

“Gender and Education”: Preparing Teacher Candidates of Civics to Build Egalitarian Society in Industry 4.0 Era

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Abstract—Industry 4.0 has been creating a public sphere for every individuals' participation. Women and Men should have a similar chance, but it may differ due to different education. That is why education and teacher have strategic power. Unfortunately, gender patriarchy has been a dominant gender ideology in education practices. In a transformation process to an egalitarian society, Civics Education as a citizenship education arena has very important and strategic positions in building an egalitarian society, included in gender-egalitarian society. Consequently, building the gender skills of teacher candidates of Civics becomes very important. The research problems are (1) how does gender education become an important discourse in Civics Department? (2) What is the curriculum of gender education built for students of teacher candidates? This is critical research to initiate gender education for educating teacher candidates of civics. The research was run in Pancasila and Civics Department (PPKn) in Universitas Negeri Surabaya (Unesa). The subjects are lecturers in Unesa. The data were collected by focus group discussion and documentation. It is revealed that a formal policy of gender is very strategic and becomes a standpoint in gender education practices. Gender education has taught as a specific subject matter namely "Gender and Education" to produce Civics Teacher whose gender skills.

Keywords: *gender education, gender curriculum, civics education, teacher candidates, Unesa*

I. INTRODUCTION

Education is an important arena for the construction of life and social change. Education is the key to change [1]. McLaren and Leonard state that education is where individuals and society are constructed [2]. McLean calls education the power of social change and the provision of protection for the existence of social hierarchies [3]. Education is an agent of social change and space of deconstruction and cultural change [4]. Through education, social order will be preserved because it transforms well-maintained values in education. As stated by Bourdieu, family, church, and school are social institutions that play a role in reproducing patriarchal values that place men in dominant positions and women in inferior positions [5]. However, education is also a custodian, even reinforcing a social and value order because through the process of education social inheritance occurs from generation to generation in the making of conscious and planned educational interactions.

In the current industry 4.0 era, education is becoming increasingly important in preparing for life. Education is influenced and cannot ignore the power of the technology

industry so strongly intervening in life. Therefore, the progress of technology is important to master. Technology literacy is important for every individual because differences in technology skills affect different skills in accessing and utilizing information. Regarding gender, it turns out that boys remain to show more interest and enjoyment more than girls in technology use [6]. Gilley's research results also show that women's skills and interests in computer technology are lower than those of boys [7]. Furthermore, Gilley stated, girls who have technological prowess have worse self-confidence than men. Therefore, the more a person is tied to his gender, the stronger the disadvantage will be possessed. Based on his study of junior high school teachers in India, Islahi and Nasrin revealed that irrespective teachers of their gender have a positive attitude towards technology [8]. The power of hegemony towards understanding one's gender becomes an obstacle in strengthening one's potential. Therefore, Gilley proposes that the education of prospective teachers needs to include technology education which includes issues on gender and technology.

Ideology helps teachers create their learning experience. Teachers should not be passive or gender-neutral. Achieving gender parity in school enrollment is an important first step towards gender equality, but it is of the utmost importance to consider carefully what we teach in school and how we teach it [9]. To act as an agent of change, teachers need to become "gender skilled change agents." This is even more important because Indonesia has established a gender perspective in development and education.

Several policies are discussing GMS in Indonesia. The spirit was formalized through Presidential Instruction (*Inpres*) number 9 the year 2000 concerning Gender Mainstreaming in National Development. In the field of education, this *Inpres* was followed up with the issuance of Minister of National Education Regulation number 84 the year 2008 concerning Guidelines for Implementing Gender Mainstreaming in Education. This Ministerial Regulation states that increasing gender equality and justice in education is very important. That is, the dominance of patriarchal ideology in the world of education is important to be criticized and transformed towards gender equality in an egalitarian gender order.

The position of education and teachers is very strategic in creating gender equality. Through education, students learn about social norms about gender and learning becomes like

social expectations according to their gender [10]. The teacher's lack of understanding of the gender concept and the forms of gender issues becomes a separate issue and a mistake in the application of gender equity education [11]. The teacher's understanding of the concept of gender is incomplete causing the application of education about gender equity to be limited to the problem of equal treatment between boys and girls in the class [12]. Therefore, education has a strategic position in eliminating gender disparities [13]. In that process, the teacher is the most influential and central policymaker in educational change [14]. In schools, teachers play a strategic role in developing gender equality [15]. To create gender-egalitarian relationships and arrangements, teachers and educational institutions are key places for gender production and reproduction [16].

