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## Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)

### Report on Gender Situation Analysis Related to Student Learning and Achievement



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## Report on Gender Situation Analysis Related to Student Learning and Achievement

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## Executive Summary

Gender equality has been acknowledged as a national priority in the Medium Term National Development Plan (RPJMN) for 2010-2014. Even though there is no gender specific target, the mainstreaming of education priorities in RPJMN 2010-2014 must be supported by a systematic gender analysis. The significant enhancement of the budget allocation for education (20%) reflects the Government's commitment in their efforts to improve education.

The USAID PRIORITAS project policy has incorporated gender mainstreaming as one of the crosscutting issues to be implemented in its activities. The empirical findings that will be gathered in project monitoring are expected to show a number of initiatives taken to ensure gender equity is achieved in various project activities.

There are many gender issues related to formal, informal and non formal education. However, this study focused more on gender issues in formal education related to teaching and learning and students' achievements. Therefore, the study aimed to find out the following:

1. Gender issues that affected the teaching and learning process and achievements of boys and girls.
2. The perception of teachers, girls and boys, of the teaching and learning process and their achievements.
3. The impact of stereotyping/negative labeling of boys and girls on their learning ability.

Due to time constraints, this gender situation analysis was conducted primarily through desk review. The study reviewed and analysed research studies previously carried out by the government and various organizations on the current gender situation and gender development with a particular focus on the education sector.

The summarised findings of this gender analysis study are stated below:

1. The government program has had some success in reducing barriers to access to school facilities for girls and boys, but there are still significant obstacles remaining in providing a gender responsive quality education that affect the teaching and learning process and students' achievements.
2. In order to create teaching and learning practices that support equal participation between girls and boys in the classroom, during extracurricular activities, and in a broader school community, there is a need for the design and implementation of gender responsive learning materials and lesson plans; use of gender sensitive language in class, classroom organization and a school management system that is responsive to gender.
3. Teacher's limited understanding of and ability to implement gender responsive approaches significantly and negatively affect the teaching and learning process and students' achievement and hence, the achievement of gender mainstreaming in education.
4. Generally, negative labeling gives rise to injustice. When that happens to children, it can significantly affect their learning ability and their achievements in school.

Based on the above findings and summary, the following recommendations are made:

1. Teacher training should be delivered to improve teachers' understanding of gender issues in order to change teachers' perception of gender responsive instruction.

2. Training should be given to school managers/principals and decision makers on how to make changes to the school's policy and budget in order to make them more gender responsive.
3. All data collected should be disaggregated by sex in order to help address gender imbalances.

## Glossary

ANCORS	Acehnese Civil Society Organization Strengthening
BEC-TF	Basic Education Capacity - Trust Fund
BPS	Badan Pusat Statistik (Indonesian Bureau of Statistics)
CIDA	Canadian International Development Agency
CLCC	Creating Learning Communities for Children
DBE	Decentralized Basic Education
DIY	Daerah Istimewa Yogyakarta
FKIP	Fakultas Keguruan dan Ilmu Pendidikan (Faculty of Teacher Training and Education)
GER	Gross Enrolment Rate
Inpres	Instruksi Presiden or Presidential Instruction
IPA	Ilmu Pengetahuan ALam (Science)
IPS	Ilmu Pengetahuan Sosial (Social Science)
MA	Madrasah Aliyah (Secondary High level Religious school)
MBE	Managing Basic Education
MBS	Menejemen Berbasis Sekolah (School Based Management)
MDGs	Millennium Development Goals
MI	Madrasah Ibtidaiyah (Elementary level Religious school)
MTs	Madrasah Tsanawiyah (Junior Secondary High level Religious school)
NER	Net Enrolment Rate
Perda	Peraturan Daerah (Regional Regulation)
Pergub	Peraturan Gubernur (Governor regulation)
Permendiknas	Peraturan Menteri Pendidikan Nasional (Ministerial Regulations)
PGMI UIN	Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri (Islamic Elementary School Teacher Education, Universitas Islam Negeri)
PSW	Pusat Studi Wanita (Women's Study Center)
PUG	Pengarusutamaan Gender (Gender Mainstreaming)
Renstra	Rencana Strategis (Strategic Plans)
RPJMN	Rencana Pembangunan Jangka Menengah Nasional (The Medium Term National Development Plan)
RPP	Rencana Pelaksanaan Pembelajaran (Lesson plan)
SD	Sekolah Dasar (Elementary School)
SDM	Sumber Daya Masyarakat (Human Resources)
SER	School Enrolment Rate
SMA	Sekolah Menengah Atas (Secondary High School)
SMP	Sekolah Menengah Pertama (Junior Secondary School)
STAIN	Sekolah Tinggi Agama Islam Negeri (State Islamic Higher Education)
Susenas	Survei Sosial Ekonomi Nasional (National Survey on Social Economy)
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
USAID	United States Agency for International Development



