



## Gender Mainstreaming Policies for Primary School Education in Kudus

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### **Abstract**

*This research aims to analyze gender mainstreaming policies in primary school education in Kudus district. The research method used is a qualitative approach. Data collection techniques were in-depth interviews, observation and documentation studies. The results show that gender equality policies in Kudus District have been integrated in various education regulations, although the level of implementation still varies. The results show that Kudus District has tried to integrate the principle of gender equality in education through increasing gender awareness among educators. The role of the Pusat Belajar Guru (PBG) as a teacher training center in improving pedagogical skills and understanding of gender equality has proven effective, supported by modern facilities and sustainable programs. In addition, the Child-Friendly School Program, designed to create a safe school environment, enhance child protection, and strengthen the values of tolerance and*

*cooperation, has also strengthened the implementation of gender mainstreaming in Kudus.*

**Keywords:** *Gender mainstreaming; gender equality; primary education; policy implementation; Kudus district*

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis kebijakan pengarusutamaan gender dalam pendidikan sekolah dasar di Kabupaten Kudus. Metode penelitian yang digunakan adalah pendekatan kualitatif. Teknik pengumpulan data adalah wawancara mendalam, observasi dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan kesetaraan gender di Kabupaten Kudus telah terintegrasi dalam berbagai peraturan pendidikan, meskipun tingkat implementasinya masih bervariasi. Hasil penelitian menunjukkan bahwa Kabupaten Kudus telah mencoba mengintegrasikan prinsip kesetaraan gender dalam pendidikan melalui peningkatan kesadaran gender di kalangan pendidik. Peran Pusat Pembelajaran Guru (PBG) sebagai pusat pelatihan guru dalam meningkatkan keterampilan pedagogis dan pemahaman tentang kesetaraan gender telah terbukti efektif, didukung oleh fasilitas modern dan program yang berkelanjutan. Selain itu, Program Sekolah Ramah Anak, yang dirancang untuk menciptakan lingkungan sekolah yang aman, meningkatkan perlindungan anak, dan memperkuat nilai-nilai toleransi dan kerja sama, juga telah memperkuat implementasi pengarusutamaan gender di Kudus.

**Kata kunci:** Pengarusutamaan gender; kesetaraan gender; pendidikan dasar; implementasi kebijakan; Kabupaten Kudus

### **A. Pendahuluan**

Gender mainstreaming has become an important strategy in promoting gender equality and equity in various sectors, including education. In education, gender mainstreaming is particularly relevant at the primary school level, as it lays the foundation for future academic and personal development (Nurhaeni & Kurniawan, 2018). The push for gender mainstreaming can be traced back to the 1980s, when the United Nations Decade for Women brought the global call for gender equality and justice to the forefront (Fomunyan et al., 2020)

In Indonesia, gender mainstreaming has been regulated through various policies, such as Presidential Instruction No. 9/2000 on Gender Mainstreaming in National Development. This policy emphasizes the importance of integrating a gender perspective into every stage of planning, implementing, monitoring and evaluating development programs, including education. In the context of basic education, this policy aims to ensure that all children, both boys and girls, have equal access to quality education. The concept of gender bias is one of the reasons for the inequality between men and women in education (Azmy & Pertiwi, 2021). Gender Mainstreaming policies are expected to be able to integrate gender equality and justice in the field of education, reduce the gap in dropout rates between men and women, open up opportunities in enjoying the results of education including women's participation in decision making in the world of education (Sucitra et al., 2024).

Basic education, especially primary schools, plays a strategic role in building the foundation of gender equality. The implementation of gender mainstreaming policies in primary schools not only serves as an effort to eliminate gender discrimination but is also the first step in producing a generation that understands the values of gender justice. In Kudus District, gender issues in education are a concern along with local government efforts to realize gender equality in various development sectors. The Kudus District Government is committed to prioritizing Gender Mainstreaming in development in all fields. The government through the Ministry of Women's Empowerment and Child Protection also continues to encourage the implementation of PUG to increase in all regions.

However, although Gender Mainstreaming policy has been implemented, its implementation still faces various challenges. Several studies have shown that the institutional strengthening that has been carried out but is still not optimal is what then makes the implementation of Gender Mainstreaming in the field of education run in place, not progressing and the expectations of the policy itself (Tigayanti et al., 2014). In terms of development, women are still left behind. Handling urgent issues related to women and children has not been a top priority in development in Bojonegoro district. efforts to create gender equality and justice (Dahlia, 2024).