A teacher's gender ideology will influence the way he interacts with his students. Ideology creates dispositions or habitus that structures our response to the environment in very patterned ways [17] [18]. Unconscious gender beliefs may continue to affect teachers' methods and ideas, therefore awareness of the beliefs might help teachers to develop a more balanced view on the learning possibilities of girls and boys [19]. Cognitive development theory suggests that a person's gender knowledge and identity influence his values and attitudes [20]. School becomes an important place of governance as an "ideological state apparatus" for helping to understand the concept of governance [21]. It means school only reproduces the State's ideology, which is usually a dominant ideology. That is why education and school often do not think and act critically. Teachers' incomplete understanding of gender concept causes a limited application to the problem of equal treatment between boys and girls in the class [22].

Changing an adult person's ideology or value construction is not easy, especially if throughout the life that occurs is the socialization and strengthening of traditional gender values. Teachers' prior beliefs have a greater influence on teachers' pedagogy than their formal knowledge [23]. Awareness of inequality and negative impacts that arise in the order of injustice must be fostered. Critical awareness must be possessed by adult individuals to have the power to change their traditional gender constructions. The individual "must" be made aware of gender inequality so that he feels dissatisfied with a situation and feels the need to change non-traditional gender values in himself.

A learning experience in education and gender issues is important for prospective teachers to have. In this context, higher education can play a role in reproducing socio-cultural life, but it can also play a role in building individual self-awareness in carrying out his role as individuals and society [3]. Higher education producing teacher candidates is the institution most responsible for preparing the quality and skills of prospective teachers [21]. Through his learning experience, a prospective teacher is expected to have gender skills that are useful in anticipating problems of gender disparities that occur in education and various fields of social life. In tertiary institutions, teacher candidates must have the will and are prepared to make their schools more responsible for the wider community [24]. Related to efforts to prepare and produce prospective teachers who have gender awareness and sensitivity, providing a learning experience that can open up their gender insights and skills is a must. To strengthen the

capacity of teachers as agents of change, the education of prospective teachers can be a place to initiate resistance to the dominant gender discourse [25]. Based on their research, Idin and Donmez revealed that due to many teachers do not have enough knowledge on gender equity, therefore if Turkey aims to reach access to Science education for all students, there must be reforms on education for Science teachers having some courses concerning gender equity in the scope of in-service training and Science teacher candidates [26]. For gender equity teachers, training is meant for educators [27]. This paper describes how efforts to prepare teachers with a gender perspective were carried out at Unesa (Universitas Negeri Surabaya), especially in the Civics Department to create gender-skilled teachers.

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Gender Perspective Education for Prospective Teachers

Education is influenced by the power of dominant gender ideology discourse. In the dominance of patriarchal gender ideology, socially women are placed as the second and the other, while men as the first and the genuine subject [28]. Patriarchal ideology not only limits freedom but also corrupts women's consciousness to free themselves from the forces of male domination. As a dominant ideology, its values influence educational practices. Sunderland calls this condition as a gendered school [29]. Educational institutions and their classes are arenas for producing and reproducing gender knowledge and truth.

The strength of gender values in education can be traced from the mechanism of power at the micro level. That is why gender inequality can be seen in the production of curriculum to practice in the classroom [30] [31]. In the whole process of socialization, the discourse of cultural norms and values creates and provides a framework of interpretation that enables changes in gender relations and determines how society understands the achievement of gender equality which arises as a reaction to gender inequality and injustice [32].

Education cannot work with gender neutrality. Education must be present to minimize gender disparities, not to allow or open up gender bias. Through education with a gender perspective, the relations of men and women are placed in an equal framework, not mastering each other. Education is specifically designed to prepare students to be expected by the community through regulations, materials, and interactions designed by teachers following the signs in the curriculum. Therefore, teachers need to learn how egalitarian gender knowledge and values are produced and transformed.

It is not easy to change the construction of a person's gender values when they are adults. To develop equality values, during the process of teacher education and teacher further education it is necessary to hold discussions on gender issues by further developing critical thinking skills. The right stimulus is needed to inspire his awareness to create a better life. They need to look at alternative activities that are colored by non-traditional gender stereotypes to deconstruct the concept of gender [33]. Helgeson suggests that following the theory of cognitive development, knowledge and gender identity of a person influences his values and attitudes [34]. Without gender knowledge, a person is very likely to act gender-biased [35]. This requires appropriate social stimuli

[33]. Teacher education curriculum design is important to provide critical space for gender studies and education.

