The evaluation of the programs of gender-responsive school in Yogyakarta

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ABSTRACT

The research aims to evaluate the implementation of the gender-responsive school program in Yogyakarta. It is a descriptive evaluation using the CIPP (Context, Input, Process, Product) model involving the principal, head of the gender-responsive school program, teachers, employees, and students as the subjects. Data were collected by (1) interviews with principals, teachers, heads of gender-responsive school programs, and students; (2) a study of documentation of various educational activities related to the program. Data were analyzed using a qualitative data analysis model by Miles and Huberman consisting of (1) data collection, (2) data reduction, (3) data display, and (4) data verification/conclusion. The research results can be seen from four aspects: (1) the context in implementing gender-responsive school programs refers to various references, including Presidential Instruction No. 9 of 2000, Regulation of the Minister of National Education of the Republic of Indonesia No. 8 of 2008. (2) The inputs for implementing the gender-responsive school program have met the requirements in terms of human resources (teachers and education staff) and the facilities and infrastructure. Most of the teachers already have adequate knowledge about the program's implementation. An integrated team in school management has planned the facilities and infrastructure. (3) Implementing gender-responsive schools is carried out well by developing school culture and organizing activities inside and outside learning. (4) The product of the gender-responsive school program is the formation of conducive school culture, facilities, and infrastructure that ensure the privacy of both male and female students.

INTRODUCTION

Education encourages knowing how to do and manifest it, which becomes essential in social reality. It is the key to improving human resource development (Robiasih et al., 2021). However, it is a future investment seen as something useful for the advancement of humanity. Indeed, education is an essential reference for the promotion of national civilization. The importance of education is seen as the basis for growing the future of humankind, from children to adulthood (Haryoni & Hermawati, 2019). It should lead to prosperity and liberate the people from structural and cultural oppression. The cultural liberation agendas in Indonesian society were gender-biased, so necessary to make education a tool to achieve gender equality. Indonesia, as a former monarchy political system in the past, there was a patriarchal culture, the gender equality was an urgent matter to be solved.

Gender equality is one of the critical agendas to achieve national development goals: social justice for all people. Unfortunately, this is not in line with Indonesian society's traditions, customs, and culture, which are generally patriarchal. Men are the central point in life, and it makes them a superior group. In comparison, women are usually inferior because their roles and positions complement men (Christiani, 2015). The distinction between male and fe-

male universally organizing principle in social life. As adults, men and women typically assume distinctive gender-linked roles as husbands or wives and fathers or mothers (AmolBute, 2012).

Gender is a cultural concept that seeks to distinguish between the roles, behavior, mentality, and emotional characteristics between men and women who develop in society (Umar, 2001). People from the poor still believe that women do not deserve to be educated as highly as possible. They are better off getting married immediately, working as housemaids, factory workers, and doing other jobs that do not require high educational qualifications (Sulistyowati, 2021). For education, males are seen as more critical in seeking knowledge because men will provide for the family in the future, while females will still be housewives. From this assumption, higher education is deemed less necessary for women. This view seems unfair to one party, especially the females. They experience discrimination in terms of obtaining educational opportunities. In addition, they are exploited to work to help their parents, even though their age should still enjoy their childhood or adolescence (Efendy, 2014; Hasan & Matoka, 2016).

The female characteristics appear from the idea of the role of women as housewives, which places the position of women in the domestic sphere attached to the nature of femininity. Meanwhile, male gender characteristics are associated with masculinity traits because of early capitalism, which gave men roles in the public sphere through public works in a liberal market economy that placed men as rational humans (Sari et al., 2021). Eliminating gender discrimination through education is done by the Indonesian government by introducing gender-responsive school programs. The Ministry of Education and Culture (2014) states that the development of gender-responsive schools is expected to improve the quality of schools in a proposing and continuing manner, nevertheless relying on eight national education standards.

Gender prioritizing is seen as a strategic effort to introduce, recognize, promote, encourage, and realize gender relations in a harmonious situation (Novarin & Pattipeilhy, 2020). Gender mainstreaming was a strategy aimed at achieving gender justice and equality as efforts to maintain the rights of women and men to equal opportunities, recognition, and awards (Rusiah et al., 2018). It is very important to improve gender equality and justice in the field of education to ensure that all citizens, both male and female, have access to educational services, participate actively, and have control and benefit from the development of education so that they both can develop their potential to the fullest. Shcholokova et al. (2021) point out that the development of gender tolerance in adolescence is associated with the growth of personal potential, emotional maturity, openness, enrichment of life experience, and maturation of cognitive and emotional-volitional processes.