There is a gender gap in access to education. Previous studies tend to focus on the accessibility of education and differences in academic achievement based on gender but pay less attention to how Gender Mainstreaming policies are concretely implemented at the primary school level. In addition, research on the impact of this

policy implementation on changes in mindset and behavior in the school environment is limited.

To fill this research gap, this article offers a more holistic approach to analyzing the implementation of gender mainstreaming policies in primary schools. This research examines aspects of the policy and its implementation, which is expected to provide strategic recommendations for policy makers and education practitioners.

## **B. Metode Penelitian**

This study used a qualitative method with a descriptive approach to analyze gender mainstreaming policies in primary school education in Kudus. Data were collected through in-depth interviews with stakeholders, such as principals, teachers, parents, as well as through direct observation in the school environment. In addition, policy documents, implementation guidelines and reports related to gender in education were also critically analyzed. The data analysis techniques used are data reduction, data presentation, and conclusion drawing to understand how gender mainstreaming policies are implemented, the challenges faced, and their impact on gender equality in primary schools. This study aims to provide an in-depth overview and strategic recommendations in an effort to improve gender awareness and policy implementation in the primary education sector.

## **C. Pembahasan**

### **Gender Equality Policy**

Gender equality is a basic principle that affirms that every individual, regardless of gender, has equal rights, opportunities and treatment in all aspects of life. Gender equality policies aim to eliminate gender-based discrimination, ensure equal access to education, employment, health and political participation, and create an enabling environment for the equal role of men and women. This policy is an integral part of sustainable development that is oriented towards social justice. Gender equality means that men and women are given equal opportunities and rights as human beings to participate and play a role in politics, law, economy, socio-culture, education, defense, and national security. Gender equality also includes the elimination of discrimination and structural injustice against men and women (Iswah, 2009). The importance of gender equality policies lies in efforts to address the inequalities that have been experienced by women and other vulnerable groups. Women often face structural barriers in accessing resources, decision-making and economic

opportunities. This policy aims to create an inclusive environment, where women can contribute fully and equally in various fields of life.

Gender mainstreaming efforts have been mandated by Presidential Instruction/INPRES on Gender Mainstreaming No. 9/2000, which requires all government agencies at the national and regional levels to mainstream gender into the planning, preparation, implementation, monitoring and evaluation of all policies and programs.

According to the INPRES, Ministries and agencies at national and local levels must address gender inequality and eliminate gender discrimination. Minister of Home Affairs Regulation/Kepmendagri No. 15/2008 contains guidelines for the implementation of gender mainstreaming at the provincial and district levels. The Indonesian Constitution and ratification of various international conventions demonstrate the country's commitment to gender equality and have led to the issuance of various effective local laws. In addition, gender mainstreaming policies were integrated into planning and budgeting processes, and disaggregated data, indicators and targets were included for the first time in the 2010-2014 National Medium-Term Development Plan (RPJMN).

The gender equality policy in the education sector aims to create a balance of gender roles in various aspects of education. First, increasing gender awareness for education managers, such as local officials, school principals and teachers, in order to create a balanced role in the education process. Second, providing greater opportunities for women to access all levels of education through a quota and subsidy system, especially for fields of study that tend to be dominated by men. Third, increase the professionalism of curriculum developers and female book writers proportionally. Fourth, encouraging a gender balance in the number of teachers and education personnel and expanding women's participation as decision-makers in the management of national education. This policy is expected to increase productivity and equal opportunities for all parties (Haslita et al., 2021).

In education, gender equality policies emphasize the importance of equal access for boys and girls. This includes efforts to eliminate gender stereotypes in the curriculum, increase women's participation in science, technology, engineering and mathematics (STEM), and ensure that girls in remote areas have equal access to quality education. Inclusive education is a key foundation in building a just and equal society.

Socialization efforts undertaken by the Ministry of Women's Empowerment and Child Protection (MoWECP), in various networks have been slow, partly due to the lack of gender knowledge at the level of policy makers and leaders. Even if they have knowledge, they have difficulty in translating it into their activities (Santoso et al., 2014).

## **Implementation of Gender Mainstreaming in Primary School Education in Kudus**

The implementation of Gender Mainstreaming in primary school education in Kudus aims to create an inclusive and equal learning environment for all children, regardless of gender. This involves integrating gender equality principles into school policies, curriculum and learning activities. The Kudus District Government has implemented activities that are innovations related to the implementation of Gender Mainstreaming, namely cooperation with the Djarum Foundation, including the establishment of the Teacher Learning Center (PBG).