# REPORT ON GENDER SITUATION ANALYSIS RELATED STUDENT LEARNING AND ACHIEVEMENT

## I Introduction

USAID PRIORITAS policy has incorporated gender mainstreaming as one of the crosscutting issues to be implemented in all program activities. The empirical findings that will be gathered in project monitoring as well as other program interventions are expected to show a number of initiatives taken to ensure gender equity is achieved in various program activities. This gender analysis study aims to contribute to that process and was completed using the document study method which involved reviewing and analysing research studies conducted by the government and other institutions/organizations on the current gender situation and education related developments in this area.

The report identifies the relevant gender issues that affect teaching and learning and achievements of boys and girls. The report also looks at teachers, girls and boys' gender related perceptions of teaching and learning and how that affects students' achievement. Lastly, the report reviews the consequences of stereotyping or negative labeling of girls and boys **for** their learning.

## 2 Background

### 2.1 Defining Gender Mainstreaming in Education

Gender mainstreaming is a conscious effort, an approach, or strategy to achieve gender equality that is systematically conducted through integration of different perspectives, aspirations, experiences and priorities between men and women in a development plan and program cycle (from planning, implementation, monitoring and evaluation) and in the operational practices of government personnel and administration. The aims of gender mainstreaming are to: (1) Create a mechanism to formulate responsive gender policy and programs; (2) Give special attention to groups affected negatively by gender bias; (3) Raise the understanding and awareness of stakeholders, both government and non-government, so that they are willing to implement gender sensitive actions in their own fields.

Gender equality expects that men and women have equal opportunities to participate in every process of social change and that men and women have the same access to services and equal socio-economic and political status. Gender equality offers equal opportunity with regard to: (1) participation to gain one's rights; (2) decision making in the household or public arena; (3) contribution to political, economic and social fields, and (4) enjoying the benefits of participation.

It needs to be stressed that gender equality is not just about women, but it is about both women and men. Gender inequality does not only disadvantage women. Many men suffer from gender inequality, for example, men who cannot afford to provide financial support to their families can be labeled as 'losers'; men who are regarded as more 'feminine' and more attracted to domestic work are labeled 'ayam sayur' (literally 'vegetable chicken') or 'impotent'; men who are not used to participating or sharing the domestic tasks have difficulty looking after themselves when their wives are away even for a short period; men withhold their tears or express their emotion for fear of being labeled 'women'. However, women do experience more disadvantages and oppression in a patriarchal cultural system, which prevails in large parts of Indonesia. (*Gender Mainstreaming manual, A Practical Guideline from ANCORS Program Experience*).

Then what about education? Gender mainstreaming in education is a strategy that is developed to integrate gender as an integral dimension, from design to implementation, and evaluation of policy, programs, and education development activities. This is in line with the 2<sup>nd</sup> goal of the MDGs to “Achieve universal primary education” and the 3<sup>rd</sup> goal “Promote gender equality and empower women” with its target of eliminating gender disparity in primary and secondary education by 2015.

## **2.2 Policy and Practice**

To achieve the MDGs, the long term Government strategy is to develop policy so as to achieve equal access to quality gender responsive education for all boys and girls; to reduce illiteracy rates of the adult population, especially the female population (by improving the education outcomes at every level, either in or outside of school, or through equivalency education and functional literacy education programs for the adult population); and lastly, to improve the competence of education institutions in managing and promoting a gender responsive education.

