

GENDER EQUALITY IN EDUCATIONAL LITERACY IN LANGSA

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Abstract

This research offers and overview of the main developments in the field of Sociolinguistic studies. This paper examines the characteristics and the factors of inhibiting the gender equality in educational literacy in Langsa. This research uses a descriptive qualitative method, namely observation, semi-structured interviews, and documentation. The research instruments were questions, recording equipment and documentation. The subjects of this research are twenty parents (ten men and ten women) in Langsa. The procedure for collecting data is library research, conducting interviews, voice recorders and concluding. The results of this research are the characteristics of gender equality in educational literacy and the factors could inhibit the gender equality in educational literacy in Langsa such as the access factor, the participant factor, the control factor and the last one is benefit factor.

Keywords: Gender, Equality, Inequality, Education, Langsa.

1. INTRODUCTION

Gender is something we cannot avoid, it is part of the way in which societies are ordered around us, with each society doing that ordering differently. Every human being born into the world is elected into two types, women and men.

In the concept of gender the difference between men and women is based on the construction of social and cultural conditions. Behavior introduced from birth. Socio-cultural character always changes. Gender also changes from time to time. According to Elfi Munawah (2009: 8) Sex as God's nature does not change with its logical consequences.

Gender is not a nature or the provisions of God, because of that gender is related to the process confidence in how men and women should play a role and act according to structured values, social and cultural provisions in where they live or are born. (Riant Nugroho, 2011: 4).

Actually gender differences will not be a big problem as long as they do not make gender injustice itself, rights for men and especially rights for women. When women and men get the same rights (including education, economic, decision-making, etc.), and the same opportunities no matter they were born to male or women but they are get the fairness called gender equality. Gender equality is one of the

interesting issues to be discussed when looking at the pros and cons that are often attached to this issue. The issue of gender equality began to spread in Indonesia in 1990, Even though it has been known since 1990 in our country, but there are still many people who do not know and understand about gender equality especially in education literacy and discrimination will arise. Discrimination against women is a problem that often occurs in almost all layers of society, even in most parts of the world and Indonesia either. The reason is quite clear that the community has not been able to escape from patriarchal culture which for thousands of years ensnared and forced women to be under male rule.

In the reality that we encounter in certain communities there are customs that do not support and even prohibit women's participation in formal education. There is even a value which suggests that "women do not need to go to high school because they are ultimately too poor." There is also the assumption that a girl must get married quickly so she does not become a spinster. This paradigm makes women worse off and considered inferior by men.

2. REVIEW OF LITERATURE

2.1 Gender

The term gender was first introduced by Robert Stoller (1968) for separating human characterization based on definitions that are of a nature sociocultural with definitions that are social and cultural in nature definitions that are social and cultural in nature definitions that come from biological physical characteristics. In social science people which is also very instrumental in developing this gender term and understanding is Ann Oakley (1972). Like Stoller, Oakley defines gender as a social construction or attribute imposed on humans who built by human culture.

Gender comes from English which means 'gender' (John M. Echols and Hassan Shadily, 1983: 265).The word gender can be interpreted as a difference, it appears between men and women in terms of values and behavior (Neufeldt Victoria (ed.), 1984: 561).

Ann Oakley (1972) in *Sex, the Gender and society* said that gender means differences that are not biological and not is God's nature. Biological differences (sex) is God's nature it is permanently different from the meaning of gender. Gender is behavioral differences between men and women socially constructed, namely differences that are not God's provisions, but it was created by humans (not nature) through social processes and long cultural.

In the cultural construction of sexuality as described by Caplan (1987) that behavioral differences between men and women is not just biological, but through cultural and social processes. Thus gender can change from place to place, time to time, even from class to class, whereas biological sex will remain unchanged (Nugroho, 2008: 1-3).

Sex is from English means sex (John M. Echols and Hasan Shadily, 1983)

Sex	Gender
Nature	Learned
Can not be changed except of medical treatment	Although deeply rooted, gender roles can be changed over time, since social values and norms are not static
Can not be exchange	Can be exchange
No variation from culture to culture or time to time	Gender roles vary greatly in different societies, cultures and historical periods as well as they depend also on socio-economic factors, age, education, ethnicity and religion
Born with	Not born with

Table 2.1 The differences between sex and gender:

2.2 Gender in Society

Gender is in one concept of the roles of men and women in a certain age and culture in construction. Gender as a concept that refers to the roles and responsibilities of men and women that occur as a result of and can be changed by the social and cultural conditions of society.