The curriculum becomes an important arena in education. Therefore arranging the curriculum is a strategic thing that can be done in order to achieve certain targets. Prospective teachers need to obtain a provision of gender education so that they can act as agents of change in education in schools. For this reason, a willingness and policy in education structuring are needed to initiate the process of continuing education with a gender perspective for prospective teachers and teachers in schools. Along with the need to provide these learning experiences, higher education needs to have courses that contain courses and the contents of gender-charged subjects. This learning experience will form "distinctive and situated knowledge" on students in order to strengthen their capacity to get out of patriarchal domination.

Two important elements in the process are important to do, namely self-reflection and dialogue. Through these activities, students can learn to criticize the phenomenon of gender bias and injustice and challenge patriarchal life, build their capacity to behave and act based on egalitarian gender values, and act as agents of change in education. Based on this thinking, it can be stated that the preparation of prospective teachers is an important process for the beginning of gender deconstruction through education.

III. RESEARCH METHODS

This research is a critical study that is intended to initiate the need to include gender education towards egalitarianism in the context of preparing teacher candidates. The research subjects were lecturers at PPKn and 16 lecturers of Unesa who had concerns about the implementation of gender education. The focus of research is thoughts and policies related to gender education discourse. The research instrument is the researcher. Data collection activities are carried out through documentation, focus group discussions, and informal discussions. The data obtained were analyzed qualitatively.

IV. RESULTS AND DISCUSSION

A. *Gender Education Discourse for Prospective Teachers at Civics Department at Unesa*

Presenting gender material or subjects as a part of an institutional learning experience is not easy. The following are some strategies having been done to encourage the implementation of Gender Mainstreaming (GMS) in Unesa.

1. Convincing a "denial" of gender education policy in Unesa

Regulation and "formal orders" about GMS in education have not been responded well by educational institutions, including at Unesa. GMS policy has not become a common sense of knowledge at Unesa. In other words, the discourse on gender equality education has not become the dominant discourse yet shifting neutral gender discourse towards egalitarian gender. Some of the regulations proposed at the beginning of the proposed gender discourse are as follows.

"The Gender Mainstreaming Regulation is a sign of the ongoing gender equality efforts in various development activities. Presidential Instruction No. 9 of 2000 concerning GMS in National Development instructs all government agencies to carry out development with a

gender perspective by their respective fields and authorities to realize gender equality and justice in the life of society, nation, and state. In the context of its implementation in the field of education, issued Minister of National Education Regulation number 84 of 2008 concerning Guidelines on GMS in Education. Following up on the GMS policy, a Memorandum of Understanding was made between the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia with the Ministry of National Education of the Republic of Indonesia Number 013 / MEN.PP.PA / VII / 2010 and Number 09 / VIII / KB / 2010 dated August 27, 2010, concerning Mainstreaming Gender and Mainstreaming of Children's Rights in the Field of Education. In the scope of tertiary institutions, this joint agreement was followed up with the submission of the joint agreement to the Director-General of Higher Education and the Director-General of Quality Improvement of Educators and Education Personnel through the Ministry of National Education Letter No. 67684 / A5.2 / HK / 2010 on August 30, 2010, and the Director-General Directorate General of Higher Education Number 1525 / D / T / 2010 dated December 20, 2010. Through this policy, it is hoped that "all education providers in tertiary institutions can improve planning and budgeting, program policies, and activities in the field of education with a gender perspective and child care."

2. Present the facts of gender bias in education and the ideals of character education in Unesa

Utilizing academic writing to avoid the "rejection" of decision-making officials intentionally has carried out to get support for the idea to create a new subject of gender at Unesa. The article in question is an article about Gender Bias at Unesa presented by Kisyani at Konaspi (Indonesian National Congress) III, which needs to be followed up to do gender mainstreaming in education and practicing education in Unesa.

The arguments proposed by researchers related to gender bias that need to be considered by Unesa as a producer of prospective teachers are as follows.

"(1) Many teachers are still biased and do not understand gender. For example, in daily interactions at school, gender bias is still found, when there is a material that is gender-biased, the teacher is not responsive, or when there is a material that is not gendered biased, the teacher responds in a gender-biased manner. (2) The relevance of proposals with large programs, relating to the MDGs (Millennium Development Goals) especially the third one which is promoting gender equality and empowering women. (3) Relation to Ministry of Education 84/ 2008 about GMS in the field of education. (4) Relation to the Directorate General of Higher Education letter to PTN and PTS calling for planning, budgeting program policies, and activities in the field of education with a gender perspective. (5) Conformity with the motto of the ideal dream character, especially caring."