The gender-responsive policies were expected to prevent and minimize some deviations such as bullying, intimidation, violence, and so on. Deviations that occur in the school environment occur due to the unfavorable socio-economic status of students (Utomo & Ekowati, 2019). Gender prioritizing attracts females into the mainstream of nation-building and society as citizens who have the same rights and obligations as males. Realizing justice and gender equality in family, community, nation, and state through planning, organizing, implementing, monitoring, and evaluating, were national development policies to achieve the national goal (Wiasti, 2017). Gender-responsive education seeks to dismantle perspectives on patriarchal culture in society through families, schools, and communities. It is one of the efforts to reduce or even break the chain of gender bias habits from an early age in schools.

The goal of a gender-oriented school is to facilitate gender-equitable learning at all levels of education. In order to encourage improvement in the quality and efficiency of gender-oriented schools, it is done by empowering the existing potential of female and male students, reducing gender inequality in specific study programs at both secondary and tertiary levels of education, as well as in non-formal education channels (Wigati, 2019). Integrating gender equality values in schools requires expanding so all male and female school members can access educational services, actively participate, and have equal control. All school members optimally increase the competencies possessed by each individual.

Utomo and Ekowati (2019) indicated that developing a responsive gender program is one of the school's missions to improve educational quality. It is a noble mission intended to guarantee the rights of females and males, reducing stigmatization, subordination, double burdens, and violence in schools. The development of responsive gender programs became cultural milestones, and a significant role in creating intelligent and noble Indonesian people is done comprehensively through patterns of mutually supporting and beneficial social relations for males and females. The implementation of a responsive gender program is not optimal in which the schools had some difficulties, especially in cultural aspects (Wibowo, 2010).

The Ministry of Education and Culture (2014) states that the gender-responsive school model is a school program integrated with a school-based management approach based on gender equality. It can be integrated through schools' main tasks and functions in implementing school-based management, including school management, learning models, and community participation. Gender-responsive schools also reinforce school management by including gender considerations in each component. The program's main objective is to ensure equal roles and responsibilities for women and men in obtaining access to educational services, participate actively in a balanced manner, have control over educational development resources, and enjoy the same benefits from the results of educational development.

Teachers are the pillars of any educational institute, and the students' emotional intelligence depends on their attitude and teaching behavior (Mudiono, 2019). Thus, the teacher must provide concrete examples of how he respects others regardless of gender and other attributes. Haryani and Nurhaeni (2019) clarified that the implementation of gender-responsive school programs had not been optimally caused by a lack of teacher commitment to implement the programs in their learning. On the other hand, teachers who still have difficulty creating new gender-responsive learning models cause schools to have difficulty implementing gender-responsive programs in learning (Prasetya, 2020).

Moreover, in special activities, students' understanding of gender equality is still lacking. Consequently, cases of bullying often occur in schools that implement gender-responsive programs. The lack of commitment to gender-responsive schools is due to the lack of several facilities and models for accelerating the implementation of gender mainstreaming by the local government that does not regard the social and cultural aspects. Furthermore, although gender justice and equality in education has been implemented, discrimination against gender still exists and is expressed in daily life. The stereotypes state that females are weak creatures compared to males, which causes gender inequality continuously in society. The patriarchal culture encourages women to resume being subjugated and exploited (Sulistyowati, 2021).

The Special Region of Yogyakarta is a province that recognizes the importance of gender equality programs. As the former Mataram kingdom with a strong patriarchal tradition makes women a marginalized group, gender-responsive education programs need to be implemented. Moreover, the Education Office of the Special Region of Yogyakarta held a gender-responsive school competition to raise awareness of the importance of gender equality and justice. The competition encouraged several schools to implement gender-responsive educational programs to promote gender equality. Both *Sekolah Menengah Pertama* (SMP or junior secondary school) of Negeri 15 Yogyakarta and *Sekolah Menengah Atas* (SMA or senior high school) of Negeri 2 Bantul have been committed to implementing a gender-responsive education program since 2015. The two schools were chosen as the research sample since they were pioneers in implementing the program in Yogyakarta. Subsequently, long-term six years implemented, an evaluation of the program in both schools needs to be done to determine the implementation of the gender-responsive school program in this province. The article evaluates the implementation of gender-responsive education programs at the two schools. The evaluation results are expected to provide feedback for schools to improve the quality of program implementation and an overview for other schools on the advantages of gender-responsive programs in improving school performance and quality.

RESEARCH METHOD

This study employed a descriptive qualitative approach. Qualitative research seeks to see the phenomenon of events more comprehensively and deeply (Sugiyono, 2013). The purpose of this research was to evaluate the implementation of the programs of responsive educational gender by identifying data, facts, and events. This study's evaluation model used to collect data and information was the CIPP model, which sought to assess a program through four components: context, input, process, and product (Stufflebeam & Shinkfield, 2007).

The subjects of the research consisted of the principal (two persons), the head of the gender-responsive school program (two persons), teachers (ten persons), employees (six persons), and students (24 persons). Data were collected through (1) interviews conducted with the principal, head of gender-responsive programs, teachers, and students; (2) a documentation study conducted by collecting data about gender-responsive programs and lesson plans; and (3) observation of school facilities and environment. Meanwhile, the data analysis techniques included (1) data collection, (2) data reduction, (3) data display, and (4) verification/ conclusion of data, as elaborated by Miles and Huberman in Sugiyono (2013). The data were validated by triangulation techniques carried out by checking data to the same source but with different techniques (Sugiyono, 2013). Data obtained through interviews was checked through observations and documents. Evaluation of the gender-responsive education program will be carried out on the following aspects (1) the legal basis for program implementation; (2) understanding of school residents towards gender-responsive education programs, (3) school community support for program implementation; (4) facilities and infrastructure that support program implementation, and (4) the impact of program implementation on school progress.

FINDINGS AND DISCUSSION

Findings

The schools that became research subjects were in an urban area (Yogyakarta City) and a rural area (Bantul). SMP Negeri 15 Yogyakarta is located in the city of Yogyakarta, namely Jalan Tegal Lempuyangan No. 61, Bausasran Village, Danurejen District, approximately three kilometers from the center of the city. The school was built with a land area of 12,703 meters. Meanwhile, SMA N 2 Bantul is located on RA. Kartini Street, Nogosari, Trirenggo, Bantul, Yogyakarta, with an area of 15,000 square meters. It was found that the two schools had implemented the program for five years. The following description presents the research findings based on four evaluation criteria.

Context

Schools, both in rural and urban areas, are places susceptible to verbal and physical bullying. The recurrent event of street violence in Yogyakarta, known as *klitih*, is a humiliation. The perpetrators are generally junior and senior high school students is a slap of education. Schools are determined to reduce *klitih* actions with gender-responsive school programs, thus, the program's main goal is an effort to realize social justice through the field of education.

In addition, Yogyakarta culture as the center of Javanese culture, which is culturally patriarchal, has strengthened the school's determination to implement the program. The school committee's support gives hope for both schools to realize the school as a way of instilling the values of equality. Both schools develop a vision and mission that is oriented towards gender equality. SMP Negeri 15 Yogyakarta has the vision to create a cultured school based on faith and science, child-friendly, gender-responsive, and environmentally insight. Meanwhile, SMA Negeri 2 Bantul formulated one of the missions to create a religious atmosphere in the spirit of nationalism and kinship among school members and uphold gender equality and justice.

The implementation of the gender-responsive school program at SMP Negeri 15 Yogyakarta and SMA Negeri 2 Bantul is a response to Presidential Instruction No. 9 of 2000, where all government and private institutions have an obligation to promote gender equality, and the Regulation of the Minister of National Education No. 84 of 2008 has provided Guidelines for the Implementation of PUG in the Education Sector as a form of increasing the capacity of PUG in the field of education. In addition, the implementation of the gender-responsive school program follows the provisions of the Ministry of Education and Culture of the Republic of Indonesia in 2014.

Input

For school residents who are primarily female, the gender-responsive school program is an innovation to make schools raise awareness of gender equality. It is an incubation for the growth of a conducive environment and culture for the growth of gender equality values. It needs to take concrete actions by implementing gender-responsive school programs.

The background of the school's policy to implement a gender-responsive school program is the condition of a socio-cultural surrounding environment susceptible to sexual harassment, bullying, and exploitation of children. The school's location closest to the rail station enhances the influence of harmful behaviors on the surrounding community. Another reason for the school's decision to implement an educational-responsive program was the condition of the school community, which women dominated.

