

Application of Pathway Analysis of Gender Models (Gap) in the Implementation of Gender – Gender Oriented School in East Kalimantan

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Abstract

This research is a qualitative description, which is divided into three stages, at the stage of data collection technique used observation, document analysis and interviews; phase analysis using GAP, and the stage presentation of the data analysis presented in narrative. This research focus is the implementation of gender oriented school in East Kalimantan represented by six district/City as a sample study area is a district of Berau, Balikpapan City, Paser regency, Penajam Paser Utara regency, Bontang City, and West Kutai regency show different characteristic. 1) Management of School Administrators: the culture of leadership in schools is still predominantly male, where as the potential of more female teachers than male teachers male. 2) The Learning Process: Still visible gender bias in teaching materials that generally use published books Erlangga, Tiga Serangkai at all levels of education from the educational level of the text / discourse of teaching materials such as subject of Bahasa Indonesia, IPS, PKN and illustrations. Generally, executive education(human resources) do not understand the concept of gender so that when there is gender bias in teaching materials will have a negative impact. 3) The Role of The Community Through School Committees: The low of representation of women as administrators of school committee because most of the structure of committees such as chairman and vice chairman of the committee is dominated by men.

Keywords: pathway analysis of gender models (gap), gender oriented school

INTRODUCTION

Law Number 20 in 2003 about National Education System contend that Indonesia Educational system must guarantees generalization and extension access education, quality improvement, relevansi and competitive ability. and government that good, accountability, and public imaging. Section 4 verses (1) mention that education is carried out democratically and with justice and is not discriminatory by respect human right, religious value, cultural value, and kemajemukan nation, and section 5 verses (1) contend that every citizen have equal right for getting the certifiable education. Base formal law base is referred as, everyone have opportunity in common for getting the certifiable education at all of type, ladder and also education band without differentiate gender, economy social acceptability, religion and also culture background.

In the effort narrow or negate difference gender in so many life area, Indonesia government has specified Inpres number 9 in 2000 about “Gender mainstreaming in National development”, be next followed up with Minister for Internal Affair Number 15/2008 about “Pedoman Umum Pelaksanaan Pengarusutamaan Gender Dalam Pembangunan di Daerah”, Permendiknas No. 84 year 2008 about “Pedoman Pelaksanaan Pengarusutamaan Gender “ in area of Education, and Permenkeu No.119 in 2009 about *Petunjuk Penyusunan dan Penelaahan Rencana Kerja dan Anggaran Kementerian Negara Lembaga Penyusunan, Penelaahan, Pengesahan dan Pelaksanaan Anggaran Tahun Anggaran 2010*.

Under colour of Permendiknas is referred as expected acceleration, pengarusutamaan gender educational has been executed at the row of education bureaucracy pass by improvement of policy taker capacities and education planner, whereas at set of education conducted pass by development set of education that with vision of gender either at formal band or nonformal. Gender mainstreaming at set of elementary school education , junior high school, and senior high school is strategy that sangar important in order to improve process efficiency and study result, entered in it improvement of study result in school . Gender mainstreaming in school will affect positive to approach way and will act children in the future. In consequence, pass by this research is expected schools either on level SD up to SMA conducted education development by integrated justice and equivalence gender pass by; 1) gender sensitive management of school education; 2) gender sensitive study process; and 3) role of the community in gender sensitive education.

EXPERIMENTAL

This research is a qualitative description, which is divided into three stages, namely at the stage of data collection technique used observation, document analysis and interviews; phase analysis using GAP, and the stage presentation of the data analysis presented in narrative.

RESULTS AND DISCUSSION

Table 1: School Management System within Kabupaten/City and Gender

| No. | Sub-province | Headmaster | | Teacher | | Energy Administr | |
|-----|--------------|------------|----|---------|------|------------------|-----|
| | | L | P | L | P | L | P |
| 1. | Berau | 189 | 39 | 1307 | 1470 | 219 | 354 |
| 2. | Balikpapan | 97 | 77 | 4078 | 5460 | 395 | 423 |
| 3. | Paser | 264 | 24 | 1572 | 1749 | 59 | 18 |
| 4. | PPU | 125 | 34 | 884 | 1305 | 108 | 148 |
| 5. | Bontang | 70 | 39 | 773 | 1361 | 67 | 150 |
| 6. | Kubar | 230 | 62 | | | | |

Source: Research Result

Table 2: Data Recapitulation of The School Management System for Kabupaten/City, and gender

| No. | Sub-province | Headmaster | | Teacher | | Energy Administr | |
|-----|--------------|------------|---|---------|-----|------------------|----|
| | | L | P | L | P | L | P |
| 1. | Berau | 4 | 2 | 63 | 82 | 15 | 20 |
| 2. | Balikpapan | 4 | 2 | 103 | 195 | 32 | 26 |
| 3. | Paser | 4 | 2 | 49 | 56 | 16 | 19 |
| 4. | PPU | 5 | 1 | 71 | 88 | 20 | 10 |
| 5. | Bontang | 3 | 3 | 97 | 179 | 16 | 14 |
| 6. | Kubar | 6 | 1 | 89 | 106 | 32 | 19 |

Source: Research Result

Table 3: Summary The School Committee Structure at Six Sub Province /City in East Kalimantan Province

| No | Sub-province/City | Structure Committee | | | | | | | |
|----|---------------------|---------------------|---|----------|---|--------|---|-----------|---|
| | | Chief | | Wk Ketua | | Bursar | | Secretary | |
| | | L | P | L | P | L | P | L | P |
| 1. | Berau | 4 | 1 | 4 | 1 | 2 | 3 | 4 | 1 |
| 2. | Balikpapan | 6 | - | 5 | 1 | 1 | 4 | 4 | 1 |
| 3. | Bontang | 6 | - | 5 | 1 | 4 | 2 | 1 | 5 |
| 4. | Kutai Barat | 6 | - | 4 | - | 1 | 3 | 2 | 2 |
| 5. | Paser | 6 | - | 5 | 1 | 4 | 2 | 5 | 1 |
| 6. | Penajam Paser Utara | 6 | - | 6 | - | 3 | 3 | 5 | 1 |