According to Caplan (1987) in cultural construction emphasizes that behavior between women and men in addition to biology is partly shaped by the social and cultural environment. Therefore, the character and social culture always changes, gender also changes over time. While sex is God's nature and does not change with logical consequences.

2.3 Gender Equality

Gender equality meant sameness between men and women in relation to their opportunities to participate in society and the respect they were accorded. Carole Pateman (1988) stated that equal rights that have been granted, such as in education, do not become realised partly because ideas of social contract that had underpinned the emergence of democracy had never considered women as equal partners to the political bargain that established the state.

According to Soejipto in Gender Mainstreaming in Parliament, Study against the DPR and DPD (2010: 86) gender equality is equality conditions for men and women to get the opportunity and their rights as human beings to be able to play the role and participate in political, law, economic, socio-cultural activities, education and national defense and security.

2.4 Gender Equality in Educational Literacy

As Erni Purwati and Hanum Asrhohah (2005) said, the characters of popular education is the equal treatment and opportunity in education at each sex and economic, socio-political, religious, and public geographical location. In this frame work education is intended for all at least the basic education, because human have the same right to get proper education, if there are some members of the community who are excluded from the policy has left the human side must fight for.

In Indonesia children are required to study for 9 years, starting from elementary school to junior high school. As stated in Law No. 20 of 2003 concerning the National Education System (Sisdiknas) in the General Provisions section Article 1, Paragraph (18), the definition of compulsory education, namely a minimum education program that must be followed by Indonesian citizens on the responsibility of the government and regional government. Looking at the provisions of the Act, the use of the term 'must' connotes 'obligations'. While in the 1945 Constitution it was stated that education is the right of every citizen. In other words, education is the government's responsibility given to every Indonesian citizen.

Low education for women is very influential on access to sources of production where they are more concentrated in low-wage informal work. Besides the influence of education shows the tendency of the lower level of education the greater is the gender inequality in wage system (Suryadi&Idris, 2004). Furthermore according to Suryadi (2001) the low level of education of the female population will cause women not to be able to play a greater role in development.

Increasing the level of education and the elimination of gender discrimination can provide space for women to play a role in development and participate in determining policies in the economic, social and political fields (Suryadi, 2001).

The higher the level of women's education is expected to be the higher the quality of human resources. Highly educated women are able to make their families healthier and provide higher quality education for their children. In addition, highly educated women have the opportunity to get better jobs. Conversely, women with low education will be more vulnerable to violence (physical or non-physical), and have a lower level of health and economy (Supiandi, 2001).

But still there are many factors that inhibiting gender equality in educational literacy, according to Suryadi (2001) there are:

1. The access factor, it is the opportunity to obtain or use certain resources
2. The participation factor is the participation or role of a group in an activity and /or in making decision
3. The control factor is the control or authority or power to make decisions
4. The benefit factor is the use of resources which can be enjoyed optimally.

2.5 Gender Inequality in Education

Overall gender inequality is a result of unequal educational backgrounds. There are 3 issues namely: opportunity, levels and curriculum (Suryadi&Idris, 2004). According to Suleeman (1995) gender inequality in education is the difference in

rights and obligations between women and men have formal education. Gender inequality in education can be seen from quantitative indicators namely literacy rates, school participation rates, choice of subject areas, and composition of teaching staff and school principals (Van Bemmelen, 1995).

Gender inequality in the field of education is detrimental to many women, it can be seen, girls tend to drop out of school when family finances are inadequate, women must be responsible for domestic work, besides that low education for women causes them to concentrate a lot on informal work with low wages.

2.5.1 Factors of Gender Inequality in Education

This gender bias does not only take place and is socialized through the processes and learning system in schools, but also through education in the family. Gender stereotypes that are developing in society have divided the roles that are appropriate for women and men. This is caused by the values and attitudes that are influenced by the socio-cultural factors of society which have institutionalized gender segregation into different social roles.

Factors that become the main reasons that cause gender inequality according to Sulemaan (1995):

1. The higher level of formal education the more limited the available schools
2. The higher level of education the more expensive the cost of going to school.
3. girls often did not go to school because they become family members of their husband after they get married.