The implementation of the above policy covers five main strategies, which are: 1) provision of equal access to quality education, especially basic education, for boys and girls either through in or out of school education; 2) provision of access to equality education for the adult population who cannot get education at school; 3) improved provision of literacy services to increase literacy rates, especially those of women; 4) improved coordination, information, and education in order to mainstream gender responsive education; and 5) development of gender responsive education by education institutes both at the national or regional levels.

The existing regulations, particularly Presidential Instruction (Inpres) Number 9/2000 on gender mainstreaming, demonstrates a strong commitment from the Government of Indonesia (GoI) to eliminate gender disparity in every strategic sector, including the education sector. This regulation is mainly concerned with policies and programs related to gender issues. In 2008, the Government issued Ministerial Regulation Number 84 Year 2008 on the Implementation Guidelines of Gender Mainstreaming in Education. The guidelines serve as a reference for all parties involved in implementing education programs, either by the working unit within the Department of National Education or in the Regional Government and Universities.

Gender mainstreaming is also one of the three cross-sector principles identified among the 11 priorities in the Medium Term National Development Plan (RPJMN) 2010-2014, which has its reference to The National Education Strategic Plan (Renstra) 2010-2014. The Strategic Plan maintains the focus of GoI on provision of the nine year basic education for all girls and boys which are to be achieved through the 5 'visions': 1) improve provision of education services, 2) increase affordability of education services, 3) improve the quality and relevance of education services, 4) achieve equality in education services, and 5) guarantee access to education services.

Efforts to promote gender mainstreaming need to lead not only to cultural efforts at the community level, but also to the structural efforts to push the Government, especially the Ministry of Education and Culture, to implement the gender mainstreaming policy, which has been established by regulation. In order to be effective, all parties at all levels from the central government to district and school level need to commit to promote gender mainstreaming. In doing so, they need to understand the rationale behind gender mainstreaming, the contextual strategies and they also need to demonstrate good practices and behaviors that are in line with their statements and policies.

Gender Mainstreaming in Education at the district level is a strategy to achieve gender equality and equity in education of all paths, levels, and types of education within the district, where gender aspects are integrated in the policy formulation, planning, implementation, monitoring as

well as in education assessment. Meanwhile, at the school level, in order to fully support a gender responsive implementation, improvement is needed in the areas of teaching/learning as well as school management to ensure that schools have incorporated gender aspects in their planning and teachers have integrated gender perspectives in their classroom practice.

### 2.3 Indicators

The indicators used to measure the achievement of gender equality in education consist of the following:

1. *Gross Enrolment Rate (GER)<sup>1</sup>* – The GER measures the overall level of participation in education can be used to indicate the achievement of gender equity in education. Higher gross enrolment rates indicate higher children's participation rates in a particular level of education in a specific area. As an example, the GER for Yogyakarta Province (DIY) in 2010 at the basic education level (SD/MI and SMP/MTS) was higher for boys than girls. Yet, the opposite was the case at high school (SMA/MA) level, where girls' GER was fractionally higher than boys' (88.30%, compared to 87.96%). This achievement was the result of several education programs launched by the Government, such as Compulsary Education (Wajib Belajar), 9 Year Basic Education and *Kejar Paket A* (Package A program) (Source: BPS, Susenas 2010).
2. *School Enrolment Rate (SER)<sup>2</sup>*, SER is another way to views the difference in education opportunities for boys and girls. School enrolment rates have increased in all age groups for boys and girls over the last few decades. Based on the data from BPS East Java, in 2010 and 2011, in the age group of 7 – 12 years old, girls' school enrolment rate was higher than boys, showing that boys and girls relatively had similar access to education in East Java. However, the school enrolment rates decreased for the following age group of 13-15 years old, with boys' and girls' enrollment rates almost the same (90.25% compared to 89.81%). As the age group goes higher, boys' school enrolment rates exceed girls' enrolment rates (for example, the boys' enrolment rate for the age group of 16-18 years old was 61.19% while for girls, it was 56.27%.) One of the reasons for the declining rates may be that children in this last age group are classified as being of working age, so some children choose to work instead of continuing their education at school. Additionally, families with financial difficulty may opt to send their boys rather than girls for higher education in preparation for men becoming the future breadwinner for their families. Source: Susenas, BPS Propinsi Jawa Timur 2010 – 2011.
3. *Net Enrolment Rate (NER)<sup>3</sup>* is one of the standard indicators used in MDGs for measuring the achievement of gender mainstreaming in education. NER measures the proportion of children who are enrolled as a proportion of the official age group for a given level. The national average of NER in primary education in 2010 was 94.76% while for junior secondary