Source: Research Result

Table 4: Data Summary of The Gender-Oriented School in East Kalimantan

| No. | Indicator Shool with Vision Of Gender | Sub-province/City | | | | | | | | | | | |
|-----|---------------------------------------|---|------|-------|----|-------|------|-----|------|---------|-----|------------|------|
| | | Berau | | Kubar | | Paser | | PPU | | Bontang | | Balikpapan | |
| | | L | P | L | P | L | P | L | P | L | P | L | P |
| 1. | School Management | | | | | | | | | | | | |
| | Headmaster | 189 | 39 | 230 | 60 | 264 | 24 | 125 | 34 | 70 | 39 | 98 | 77 |
| | Teacher | 1307 | 1470 | | | 1572 | 1749 | 884 | 1305 | 773 | 136 | 4078 | 5460 |
| | Administrator | 219 | 354 | | | 59 | 18 | 108 | 148 | 67 | 150 | 395 | 423 |
| 2. | Learning Process | | | | | | | | | | | | |
| | | <p>After researches in the reality has been existed diffraction gender at course material either on education ladder SD, SMP, and SMA. Diffraction gender that shows at text/discourse like at Indonesian [language] subject, IPS and PKN and picture illustration at matter teach/ course material.</p> <p>Seat Position between men and woman, that means has gave opportunity and equal right between men and woman in accessing education.</p> <p>School with vision of gender is not means present special matter about gender in front of participant to educate. but concept understanding [of] gender is referred [as] can be integrated with matter teach, so it's required understanding and keterampilan for educator when prepare matter so matter development that responsive gender has</p> | | | | | | | | | | | |

| | | been compiled in syllabus and RPP. | | | | | | | | | | | |
|----|---|------------------------------------|---|---|---|---|---|---|---|---|---|---|---|
| 3. | The role of the Community through School committees (School committee) | | | | | | | | | | | | |
| | a. Chief | 4 | 1 | 6 | - | 6 | - | 6 | - | 6 | - | 6 | - |
| | b. Chief Deputy | 4 | 1 | 5 | 1 | 5 | 1 | 6 | - | 5 | - | 5 | 1 |
| | c. Secretary | 4 | 1 | 1 | 5 | 1 | 5 | 5 | 1 | 1 | 5 | 4 | 1 |
| | d. Bursar | 2 | 3 | 4 | 2 | 4 | 2 | 3 | 3 | 4 | 2 | 2 | 3 |

CONCLUSION

Research that entitle Application of Pathway Analysis of Gender Models (GAP) in the implementation of gender-oriented school in East Kalimantan, bent on be for assesment of school execution with vision of gender by using model of GAP analysis. As for conclusion from this Research is :

Generally set of education have not yet comprehend concept of school with vision of gender so they do not realize that actually school has executed education that with vision of gender. School Execution with vision of gender is not means teach gender or enter concept of gender as one of subject in [the] school but how enter /integrate concept of gender in all education aspect so it's realized school that fulfill academic aspect, social aspect , aspect of school environment that consider specific need men and also daughter .

The gender-oriented school in East Kalimantan that deputized six sub-provinces/city as sampel research area that is Berau Sub-province, Balikpapan city, Paser Sub-province, Penajam Paser Utara Sub-province, Bontang city, and Kutai Barat Sub-province , show different characteristic. For example, Bontang city and Balikpapan city is two cities that often conduct related to activity acceleration PUG specially educational, that means local government very cares with problem gender. This condition can be proved with tersajinya data pilah educational. Meanwhile in four sub-provinces/other city when researcher wish data pilah related to education rather difficult or have not yet all education data in disjointed data. Under colour of this then gender-oriented school still shows difference gender at aspect :

- i) The School Management
 - a. Base result of field survey in six sub-provinces/city that deputized 2 schools in each of them of education level in the reality has been met issues in pengelolaan education, that is leadership culture in school has been predominated men, though lady teacher potency either on elementary school level till senior high school predominated by by woman.
 - b. School Facilities and basic facilities often be designed take no account of need difference between participant educated woman and men. For example: toilet that not disjointed, its minim clean water supply, there is no room changes, and others.
 - c. Pengelolaan SDM in school often be have not yet sensitive gender, for example opportunity to get scholarship learns currently more exploited by energy of men educator, and school are not sensitive to give action affirmative action as [the] mechanism pemaksa in order to energy of woman educator also exploits scholarship bargain. This condition have on lower presentase energy of woman educator that terakreditasi compared to men because constraint of education level below/under S1.
- ii) The Learning Process
 - a. Still show diffraction gender in matter teach that generally use derivative books Erlangga, Triad in all the education level that is from level SD, SMP, SMAN especially at text /matter discourse teaches like Indonesian language subject, IPS, and PKN and picture illustration.
 - b. Generally education executor (SDM) have not yet comprehend concept of gender so if (there are) any deflect gender in matter teach, they tend to behave because considered as a matter of not urgen, though if that planted in participant marrow educated will influence in.
- iii) The Role of The Community Through School Committees.
 - a. Low of woman representation as the official member of school committee because a large part of committee structures like chief and committee deputy predominated by men. This Condition will influence in decision making in the school mostly structure of school committee is occupied by men. This condition are felt concerned about will have an effect on to decision that indigent menyerap aspiration, and also woman need in different school with men.

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