

The Development of Gender Responsive School Indicator

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ABSTRACT

Gender issues are an issue of injustice, inequality or inequality towards men or women, which is systemic, which is urgently resolved. Gender disparities occur in various fields of education, due to the lack of knowledge of school people about these problems. The purpose of this study is to (1) study how gender responsive schools are implemented in schools, and (2) develop gender-responsive school indicators so that they become a reference for teachers and schools to implement the indicators in schools. The research methods used research & development. The research subjects were observers of gender issues, and teachers. Techniques for collecting data were field visits, interviews, and focus group discussions. Validation uses expert judgment. The results showed that (1) gender responsive schools showed three essential components, namely the leadership component which is the role of the principal, the teacher component, namely the teacher's insight and understanding of the concept of gender, and infrastructure component to support the implementation of gender mainstreaming in school activities. (2) Indicators developed towards gender-responsive schools are referring to eight national education standards, namely graduate competencies, content, processes, educators, and education staff, facilities and infrastructure, management, financing, and assessment standards. Each of these standards was subsequently developed into validated 56 items.

Kata Kunci: *Schools, gender, national education standards*