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<sup>1</sup> The GER is calculated by dividing the total number of students in a stage of education (e.g. primary education) by the total number of population of the correct age for that stage of education (in this example aged 7 – 12). GER rates can be over 100% if there are a lot of under and/or over-age students in school.

<sup>2</sup> The SER is calculated by dividing the total number of students of the correct age for a stage of education (e.g. primary school age 7 – 12) which are in school of any sort (including those in junior secondary education) by the total number of population of the correct age for that stage of education (in this example aged 7 – 12).

<sup>3</sup> The NER is calculated by dividing the total number of students of the correct age in a stage of education (e.g. 7-12 for primary education) by the total number of population of the correct age for that stage of education (in this example aged 7 – 12).

level the NER was 67.73% and for senior secondary school 45.59%. The NER for boys at junior secondary education level increased 8.02% between 2000 and 2010 compared to a girls' increase of only 6.87%. At senior secondary school level, the boys' NER shows an increase of 7.86% compared to girls' at 4.58%. The same situation applies to the 9 year basic education level, where boys' NER was higher than girls'. *Source: Susenas, BPS 2010*

4. According to Susenas data, in 2010, the average number of schooling years for girls was lower at 7.5 years compared to boys with 8.3 years. The Indonesian Government's target is 9 years for both boys and girls.

While at the overall national level, it appears that based on these indicators, the gender 'gap', particularly in terms of primary education, appears to be very small, this masks both regional and social class differences. Gender disparity is still prevalent in some areas, particularly Eastern Indonesia as well as between urban and rural areas. There are also disparities in terms of equal access between rich and poor.

## 3 Findings

### 3.1 Gender and Education

Four gender issues in education are highlighted by the Ministry of Education and Culture on gender issues, those are: *access, participation, teaching and learning and achievement*. While each aspect will be described briefly, the third aspect, teaching and learning, will be elaborated in more detail as it is the main focus of this report and most relevant to the PRIORITAS Program.

**Access** - The government program has had some success in decreasing the barriers to access to school facilities for girls and boys, but there are significant barriers to completing quality education that is gender responsive. Susenas data (2009) shows that the need to support the family is a major issue for boys, with 10.78% of them stating that they dropped out of school in order to work and earn some income, compared to 8.69% of girls. In addition, local traditions have continued to become a strong factor that affects access and early marriage is still a main obstacle. About 6.07% of girls dropped out of school to get married, compared to 0.14% of boys. Prevalence of early marriage can be found in particular districts such as Indramayu, West Java and some districts in Nusa Tenggara Timur. School regulations to support school-age girls who get married, pregnant or become young mothers are not clear. Furthermore, the distance of the school from home, safety issues and costs related to the long distance are also barriers to continuing schooling, particularly for girls. The limited separate sanitation facilities for teenage girls is also a factor which affected girl's routine attendance at school. Research in Indonesia shows that provision of separate toilets for girls and boys in Madrasah increased student transition rates to junior and senior secondary education by 5% (Austen et al, 2009).

**Participation** - Cultural and traditional values in some Indonesian communities still regard women's place as being at home and men are still seen as the head of the family and main breadwinner. In these societies, girls often do not have as much opportunity as boys for formal education, especially for poorer families facing financial constraints.

Efforts to achieve gender equity are reflected in the MDG report of Indonesia in 2010 (*Laporan Pencapaian Tujuan Pembangunan Milenium Indonesia 2010*). In general, the MDG report shows significant progress towards achieving education targets. The gender parity index in 2009 of men and women accessing both primary level (package A) and junior secondary level (package B) non-formal education showed no significant gender disparity. The proportion of women accessing higher education also rose. The women's literacy rate for the age group of 15-24

reached almost 100%. This achievement may be linked to the increased number of programs and policies which are gender responsive, the improved understanding of education stakeholders on gender equality at the national and/or provincial/district level, and the increased number of publications on gender. Despite these achievements, many experts think that those quantitative achievements are not automatically indicative of the progress made in achieving quality education throughout the country. Although basic education has largely met the MDG targets in terms of national statistics, this achievement is not even throughout Indonesia, especially in the eastern provinces of Papua, Papua Barat, and Maluku (Source: *Technical Implementation - Gender Mainstreaming at Districts 2012*).

**Teaching and learning** – Issues in this area include the following:

*Education materials* – The content of text books is often gender biased, for example, formal occupations such as Head of Subdistricts and Directors are usually men, and men are usually portrayed as the owners of property. Women are often illustrated by a full time mother doing the household chores. Although the Ministry of National Education and Culture has raised the issue in recent years, the curriculum is still gender biased and reinforces the stereotypes of male and female roles. This was also acknowledged by Ace Suryadi, Head of the Gender Mainstreaming Committee, Ministry of National Education, Jakarta Post, March 10, 2008.

In general, teaching and learning methods remain unresponsive to gender. This is supported by *Policy Paper 3, Gender equality and Education (6/13/2011)*, which states that The Institute of Teachers' Education has not been able to fulfill the need to produce teachers who understand the gender specific needs of girls and boys. There are little or almost no teaching materials and syllabi with a gender perspective which are available for use by teachers, let alone standard guidelines on the use of appropriate language in class, classroom management and the school management system. Appropriate teaching materials and training are needed to create teaching and learning practice to promote gender equity in the classroom, during extracurricular activities and within the broader school community.

1. *Equal learning opportunities*: When assigning tasks to students, teachers need to ensure that they provide equal learning opportunities for girls and boys. The tendency is that the teacher often asks a boy first, assuming that boys are smarter than girls. Furthermore, the leadership role in group or extracurricular activities is often given to boys, with girls assigned to the secretary or treasurer role.
2. *Giving proportional and equal attention to the girls and boys in the learning process* – this can be observed when the teachers respond to students' questions. According to the study involving classroom observation conducted by Guttentag and Bray (quoted in Khazanah Vol. Nopember-Desember 2006), teachers in grade four and six of elementary school tend to interact more with the boys rather than the girls; boys received more attention, instruction and were listened to more by the teachers, compared to girls.
3. *Classroom management* - Unfair treatment in classroom learning and the teacher-student interaction process mostly disadvantages female students. Unconsciously, teachers tend to give more encouragement and attention to male students than to female students. Sometimes teachers tend to think that because female students do not need to get a high education (due to eventually becoming homemakers and mothers), then they do not need to be good at mathematics and science and so this becomes a self-fulfilling prophecy (Khazanah Nopember-Desember 2006).

**Achievement** - The literacy rate in Indonesia for the age group of 15-24 years olds almost reached 100% in 2010 and shows little difference between men and women (Susenas 2010).

Although the difference is not significant, it still shows that women's literacy rate was lower than that of men. However, due to the limited use in their role in the domestic domain, many women do not have an opportunity to use the skills and knowledge they have acquired at school and eventually lose them. Because of their limited access to the media, these women stay unreformed, holding on to their traditional values. They are underutilised and their knowledge and skills are untapped by the society. Furthermore, the scope of this gender bias goes beyond text books and schools. At home, women are always encouraged to give in, to be gentle and accepting the leadership and guidance of men, making them always ask for the approval of the men for all the opportunities that they may get.

### **3.2 Gender issues that impact the learning and achievement of boys and girls.**

There are a number of interrelated gender related issues at school level which have an effect on the learning and achievement of both girls and boys and which tend to help perpetuate gender stereotypes. These include the teacher's own gender bias (of which they are often unaware), which in turn can affect the teaching and learning process, and especially the content of textbooks.

*Teachers own gender bias:* Teacher's own bias can significantly affect the way in which they relate to education. Many teachers still hold the traditional view that boys will be leaders, while girls will be housewives and this can shape the way they interact with their students. As a result of these beliefs, teachers' behaviours may reinforce the stereotypes without them being aware of the impact they may have in shaping students' views.

*Teaching and learning process:* Ingrained beliefs related to gender carry over into the teaching and learning process. For example, a study of gender related attitudes among educators in madrasah (Source: Suriani Nur, *Developing education with a gender perspective in Madrasah*, Didaktika Journal of Education Vol. 3. No. 2. November 2008) found that there was a tendency for teachers to call more on boys than girls to answer questions, especially in mathematics and science. Teachers were not even aware that they were doing this until it was pointed out to them.

*Textbooks:* In general, text books at the elementary through to junior secondary level tend to reinforce the traditional stereotypes of male and female domestic, public and social roles despite the fact that these roles are changing in society today. Of all the different manifestations of gender bias in education, that found in text books perhaps has the most negative impact, due to their widespread use as one of the core elements of education at all levels throughout the country. Text books are used across the country and if books containing specific gender stereotypes are allowed, students may subconsciously copy the 'role models' in the text books. Values and norms can also be hidden and disguised in text. As text books play such an important role in shaping learning, the development of non-gender biased text books should be a priority.

The role that textbooks play in stereotyping and labelling is covered in more detail in Section 3.4 below.

### **3.3 The perception of teachers, female and male students about teaching and learning and student achievements**

Learning about gender is "learning about how a boy/man and a girl/woman plays the role according to their gender, role, function, and their own potential." Achieving gender equality and equity in education should: 1) improve access to quality, relevance and competitive education; 2) provide equal opportunities for boys and girls to reach their potential; 3) fulfill the basic rights to education for boys and girls. This achievement will in turn lead to equal access and

opportunity for men and women both within the domestic and public sectors with women having equal potential with men as income earners.

Children's choice of future academic path and achievement is influenced by their upbringing as well as their teachers' and their own perception of their ability in certain subjects. Parents' perception and child rearing certainly contributes to shaping their children's academic inclination from childhood onwards. Children growing up in areas where the wider community's views are strong and dominant, and where gender bias is prevalent, may try to conform to the perceptions around them.

Stereotypical opinions and treatments to girls and boys might affect the development of their behavior. Sheila Tobias' study (Gender Equity for Mathematics and Science, 2004) found that mathematics and science were believed to be male territory, and women were believed to have better verbal skills. As a result, girls tended to get more support in language study (Gender Equity for Mathematics and Science, 2004). Furthermore, Melissa C. Gilbert (2002) added that some girls avoided mathematics altogether and tried to find success in other subjects, while some boys tried to hide their confusion in mathematics because they felt ashamed to fail a 'masculine' subject. Sheila Tobias (2004) stated that girls who succeeded more in mathematics could not take the success with confidence. When boys succeeded in mathematics, they took it as their ability while girls took it as luck. If boys failed they thought it was because they did not try harder, while girls thought they did not have the ability.

In Indonesian junior secondary schools, the percentage of female students who choose Science as a major is typically lower than that who select non-science majors. The attitude of female students against mathematics as a result of gender stereotyping can have negative affects on and limit their choice of life (McCormick 1994; Eccles Barber and Jozefowicz 1999). The same is true for boys who may be 'forced' into choosing mathematics out of pressure when they may have potential in non-science fields. As Gilbert (2012) puts it 'gender stereotyping will narrow a girl's and a boy's dreams and limit their choices in life.'

Ponco Sujatmiko (2009) did a case study of high school students to find out female students' attitudes toward mathematics. He found that:

1. The self confidence of female students in Mathematics was catagorized as medium
2. The use of Mathematics in the future according to female students was categorized as high.
3. Female students who viewed Mathematics as a man's territory was catagorized as high
4. Factors that affected attitudes of high school students toward mathematics included: a) students' beliefs; b) achievements in mathematics; c) benefits of mathematics for future life; d) students' character; e) mathematics teachers.
5. The future choice of career in life of high school female students was influenced by their attitudes to mathematics - i.e. those who had a positive attitude on mathematics tended to select careers which were mathematics related and vice versa.

Interestingly, research conducted by TIMSS (Casey at al, 2001) confirmed the beliefs that boys are better at spatial skills and girls at verbal skills which they use to solve problems. The study found that boys and girls used different approaches to complete two different tasks given. The first task involved a mental rotating task, and the second involved a spatial visualisation task. The results showed that the boys tended to use spatial strategy to complete the tasks while girls mostly used verbal strategy. On the visualisation task, the girls used verbal instructions to complete the task, while the boys used the visual skills. The female group who scored lower than the male group at both tasks, found it quite hard to change verbal information into visual

pictures. These findings on the different learning styles in solving mathematics problems between female and male students are good inputs for teachers so that they can ensure the equal achievement of all students.

### 3.4 The impact of negative stereotyping/labeling of boys and girls toward their learning abilities.

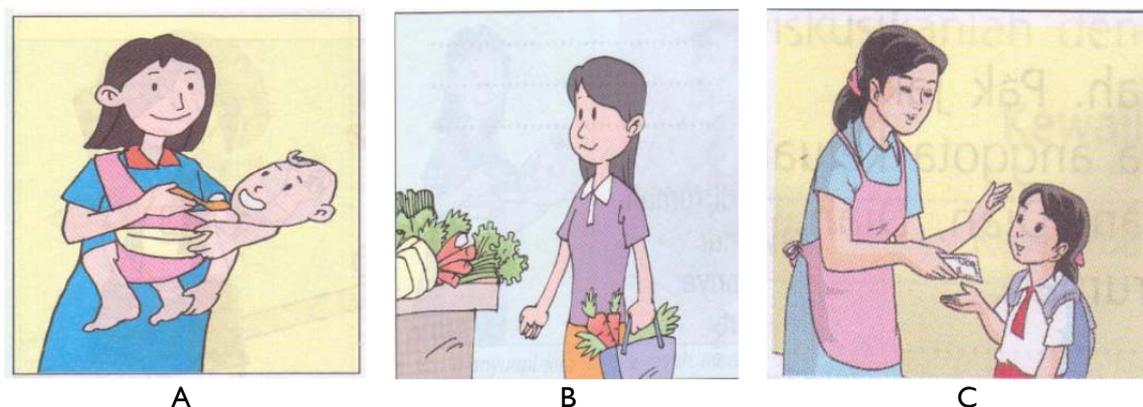
Stereotyping refers to a standard image or a thought about an individual or a group which may not necessarily be supported by empirical evidence. Labeling, taken from word label, according to A Handbook for The Study of Mental Health, means a self definition about a person, and it describes the kind of person someone is. By making a stereotype of or giving a label to someone, there is a tendency for us to see a person as the image and having the values attached to the label. Worse, a child being negatively labeled may believe that s/he is that person.

In Raising a Happy Child, many experts agree that the way one sees and feels about oneself will become the foundation for one to adapt one's life. In other words, a child who sees him or herself as a good child will approach other people confidently and sees the world as a safe place with all his/her needs fulfilled. On the other hand, a child who feels useless, and not loved will tend to choose the easy path, is afraid of taking risks and stays under-achieving. If that happens to children, it will significantly affect their learning ability at school.

Many teachers are still unaware of the impact negative labeling has on students and their learning achievement. Labels such as 'stupid', 'lazy,' 'dirty' and others are still commonly used by teachers to describe students' behaviours and attitudes, while what students need is positive encouragement to help them achieve their potential. Teacher should provide a role model.