While the determinants of gender in education according to Van Bemmelen (2003) include:

1. Access to women in education
2. Gender values held by the community
3. Gender values and roles contained the textbooks
4. Gender values instilled by the teacher
5. Gender bias policies

A study conducted by Suryadi (2001) found that disadvantaged family choices give priority to boys for schooling for reasons of cost, not only based on traditional thoughts, but also based on empirical experience that the level of return (rate of return) towards women's lower education. This is consistent with the fact that the average income of female workers is empirically lower than the income of male workers. And it can be said that there are several factors that gender inequality in education, including values, access, participation, control and benefits. Values that develop in societies that box the roles of men and women can influence gender stereotypes.

3. METHODOLOGY

Research is all forms of finding useful information about a particular topic based on facts and related problems that must be solved. This research was carried out in Langsa, especially conducted in Gampong Jawa, Langsa. The researcher gained the data by observed the parents and directly interviewed twenty parents and used qualitative design. According to Creswell in Herdiansyah (2010:8) “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.

The data sources of this research are the parents (ten men and women) . Data was collected using observation and interview. To analyse the data in order to find the answer, there are some steps in collecting data, the researcher use library research and field research:

1. Library Research.

In this research the researcher read some books that related to the topic of the study.

2. Doing observation in village

This observation has function to get information about if they have children or not. So the interview can be began.

3. Doing interview

4. Voice recording

5. Make concluding from the interview

4. RESULTS

4.1 Data Analysis

4.1.1 The Characteristics of Gender Equality in Educational Literacy in Langsa

The characteristic of popular education is the equal treatment and opportunity in education at each sex and economic, socio-political, religious, and public geographical location. In this framework education is intended for all at least until basic education, because humans have the same right to get proper education, if there are some members of the community who are excluded from the policy has left the human side that every human being must fight for (Erni Purwati and Hanum Asrohah, 2005).

From the result of the research conducted by researcher in Gampong Jawa, Langsa areas, there were twenty parents who already understood about gender equality and the characteristics of it but there were nineteen parents have implemented equality in their families including in education with all the characteristics concept, for some parents this does not distinguish between education for boys and girls because for them education is the right for all people no exception and also education is important for every human being, because with education we can get successful in their future life. Even though most of them are middle to lower class family but they are trying to make their children educated by send them to school until the high level of education.