3. Placing gender education as part of lectures

Gender or gender education in Unesa is important to be placed as part of institutional policies. The "gender" statement expressly becomes the power to institutionalize gender. Related to the curriculum, the strategic position is to make "gender" as part of the Academic Paper Guidelines for the Development of Curriculum of Study Programs at Unesa. The important moment towards gender in Unesa. WW (20 April 2015) claimed to have forgotten to accommodate gender in the Academic Text of the Unesa Curriculum Guide being developed. WW as a member of the Unesa cricket development team stated, "As curriculum development, gender insight passes through. (That is, forgotten to note). So, at that time the dominant character was discussed. That energy runs out here. I know very well that it passes. If later there is a revision ... God willing, there is no gender in the draft, then that will be a concern ... "The formulation of the perspective of gender equality is further refined by adding the word "in the perspective of social justice" in Part II of the final draft development guide curriculum so that the Academic Paper for Curriculum Development changed to "The curriculum of the study program should also develop higher-order thinking skills, awareness of gender equality in the perspective of social justice,.... "

Although it is still in the position of appealing to the study program at Unesa, this is an important document to discuss Unesa. The gender perspective is not possible to be a stand-alone course for Unesa, because this will cause some problems related to the implementation of the course. The Vice-Rector I stated,

“That perspective does not have to appear in the course. If it is determined for separate subjects and then there is a syllabus, there is teaching material, which is centered, then lecturers as operators can ... but that is not what is needed. Like character building. Just love in learning subjects, or what courses, there is inserted the concept of gender, the rest, formed in the habituation, practices of lectures. There is a basic curriculum framework, can be entrusted to the education and learning subject.”

Making gender a part of implied teaching materials does not guarantee the achievement of the expected competence. After quite intensive discussions with PKW Unesa, finally, an agreement was reached that two things would be proposed to the Vice-Rector 1. First, about the proposed placement of gender material as part of the Civics Education course, which was given to all Unesa students. Second, about the proposed gender education for prospective teacher students at Unesa.

TABLE.1 GENDER MATERIAL IN CIVICS CURRICULUM AT UNESA

Competence	Objectives	Materials	Duration
Understand the concept of gender, sex, and its implementation	able to explain the concepts of gender and sex	examples of the implementation of justice and gender equality in Indonesia and several countries	100 minutes

Considering various issues, the most likely thing to be accommodated is to make gender material a part of the Civics Education course. Furthermore, the message in the course description is translated into the lecture syllabus. Gender material becomes the subject of study at the 11th meeting,

with a duration of 100 minutes. The following is a description of the learning activities listed in the lesson plan.

Due to the gender policy in this Civics, Unesa was considered had innovation and invited by the University of Gajah Mada to join the Transformative Citizenship activities in 2016.

B. Gender Curriculum for Student Prospective Teachers at PPKn at Unesa

Gender skills include cognitive, affective, and psychomotor skills. Cognitive skills are needed as a basis for theoretical rational power that will be useful in building one's critical awareness. Affective is needed as a basis for the growth of partisanship and commitment to do something. While skills are needed so that a prospective teacher can act and react appropriately to a reality. Responding to learning material that is gender-biased or otherwise requires special skills. Therefore, student-teacher candidates are not only accustomed to doing or not doing something, but they must also have the opportunity to learn about how to react appropriately to a situation in learning. For prospective teachers, understanding gender concepts and attitudes must strongly frame their gender awareness.

Gender education for prospective teachers as a course is designed in the PPKn. It so happened that the preparation of the KKNi curriculum in the Study Program was being carried out. The first thing to do is coordinate with the Chairperson of the PPKn (February 10th, 2015) about a gender perspective curriculum and deliver the results of discussions with the Vice-Rector I that for all Unesa students, gender material is placed as part of the Civics material and gender education for prospective teachers depends on each study program and PPKn can start it. The Unesa Curriculum Development Handbook (2018) states "The curriculum should also develop higher-order thinking skills, awareness of gender equality in the perspective of social justice, literacy skills,"

In its implementation, PPKn has greater obligations than other study programs in organizing gender education. Gender is part of a problem that is very closely related to Civics. Har (February 13th, 2015) revealed, "All must design the teaching material, then with the device. What I want is that PPKn has a bigger task than other study programs when it comes to questions about citizenship. I think that's interesting...."