Table 1. School's Teachers and Employees in 2020

No.	Employee	SMP N 15 Yogyakarta		SMA N 2 Bantul		Total	
		Male	Female	Male	Female	Male	Female
1.	Civil servant's teacher	16	37	27	34	43	71
2.	Administration	11	4	9	12	20	16
	Total	**27**	**41**	**36**	**46**	**63**	**87**

Source: School document (2020)

Based on Table 1, most teachers and educational employees in the school consist of females, i.e., 58%. Moreover, there are 71 female teachers in this school or 62.3% of 114 teachers. Since the number of females is more than males, awareness is needed both culturally and structurally and in the provision of facilities and infrastructure.

Students come from the surrounding area of schools. Moreover, the schools are socio-economically appropriate for the lower class with their parents' income between Rp. 500,000 to Rp. 1,500,000. Parents' livelihoods include pedicab drivers, laborers, farmers, and small traders. Additionally, the culture of respecting and prioritizing human beings regardless of gender was a priority. An effort to educate students appeared to be good while democratic citizens were taking place.

Process

There are four process components found in gender-responsive program policies: (1) developing school policies with a gender perspective, (2) caring and respect for all genders, both teachers and students, (3) developing a gender-responsive-based curriculum, and (4) developing participatory-based activities and management and development of infrastructure facilities. The school was trying to create a culture to increase awareness and commitment to being responsive to gender. Artifacts in appeals or prohibitions to bully, threaten, or intimidate other students are installed in various corners of the school. The school also designs behaviors where is equality of treatment between men and women, both in extracurricular and curricular activities. Therefore, the head of the student organization at the school (*Organisasi Siswa Intra Sekolah* or OSIS) was a female, which shows the actualities of equal rights and op-

portunities for males and females to lead organizations. Likewise, in worship activities where Friday male students must perform Friday prayers, female students gather in the multipurpose room to participate in women's activities containing religious lectures to improve the quality of students' faith. This activity is to provide a perspective that both men and women carry out the same activities at the same time to provide an understanding of equality in worship.

Within learning activities, teachers seek to encourage the concept of gender equality for students. It can be found in group learning activities, and the teacher divides groups by mixing male and female students. Teachers also attempt to eliminate the habit of gender bias in students' lives. He/she uses pink card media learning for male students and blue for females. However, in arts and culture subjects, teachers assign roles to boys to cook or dance, which is a role usually performed by girls.

A committee led by the principal formally carries out the management of educational responsive educational programs. They are directly responsible to the principal for implementing the programs. The task of the chairman and secretary is to plan the program's implementation by compiling an annual work program. The annual activity planning is then discussed with eight people who oversee certain sub-activities: human resources, facilities, graduate competencies, financing, assessment, content, and process—these eight-section provide contributions to the implementation of gender-responsive programs in specific domains. The description of procedures for implementing gender-responsive education programs in the school can be seen in Figure 1.
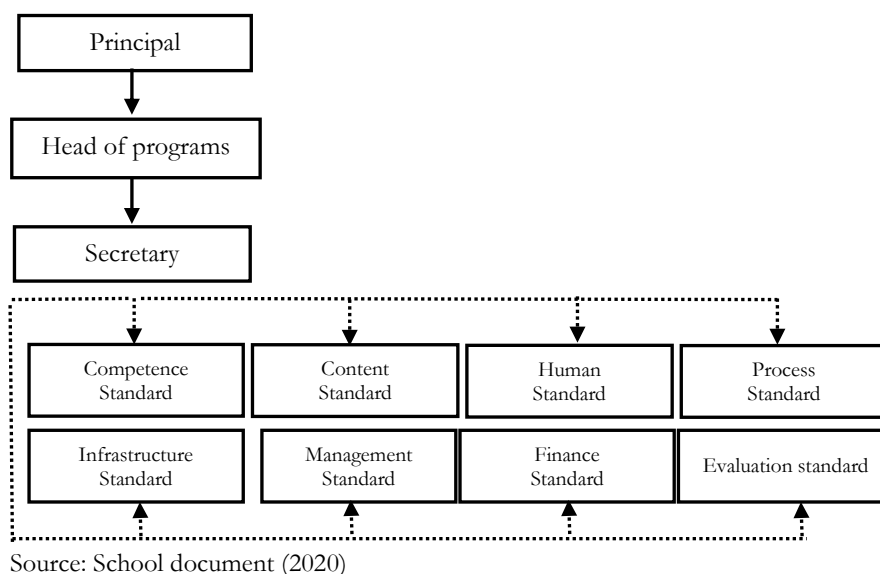

Source: School document (2020)

Figure 1. Organizing the Structure of the Educational Responsive Gender Program

Figure 1 shows the organizational structure of the gender-responsive school program at SMP Negeri 15 and SMA Negeri 2 Bantul since 2015. As the person in charge of all educational activities, the principal directs the program head and secretary to plan, organize, and evaluate activities periodically. Moreover, eight coordinators explained the policy according to their respective fields. Coordination between fields is carried out by the secretary and head of the gender-responsive education program to ensure the program runs well.