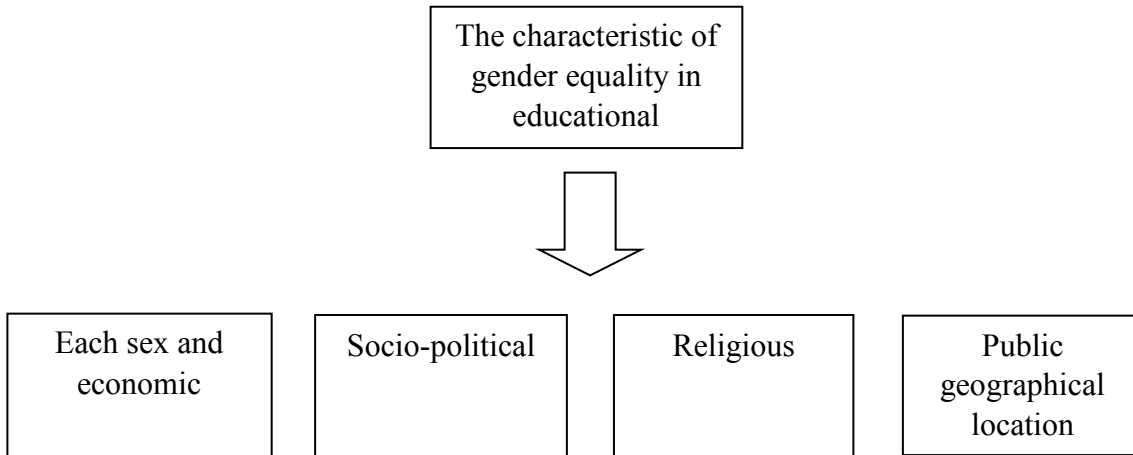


Diagram 4.1 Characteristics of gender equality in educational literacy

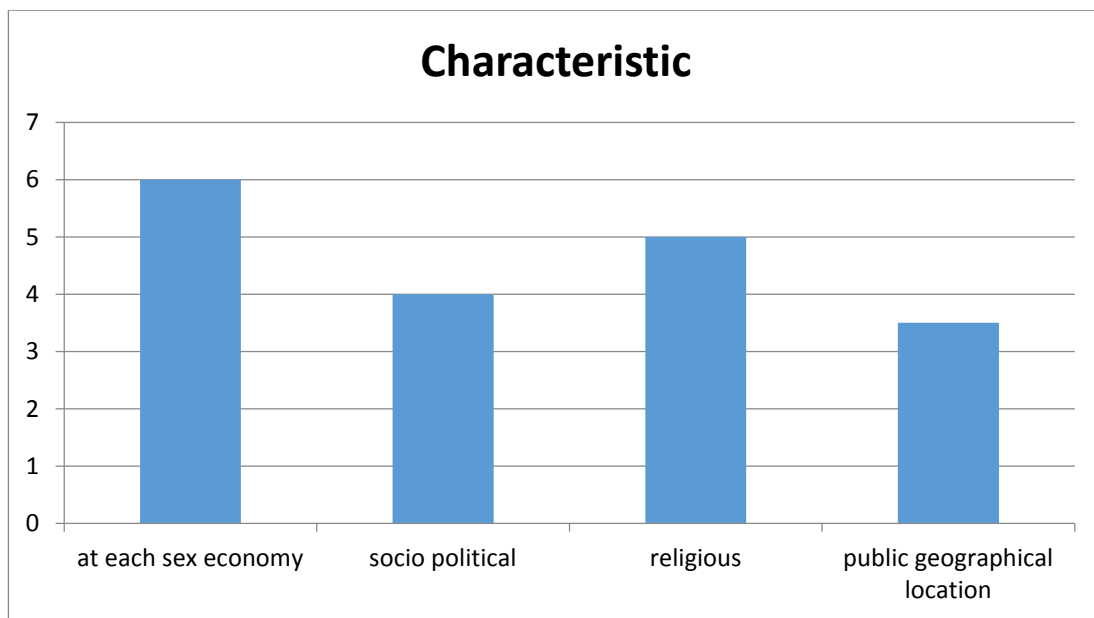


Diagram 4.2 Result of the characteristics of gender equality in educational literacy in Langsa besides on the respondents.

4.1.1.1 Inequality in Educational Literacy in Langsa

Overall gender inequality is a result of unequal educational backgrounds. One from some factors that could inhibiting gender equality in education according Suryadi (2001) is Participant factor it is the participant or role of a group in activity and/or making decision this factor including economic and traditional thought from one parent, and the results of the study, researchers found that from 20 respondents there were only one parent who does not implement the equality in educational it self