In PPKn, in addition to Civics, two courses that have the opportunity to be loaded with gender education are Multicultural Education and Citizenship Problems Study. The lecturer also agreed that gender should be part of the material in Multicultural Education. He said, "If in multicultural, then the diversity is seen, there are models of thinking of women, men." After revising, the description of Multicultural Education Subjects is as follows.

“Examining the concepts of pluralism, multiculturalism, forms of pluralism, sources of pluralism, the political structure of multicultural societies, and equality in multicultural societies. Studying various issues and empirical facts of the practice of multiculturalism in Indonesian religion and society. Pancasila as a source of multicultural paradigm for the Indonesian people, and the urgency of multicultural education for the Indonesian people.”

The word "equality" written in the description is a keyword that needs further translation, one of which is related to gender issues. There are two meetings allocated to gender in the course, namely at the 10th or 100-minute meeting. The competency to be achieved is "Students can explain the concept of gender equality and justice in multicultural education."

Another subject that explicitly accommodates gender is the Civics Education Problems Study (4 credits). The course description is as follows.

"Theoretical and practical studies on civic education, citizenship education, and education for citizenship in the context of the family, school, community environment, comparison of Civics practices in several countries, contemporary Civics issues (such as gender, environment, poverty, refugees), and various theory of citizenship...."

Gender is a part of the academic material of Inclusive Citizenship. Through inclusive citizenship material (gender, deviant behaviors, children with special needs, the poor, and other marginal groups) students are invited to criticize and analyze various problems of citizenship and injustice in certain community groups, including women, are reviewed.

In the frame of the curriculum restructuring in the PPKn (September 14th, 2015) some new electives were presented. One of them is Gender and Education. FGD 2 was held at the PPKn Laboratory (April 20th, 2016) to finalize the Gender and Education course plan. This FGD activity was also intended to discuss gender education for prospective teachers. Therefore, this FGD became a kind of gender education campaign event. The Head of PPKn stated, "We offer to provide prospective teachers with a perspective on gender education so that later their perspectives and perspectives are not gendered biased. We haven't done that, but we have tried to put it into the curriculum structure. The Gender and Education course are positioned as an "Elective course" with a weight of 2 credits and issued in the fourth semester.

Some of the reasons underlying the need for this course in PPKn are:

"(1) Conformity with the vision of the PPKn is to make the PPKn superior in academics to produce graduates who are ... democratic. The mission of the PPKn is to conduct research related to values, morals, law, politics, social culture, and learning ... the purpose of the PPKn is to produce prospective teachers who are moral, democratic. (2) There are no courses that explicitly state the aim to resolve gender inequality, especially in the PPKn Curriculum there are Basic Competencies related to gender. (3) Differences and suitability of Gender and Education subject positions among other subjects in the PPKn. (4) The responsibility of education to build gender equality following the MDGs and other regulations, following the motto Growing with Character."

The abilities achieved through Gender and Education courses are: (1) Having a critical attitude towards individual gender experiences; (2) Describe the role of PPKn in building an egalitarian society. (3) Differentiating concepts and impacts of gender equality and injustice; (4) Describe gender theories; (5) Describe gender socialization in education; (6)

Describe the GMS strategy in education; (7) Analyzing the phenomenon of gender bias in various fields of life and GMS strategies; (8) Report the results of an analysis of the phenomenon of gender bias (learning resources, learning media, educational policies, and practices or social phenomena). Academic rationality and description of the contents of the Gender and Education courses make it accepted in the curriculum. Determination of Gender and Education as a separate course in PPKn is a pioneering moment towards education with a gender perspective for prospective teachers in Unesa.

V. CONCLUSION

Following the responsibilities of universities in implementing GMS in the field of education and the message of academic texts in the development of study program curricula, gender is determined as part of the material in Civics courses. Besides, within a limited scope, gender is also a part of Multicultural Education and becomes a course of "Gender and Education." All students who study Civics courses get the opportunity to learn about gender. After a while, this curriculum with gender content in Unesa was chosen as one of the online Transformative Citizens held by the University of Gajah Mada Yogyakarta.

Formal gender deconstruction through this course has opened the way for efforts to strengthen gender perspective education discourse for prospective teacher students. Departing from this formal policy (official discourse, institutional discourse), this is then discussed as the common truth about gender equality in the context of gender transformation and it can be more easily implemented in instructional learning for prospective teachers. In other words, through formal gender discourse, prospective teachers have a learning experience of gender to be gender perspective teachers.

Gender inequality and injustice will continue without a conscious effort to deconstruct them. Students as perspective teachers tend to dominated by patriarchy gender ideology, they will have offer only small improvements unless there is an intervention in the process [36]. