

# Gender Bias; The Role of Women and Gender Equality in Education

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**Abstract:** Gender equality in modern society today is still hindered by stereotypes regarding the roles and positions of men and women. Gender is a view or belief formed by society about how a woman or man should behave or think. In society the role of life is dominated more by the role of men and in public life under their authority is women. In the Qur'an surah Al-Isra verse 70 which reads that Allah Almighty has created human beings ie men and women in the best form with the most honorable position. The method that will be used is to use a quality approach to be able to obtain data on the benefits of gender relations in Islam more than just regulating gender justice in society, but theologically regulating the pattern of microcosm (human), macrosrosmos (nature), and God relations. Islam came to give an important position in both the law and the same rights as men, so that there is no discrimination for women. The problem that exists today is that there are differences in views on the position and perspective of women in the educational environment where there are some opinions that say that Women are very dependent on men, so that currently the issue of women leaders in the world of education provides a complete picture of their position, political rights, professional employment opportunities have nothing to do with religious values, only there are still differences between scholars, community leaders and the community itself[1], this finally proves that there is no gender bias in the world of education.

**Keywords:** Gender Equality, Women, Education

## 1. Introduction

Gender equality today in the world of education is no longer an extraordinary thing, because education itself is a right for every color of the Indonesian state. Public policy in the form of laws and regulations as follows: (a) Law of the Republic of Indonesia no. 7 of 1994 concerning the Ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (Convention on the Elimination of All Forms of Discrimination Against Women). (b) Law of the Republic of Indonesia No. 34 of 1999 concerning Human Rights [2]. Equity in education applies in many ways, namely in policies in determining curriculum, teaching staff, facilities, facilities and infrastructure as well as rights and obligations which will be obtained by educators and students. Article 48 of the Law states that women have the right to obtain education in accordance with predetermined requirements. Article 60 paragraph (1) states that every child has the right

to receive education and teaching in the context of his personal development in accordance with his interests, talents and level of intelligence [3].

Currently, the government of the Republic of Indonesia has implemented an equal distribution of education programs throughout Indonesia which can be seen from the many young people who get the same opportunities in education. Education in the current era is not only dominated by men, but now women must also have the same respect in the eyes of society regarding the equal position of women and is a worldwide feminism movement. The position of women in society until today, women under the power of men in social life subordinates women under his power. Of course this is contrary to the nature of humans who are born equal, therefore the power of men over women is contrary to human dignity, it is not surprising that various types of power products have been presented from the hands of men. The power held by men means limiting women's freedom. When we hear about gender equality, some of us may think about the emancipation of women, meaning that women have the same rights as men. There is no need to think which one is correct about the picture of gender equality itself. The emancipation of women can be said to be born when a controversy arises regarding the attitude or behavior or views of a person in terms of respecting women. Events that occurred in the past that women were undervalued and some even thought that women had not had the opportunity to play a central role in various fields as they are today. Until there are parents who send their boys to as high as possible, parents' thinking is confined that women in life are nothing but housewives who don't need to go to high school. Events that occurred in the past that women were undervalued and some even thought that women had not had the opportunity to play a central role in various fields as they are today. Until there are parents who send their boys to as high as possible, parents' thinking is confined that women in life are nothing but housewives who don't need to go to high school. Events that occurred in the past that women were undervalued and some even thought that women had not had the opportunity to play a central role in various fields as they are today. Until there are parents who send their boys to as high as possible, parents' thinking is confined that women in life are nothing but housewives who don't need to go to high school.

## **2. Gender Equality in Education**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state [4]. Equality and justice are basic ideas, goals, and the main mission of humans to achieve prosperity, build harmony in the life of the nation and state. Seen from equality of conditions for men and women to obtain opportunities and their rights as human beings so that they are able to play a role and participate in political, economic, legal, socio-cultural activities, education in defense and national security, as well as equality in enjoying the results of development. The 1945 Constitution Chapter X concerning citizens, article 27 paragraph (1) reads. Every citizen has the same position in law and government and is obliged to uphold the law and government is no

exception [5]. The article clearly stipulates that all people have the same position before the law and the government without any discrimination between men and women. Since 1945 the principle of equality of men and women has actually been recognized, as evidenced in the provisions of the 1945 Constitution concerning the recognition of citizens and residents that clearly do not distinguish between genders. The realization of gender equality and justice is marked by the absence of discrimination between women and men, so that they have access, opportunity to participate and control over development and obtain equal and fair benefits from development. Historically there has been male domination in all walks of life throughout the ages, where women are considered inferior to men.

### **3. The purpose of gender perspective education**

Having equal access to education, for example, boys and girls have the same right to be able to attend education up to a certain level of formal education, of course it is unfair, if in today's global era education is secondary to women, especially if girls have the ability. The idea that women are workers in the domestic sector (household work) so that they do not need to be given higher formal education is a wrong idea. 2. Equal obligations, for example, a man and a woman both have the obligation to seek knowledge. 3. Equality of position and role, for example, both men and women have the same position as subjects or actors of development. The position of men and women both as subjects of development has the same role in planning, implementing, monitoring and enjoying the results of development. Finally, it relates to equality of opportunity [6].

In the realm of education, teachers can become agents of change for gender equality to be able to support male and female students. Teachers become role models in providing guidance in doing, acting and behaving, especially in the school environment. A teacher must be able to provide support in the learning process at school. There are many good practices that can be carried out by incorporating gender equality in the process of teaching and learning activities. These include changing existing stereotypes for example being kind to the abilities of female and male students, being able to give equal attention to male and female students and encouraging female students to take an active part in extra-curricular activities that are usually followed. by male students [7]. Various experiences related to equal treatment by teachers, curriculum, textbooks, gender-responsive learning materials, as well as the learning environment and learning outcomes. Achieving equality in learning opportunities and achieving learning outcomes for both men and women is the main challenge for the Government of Indonesia in the next decade. Some of the learning approaches that exist in Indonesia are: (1) Gender responsive learning approach; In this case the equality of male and female students can have different experiences when they learn in class. This can affect various factors such as the level of participation in class and achievement of learning outcomes. There are many studies that prove that male and female students are different in different ways. Judging from the fact that there are female students prefer to learn through discussion and work together than male students. While teaching methodologies that support collaborative learning tend to improve the performance of all students, they have a

particularly strong impact on female students' performance in subjects such as mathematics [8]. (2) Gender equality in the curriculum; The curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to students through lessons in one period of education level. However, gender bias in curriculum and teaching and learning materials is still common in developing countries. Through gender-biased texts and images or photos, gender stereotypes are strengthened even more. Good practice on gender equality into curriculum and teaching materials includes periodic revisions of these materials to include gender sensitive approaches and gender perspectives. Also included in this effort is the establishment of a formal institution tasked with eliminating gender stereotypes in textbooks and other learning materials [9](3) Gender equality in teacher development; The development of teachers to support gender equality means complementing teachers' understanding of gender equality in the classroom, in the school environment and in society in general. To achieve this, teachers need to have the ability to develop strategies and practical solutions in overcoming the various learning challenges that students face in the classroom [10]. Gender equality that applies to teacher development is also a thing that is needed, where every teacher can and is obliged to be able to develop their respective abilities, regardless of gender. From this it can be seen, an institution or school has the right to support the abilities of each of its teachers. Efforts from schools or institutions towards gender equality can support changes in the school's vision and mission, learning materials, and make learning approaches more gender responsive, both from the perspective of students and teachers. (4) Gender equality in learning; The achievement of learning outcomes is often seen from the ability of students based on gender. Gender disparities in the achievement of such learning outcomes cannot be avoided, because there is no underlying ability, both motor, excessive affective and psychomotor. External equality is achieved when women and men have equal status in access to goods and resources, in contributing to, participating in and utilizing economic, social, cultural and political activities. This has implications for equal and equal opportunities in careers and earning income between women and men who have qualifications and experience.

#### **4. Injustice and Discrimination Against Women**

In the world of education when there was still gender injustice, many school-age girls could no longer get a proper education. This is due to the influence of the perspective of parents that girls from among the family are not capable, do not deserve to continue schooling better married or as domestic servants. In contrast to boys, they get preferential treatment from the family both in terms of education and position. There is an inequality between culture and existing reality. This is because there is a close relationship between gender differences and gender inequalities with the very broad structure of public justice. Thus a clear understanding and distinction between the concepts of sex and gender is indispensable in discussing the issue of injustice [11].

Gender differences are not really a problem as long as they do not give birth to gender injustice. But the problem is that gender differences have given birth to various injustices

both for men and especially for women. Gender injustice is a system and structure in which men and women are victims of the system. Gender injustice is manifested in various forms of justice such as: marginalization or processes of economic impoverishment, subordination or presumption of inconsistency in political decisions, the formation of stereotypes or through negative labeling, violence, longer workloads and the socialization of ideologies of gender roles. Gender inequalities and injustices that occur in society. The gender bias experienced by women is not limited to violence, but also in the form of marginalization or the process of impoverishment of women in the economy, subordination in political decisions and inequality in education. Many facts have proved that the gender gap in education is now continuing to occur.

For this reason, it can be implied that (1) Gender equality in line with the times is supported by the development of science and technology that encourages economic development and globalization of information that allows women to work and play a role together with men 2. Gender is the difference in roles and responsibilities between men and women as a result of the socio-cultural construction of society. The level of gender bias occurs a lot in various fields, especially in the field of education, for example gender roles occur in terms of accessing educational institutions which causes low partisanship of women. 3. Education is a very important tool to achieve gender equality in the relationship between men and women, there are still many development policies that are gender biased and seem to ignore the role of women. It can be seen that in people's lives there are still many cultural values and practices that hinder justice and gender equality.

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