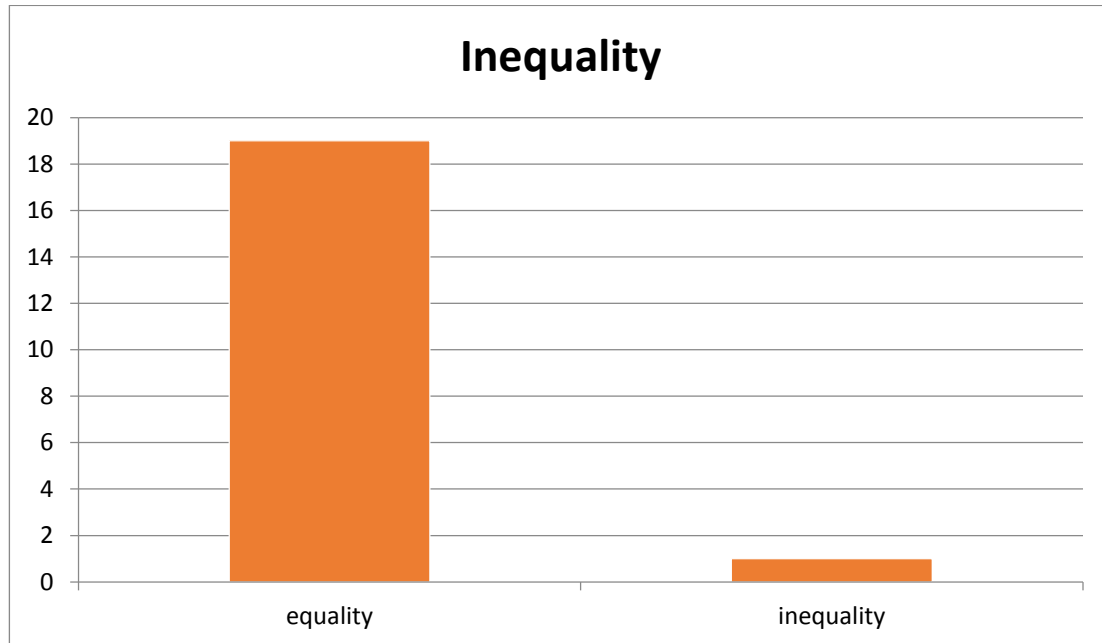


Diagram 4.3 The result from respondents' answer

4.1.2 The Factors Inhibiting Gender Equality in Education

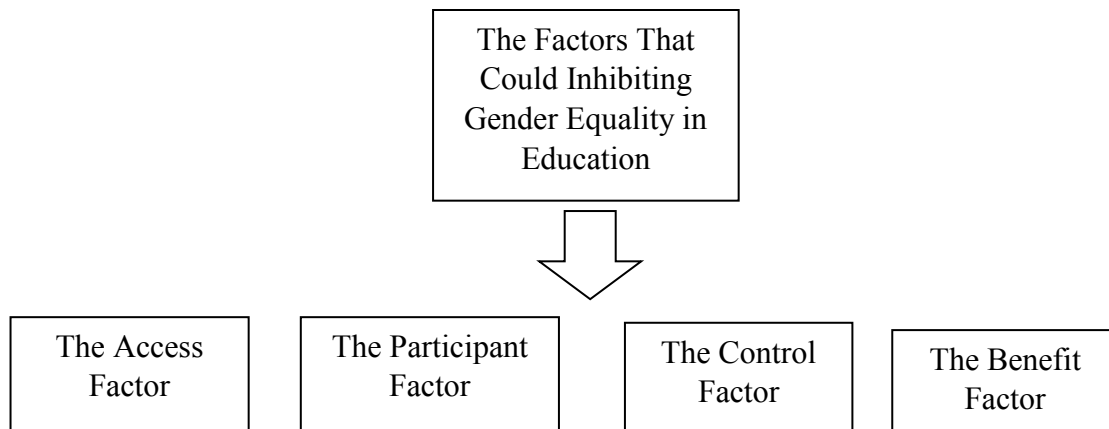


Diagram 4.4 The factors that could inhibiting the gender equality in education.

From the results of research that has been studied, the researcher found that there only one factor that could inhibit the gender equality in educational literacy it self according twenty respondents' opinion. After conducting interviews with twenty parents (10 male and 10 women) in Gampong Jawa, the researcher found that only participant factor could inhibit the gender equality in educational literacy it self,the most perception is because of the participation factor which are economic and the traditional thought of the parent. The following are the results of interviews of researchers and respondents.

5. CONCLUSION AND SUGGESTIONS

5.1 CONCLUSION

Based on the results that the researchers identified and analyzed the data in the previous chapters, the researchers found several conclusions.

1. The characteristics of gender equality in educational literacy in Langsa
From twenty respondents all parents know and understand about being equal for their daughters and sons, the characteristics how to be fair to both sexes especially in education, in socio-political, every religion also be fair and equal in public geographical location. But from twenty respondents there were only one parent assumed that if a man is tough so better if man get education first, so that he could help his sibling when get the successful in the future, but it back to financial case. According to twenty respondents all the answers said if education is very important because it can bring their child to success in the future even though one of twenty respondent still think if man is more tough than women and could get job easier.
2. Economic
Most of respondents said, the factors could inhibit gender equality in education is about participant factor they are economic and traditional thought of parent, the lack of financial and not all the children could get the scholarship to go to university and mostly the respondents said people who live in rural still think if women do not need go to university so it could inhibiting gender equality in education.

5.2 SUGGESTION

In this study, researchers only wanted to find out how is gender equality in educational literacy in Langsa and also what is the effect of gender equality in educational literacy. And it has been answered by twenty parents through interview in Gampong Jawa. But there are some suggestions that researchers want to convey such as:

1. The reader
The researcher hopes that this article will be useful for the reader. this paper is far from perfect, but hopefully this article gives a little description of how is gender equality in educational literacy and the effect of gender equality in educational literacy in Langsa
2. Other researcher
For other researchers who want to examine language policy, hopefully this article can provide an overview of language policy in langsa. If other researchers conduct research on language policy in different places or different regions it will be much more interesting and can be a comparison.
3. The society
For the parents, or the society the researcher hopes it can open up and break the traditional things if women do not need to get the high level of education

because at the end of the day women only do the domestic stuff is wrong because in thi era women and men should get the equal right especially in education. So the researcher hopes the perception of that can be disappear.

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