Text books offer a visual 'labeling' in the form of illustrations. Early grade text books in particular contain visual messages showing various roles of community members and their social activities. The problem is that many text books still portray women in their traditional roles doing domestic chores, and boys/men as a public figure doing something 'productive'. as shown in the following illustrations (Social Science text by Erlangga ):

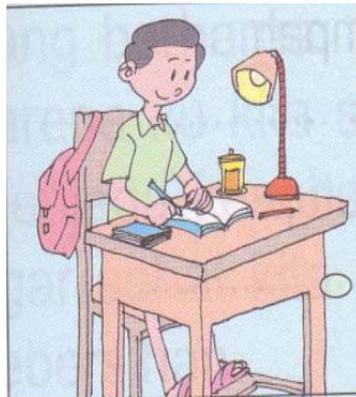
**Picture 1: Illustration of women's role**



**Picture 2 Illustration of boys/men's activities**



A



B



C

While girls and women are portrayed to be doing more 'routine' activities, boys /men are doing something more 'fun' (playing with their favourite toys, cars, and balls), or having more learning opportunities, etc., all of which would prepare them to become income earners.

The following illustrations also reinforce the stereotypical gender roles:

**Picture 3: Illustrations of men and women's roles**



A



B



C

The above examples tend to illustrate boys and men in more dominant social roles, with girls and women in more subordinate roles. In picture 3A above, showing a family activity, the woman is portrayed as serving the family while the man is in a portrayed in a dominant role as head of the family. Similarly, the picture in 3B shows the boy as more active in participating in classroom learning. In picture 3C, the woman is portrayed in a lower level position as a checkout cashier, while the man standing at the back appears to be a manager monitoring her.

The above illustrations reflect the cultural values in a patriarchal society such as Indonesia in which men tend to have a dominant and productive role in the public domain, while women remain in the domestic domain. As long as the illustrations in the text books remain the same, these stereotypes of the gender roles will continue to be reinforced and advocated through generations to come.

Therefore, teachers should be more careful in and sensitive toward the selection of texts to be used with students. While there are many text books with gender biased content, non-gender biased texts can also be found within the same publisher. A good example of a balanced picture

of men and women can be found in Integrated Social Science Text Book for Grade 4, published by Erlangga, page 148, on the explanation about food production process, showing a picture of both man and women working in the production process (a man runs a tractor and a woman gives fertilizer).

### Summary – main findings

The summarised findings of this gender analysis study are stated below:

1. The government program has had some success in reducing barriers to access to schools for girls and boys, but there are significant obstacles in completing a gender responsive quality education that affect the teaching and learning process and students' achievements.
2. In order to create teaching and learning practices that support equal participation between girls and boys in the classroom, during the extracurricular activities, and in a broader school community, there is a need for a design and implementation of gender responsive learning materials and lesson plans; use of gender sensitive language in class, classroom organization and school management system that is responsive to gender.
3. Teacher's limited understanding and skills of gender responsive approaches greatly affect the teaching and learning process and students' achievement and hence, the achievement of gender mainstreaming in education.
4. Negative labeling can give rise to injustice. If that happens to children, it can significantly affect children's learning ability and their achievement in school.

### 3.5 Recommendations:

Based on the above findings and summary, the following recommendations are made for the USAID PRIORITAS program:

1. Teacher training to improve teachers' understanding of various gender issues in regard to equality of opportunity in the learning process. With improved awareness, hopefully teachers can better address gender related issues in their teaching which include selection of more appropriate, non-gender biased text books, providing different teaching methodology to suit students' various learning styles, and provide equal opportunity for boys and girls in all learning process.
2. Training for school managers/principals and decision makers on how to make changes to the school's policy and budget which are gender responsive. The purpose of the training would be to improve awareness of gender issues of school management so that school development plan and budget reflect the programs or activities which support implementation of non-gender bias policy.
3. All data collected are to be disaggregated by sex and address the imbalance. **A sex-disaggregated database can identify problems in** gender gaps in participation, drop out rates and student performance. Besides the monitoring data collected by the program, the program should help schools and district to develop sex-disaggregated data using simple instruments to help them with effective gender-responsive planning and budgeting.

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