Djarum Foundation is currently developing a "Teacher Learning Center" or PBG in Kudus. The purpose of the development of this Teacher Learning Center is to provide access for more than 14,000 teachers in Kudus District in getting affordable knowledge and skills improvement training both in terms of cost, distance and time. The Kudus PBG development program was initiated by Djarum Foundation in collaboration with the Kudus Regency Government through the Kudus Regency Education, Youth and Sports Office, and the Central Java Provincial Education and Culture Office by involving Putera Sampoerna Foundation School Development Outreach as the program implementer.

The Education Office as the leading sector of this program will utilize PBG to help improve teachers' knowledge and skills, so that it can ultimately contribute to improving the quality of student learning outcomes in Kudus District.

The teacher learning center program is designed to be sustainable, providing optimal benefits to the teacher community in Kudus District. As a training and learning platform, PBG provides a variety of innovative programs designed to strengthen pedagogical skills, increase insight, and build the character of educators. With a holistic approach, PBG combines theory and practice in an interactive and inspiring learning atmosphere. Through modern facilities and expert support, PBG is committed to creating quality teachers who are able to bring meaningful learning to students, thus contributing to the advancement of education in Indonesia. In addition, the Kudus District Education, Youth and Sports Office (Disdikpora) organizes a Child Friendly School program at the elementary school level. The concept of Child-Friendly Schools is a program to create educational units that are safe, clean, healthy, caring, and environmentally cultured (Shobir et al., 2024) . This program aims to create a school environment that is safe, comfortable and supports optimal child development. With an approach that prioritizes children's rights, this program is a strategic step in reducing the potential for physical, verbal, and psychological violence in the primary education environment. Child Friendly Schools are designed to ensure that every student feels valued, protected and treated fairly, so that they are able to learn calmly and happily. In its

implementation, according to Law No. 8/2014 on Child Friendly School Policy, schools have the objectives of fulfilling, guaranteeing, and protecting children's rights through Child Friendly Schools and ensuring that education units develop children's interests, talents, and abilities and prepare children to be responsible for a tolerant

life, mutual respect, and cooperation for progress and the spirit of peace.

In its implementation, the program involves all elements of the school, including teachers, staff, students and parents, to jointly create a positive culture in the school. Teachers are trained to adopt inclusive and child-friendly learning methods, while parents are educated on the importance of healthy communication with their children. In addition, the school is also equipped with a strict anti-violence policy and a responsive reporting system. Thus, any form of violence or bullying can be prevented or dealt with quickly and appropriately. Some of the indicators of child-friendly education are by prioritizing a sense of fun, safe, healthy, interesting, effective, respecting children's rights, assisting, loving, caring, comfortable, aspirational and communicative (Zakiyah & others, 2017).

For school-aged children, a Child Friendly school is a good idea. A positive, safe, and healthy social, physical, emotional environment is necessary to support the learning process in a child-friendly school, where the focus is entirely on student needs (Dina & Lilif, 2024). The positive impact of the implementation of the SRA program, namely, can improve student achievement, shape the character of students, provide knowledge about gender responsiveness (Violeta & Lessy, 2024). The existence of child-friendly schools, in order to be able to create conduciveness in learning by creating a safe learning climate and be able to maximally develop the potential possessed by children (Mawaddah & Zaida, 2021).

The *Child Friendly School* program is expected to become a sustainable education model in Kudus District. In addition to providing protection for children, this program also aims to form a generation that is more caring, tolerant and respectful of differences. With full support from the local government, schools and communities, Kudus District is committed to making every school a place that not only educates, but also protects and builds the character of the nation's children.

#### **D. Simpulan**

This research highlights the importance of implementing gender mainstreaming (PUG) policies in primary education in Kudus District as an effort to create an inclusive, fair, and equal learning environment. The results show that Kudus District has attempted to integrate gender equality principles in education through raising gender awareness among educators, the role of the

Teacher Learning Center (PBG) which serves as a training center for teachers to improve their pedagogical skills and understanding of gender equality. With modern facilities and sustainable programs, PBG supports the improvement of the quality of education in Kudus, while encouraging the integration of gender principles in the learning process. Furthermore, the Child Friendly School Program which is designed to create a safe school environment, increase child protection, but also strengthen the values of tolerance, respect and cooperation in the school environment

Overall, the implementation of gender mainstreaming policies in primary education in Kudus has shown positive results. However, challenges such as weak gender understanding at the policy-making and implementing levels still need to be overcome. With consistent support from various parties, these programs have the potential to become successful models that can be replicated in other areas to achieve more inclusive and equitable education.

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