The implementation program of gender-responsive schools integrated with school-based management. The team led by a chairperson, secretary, and eight coordinators carried out the program by planning, organizing, funding, and evaluating. The principal organizes regular monthly coordination to determine the programs' progress and obstacles. Regular coordination also involves school committees to obtain gender-responsive school program planning that follows the school's characteristics and financial capabilities.

Product

Implementing the gender-responsive school program produces several products in the form of regulations, artifacts, and gender-responsive attitudes and behavior. Schools also produce regulations that are oriented towards gender equality. One example of a principal's policy that reflects gender-responsive behavior is assigning teachers to carry out specific jobs, not looking at gender but their abilities. In addition, the appointment of positions is not based on gender but on the teacher's abilities. This policy motivates the teachers to show their competence as best they can to open a positive competition space.

Implementing gender-responsive school programs has produced products oriented toward social justice in the form of appreciation and appreciation for other people regardless of gender. In the academic field, learning has integrated gender equality, as seen from the lesson plan, media, visual aids, and evaluation instruments. Schools have provided space, buildings, and equipment that accommodate gender equality. Bathrooms are built separately for boys and girls to provide school residents comfort and privacy. The lactation room is prepared for female teachers or employees with special needs breastfeeding (in SMP Negeri 15 Yogyakarta). Classic tables are equipped with covers to provide more comfort and privacy, especially for female students.

Furthermore, the most urgent thing is that this program has resulted in an attitude and behavior of respect for others. School residents have become accustomed to talking, behaving, and behaving positively to their fellow friends and their teachers. Bullying has decreased significantly; also, fights have reduced.

Discussion

Educational-responsive gender was a governmental program to achieve gender equality incomplete aspects. Presidential Instruction No. 9 of 2000 ordered all ministries and non-departmental government agencies to maintain gender equality in all aspects of development activities. Regulation of the Minister of National Education No. 84 of 2008 concerning guidelines for implementing gender mainstreaming in education stipulates that every exertion unit of education recommends plans, implements, and monitors the programs' development to integrate gender education in their activities.

Referring to the research findings and reinforced by theoretical studies, the context evaluation shows that SMP Negeri 15 Yogyakarta's and SMA Negeri 2 Bantul's decisions to implement the gender-responsive school program are a chance to realize gender equality. As a tool for cultivating the values of equality, democracy, and justice, schools require a willingness to encourage and promote them in everyday life (Novarin & Pattipeilhy, 2020; Rusiah et al., 2018). The program has provided equal access and educational services to female and male students to realize equality in education. This program guarantees all male and female citizens access complete education services, improving their total capacity.

Moreover, inputs evaluation of the program of responsive educational gender in these schools include facilities, infrastructure, human resources, and budget. The facilities and infrastructure are adequate to support the implementation of the program. Furthermore, providing covered tables, separate toilets for men and women, lactation rooms, and also health rooms supports increasing the sense of respect for gender. In the aspect of human resources, most school residents supported implementing gender-responsive programs. In addition, as the driving force of the program, teachers have integrated gender-responsive values into learning creatively and innovatively. Meanwhile, education staff (administration, security officers, office boys) have also been able to work well in growing respect and appreciation for anyone, regardless of gender. It happens because the socialization carried out by the team was conducted regularly and well understood by the school community (Ministry of Education and Culture, 2014).

Process evaluation indicates that the principal organized the program by founding a committee led by a chairman and assisted by eight coordinators. The committee has the responsibility to coordinate and evaluate gender-responsive school programs. The committee is directly responsible to the principal. It is shown that the school is highly committed to implementing this program as well as possible (Ministry of Education and Culture, 2014; Wiasti, 2017). The committee is given the authority to use the school budget to finance this program, including the procurement of facilities and infrastructure. Therefore, schools can provide gender-responsive-based facilities such as lactation rooms, toilets, health rooms, and separate sports facilities for boys and girls.

