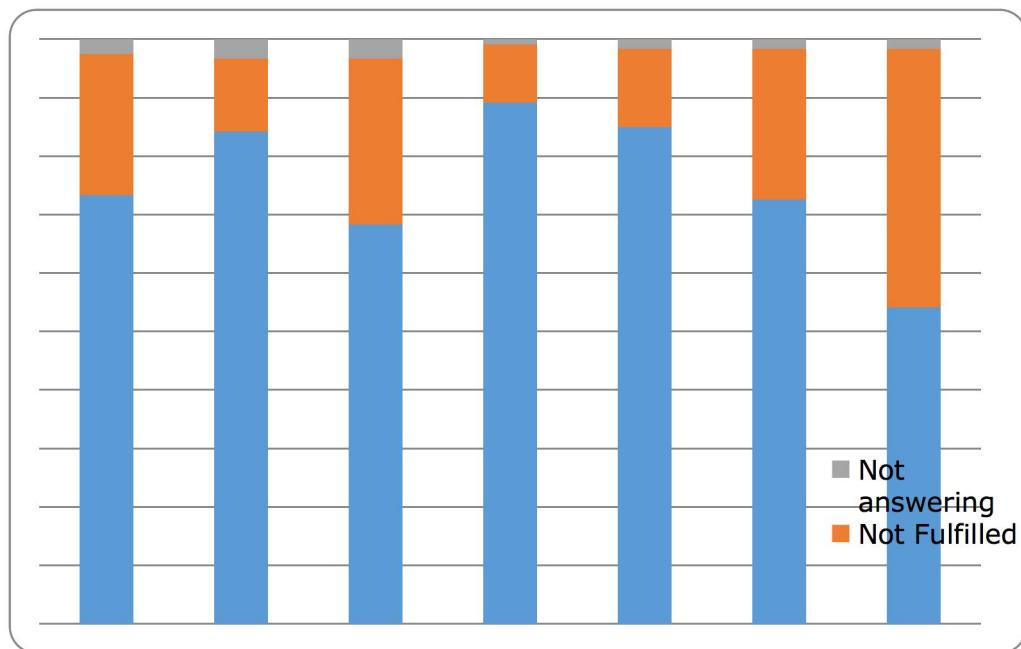


Figure 1: *The Fulfillment of Gender-Practical Need for Infrastructures in School*

From Figure 1, it can be seen that the gender-responsive room have not gotten urgent attention from the school. Change room and health room for boys and girls are still integrated in one room. Toilet has not been gender-responsive as indicated with 24.17% of respondents answering that there have no gender-responsive toilet in their school. The condition of student tables in the classroom has not been pro-gender, in which the tables for the girls should be closed because most Indonesian girls still wear mini skirt. About 28.33% of students answer that there has been no closed table in their classroom. The school parks have bee provided openly and observably to prevent the gender-based violence in the public space of school.

The fulfillment of gender-strategic need can be seen from the establishment of peer group for preventing violence in school. The access to and the participation in both equal-gender education and pro-gender school regulation have been the indicator of gender-strategic need fulfillment. The gender-responsive education had been realized in the schools, in this research, senior high schools in Sragen Regency, as the purposive sampling.

Table 1: *Tendency of Gender Need Fulfillment in School*

| No | Standard / Description | Fulfilled | Not Fulfilled | Not Answering |
|--------------------------------|---|-----------|---------------|---------------|
| Standard Process | | | | |
| 1. | Equal opportunity in expressing equal-gender opinion | 99.17% | 0% | 0.83% |
| 2. | Equal-gender opportunity of grouping and assembling | 87.50% | 11.67% | 0.83% |
| 3. | Equal-gender cooperation | 91.67% | 6.67% | 1.67% |
| 4. | Equal-gender opportunity of competing | 91.67% | 4.10% | 4.17% |
| 5. | Facilitation according to Gender Need | 85% | 14.17% | 0.83% |
| 6. | The opportunity of accessing to and participating in equal-gender education | 97.50% | 0% | 2.50% |
| Standard Infrastructure | | | | |
| 1. | Gender-responsive toilet | 73.33% | 24.17% | 2.50% |
| 2. | Fasilitas toilet responsif gender | 84.17% | 12.50% | 3.33% |
| 3. | Gender-responsive table | 68.33% | 28.33% | 3.33% |
| 4. | Gender-responsive Park | 89.17% | 10% | 0.83% |
| 5. | The establishment of peer group for preventing the gender-based violence | 85% | 13.33% | 1.67% |
| 6. | Gender-responsive change room | 72.50% | 25.83% | 1.67% |
| 7. | Gender-responsive health room | 54.17% | 44.17% | 1.67% |
| Standar Management | | | | |
| 1. | Gender-responsive Vision and Mission of School | 96.67% | 0.83% | 2.50% |
| 2. | Gender-responsive school regulation | 92.50% | 5% | 2.50% |
| 3. | Equal-gender student organization leadership structure | 90% | 7.50% | 2.50% |

However, in fact, gender-based violence still occurs in female students. The violence in dating still occurs so that the girls experiencing dating violence should resign from the school. Discrimination against boys and girls in the dating violence case still occurs so that the justification often occurs in the girls.

Limited fulfillment of gender-strategic need can be the factor supporting the high number of gender-based violence cases among children with children as perpetrator. The fulfillment of gender-strategic need in the students is only the form of peer group establishment for the students to prevent violence and discrimination but its implementation is still sustainable. Gender-equality training is only provided to the teachers so that the students still tend to be gender blinded. The result of research shows that the fulfillment of students' gender-strategic need is not sustainable.

RECOMMENDATION

Equal partner pattern should be built among the children in both their primary environment and secondary environment in school. Equal partner pattern is the relation between man and woman who appreciates each other and struggles for building the welfare collectively. In equal partner pattern, access, control, participation, and benefit are given to man and woman in balance according to their right and obligation.

Building equal partner pattern should be conducted through long-term and sustainable social engineering, requiring active participation from all stakeholders (government, society, donor and private institution). In education area, equal partner pattern is established through developing a gender-conscious culture first. Gender consciousness and unequal gender relation-induced problem should be students' and teachers' general knowledge. Improving the consciousness of serious gender-based problems in daily life is expected to support every individual to build equal partner proactively.

In practice, the equal partner pattern in school environment can start with improving the teacher's gender-perspective capacity. Next, it can be done through the transfer of gender-perspective knowledge from teacher to students. Finally, the partnership with stakeholders should be confirmed in building gender-responsive education.

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