Furthermore, the activity of responsive gender school programs is carried out by developing school culture through habituation, modeling, and teaching the values of tolerance, appreciation, and equality inside and outside the classroom. The implementation of gender-responsive school programs in learning has five aspects, namely, (1) the concept of a gender-sensitive classroom, such as writing about how men and women live side by side and the form of closed desks to maintain the comfort of female students, (2) lesson plan, (3) learning resources that men and women can access, but not yet integrated, gender values are generally the same as other schools and the teaching materials used do not contain gender-responsive values, (4) learning media that are not gender biased, but most teachers still have difficulty in making it, and (5) learning methods that provide equal opportunities for men and women (Ministry of Education and Culture, 2014).

However, several problems were found; some teachers are not serious about implementing this program in the learning activities they run. When the researchers confirmed that there were difficulties in innovating in implementing the program in learning, it was shown that not all components of teachers in schools have a high commitment to implementing the program (Novarin & Pattipeilhy, 2020; Rusiah et al., 2018; Utomo & Ekowati, 2019).

Meanwhile, habituation activities outside the classroom were carried out by modeling, where the teacher gives an example of how to respect fellow human beings regardless of gender. Equal treatment of all students, irrespective of gender, is the key to how gender-responsive school programs can be appropriately implemented. The gender-responsive school program at SMP Negeri 15 Yogyakarta and SMA Negeri 2 Bantul are well planned by the principal by forming an implementing committee led by a chairman and assisted by eight coordinators. The committee is tasked with coordinating and evaluating gender-responsive school programs and is responsible to the principal. It shows the school is highly committed to implementing the program as well as possible (Wiasti, 2017). The committee has the authority to use the school budget to finance the program, including the procurement of facilities and infrastructure.

Moreover, in the aspect of a product, the gender-responsive school program for five years has had a significant impact. Physical buildings in the form of facilities and infrastructure and non-physical in the state of school culture as an accumulation of the program, felt by all school residents. From the non-physical aspect, teachers and employees are accustomed to setting an excellent example as individuals who respect fellow human beings. The attitudes and behaviors shown in the school environment by respecting each other regardless of gender, fairness, courtesy, and ethics have formed gender-responsive attitudes and habits. The reduced behavior of subordination and bullying towards students and the creation of a harmonious life between men and women at these schools emphasize the success of this program.

On the other hand, implementing the gender-responsive school program at SMP Negeri 15 and SMA Negeri 2 Bantul Yogyakarta has resulted in various championship achievements. In addition, exceptional facilities and infrastructure are available for men and women. Produce students' works in short stories, posters, and poetry related to gender. Therefore, this school program should be continued and spread to other schools. Meanwhile, this school program must also follow up on existing obstacles; for example, teachers should increase teacher com-

petence in integrating gender values to make media and teaching materials more competent. Implementing gender-responsive school programs has significantly impacted the quality of education (Novarin & Pattipeilhy, 2020; Rusiah et al., 2018; Utomo & Ekowati, 2019). School culture provides opportunities to cultivate equality values and produce various achievements and learning outcomes.

CONCLUSION

Gender-responsive schools are educational programs that aim to build gender equality in society. RI Presidential Instruction No. 9 of 2000 ordered all institutions and departments to prioritize gender equality at every opportunity. SMP Negeri 15 Yogyakarta and SMA Negeri 2 Bantul have implemented the program for five years, starting in 2015. The implementation of this program is a follow-up to the school's concern for the background of students. Most of them are in a stressful social environment, and they make efforts to provide a comfortable and friendly environment for students. To design and implement a gender-responsive school program, the principal forms a team consisting of a chairperson, a secretary, and eight field coordinators.

The evaluation of the gender-responsive school program at SMP Negeri 15 Yogyakarta and SMA Negeri 2 Bantul using the CIPP model found that the program had been implemented by following the references. The gender-responsive school program at these schools is under the program's reference, namely RI Presidential Instruction No. 9 of 2000 and the Regulation of the Minister of National Education No. 84 of 2008. The facilities and infrastructure owned by the school are adequate and meet the requirements, which have provided space for both male and female school residents. The internalization of gender values that are instilled through various educational activities has grown well. Teachers and education staff provide support and actively participate optimally according to their respective duties and wars. Learning activities have integrated the values of gender equality, both curricular and extracurricular. The classroom has been shown to be gender-sensitive, where the table is selected with a cover. The teacher chooses the methods, media, and teaching aids in learning and pays attention to gender aspects in color, shape, and activity.

Implementing the gender-responsive school program minimizes bullying cases and creates a harmonious life, mutual respect, and tolerance. The implementation of gender-responsive school programs provides significant benefits for all school members. Therefore, gender-responsive school programs need to be continued and evaluated regularly to lead more effectively in combating gender inequality.

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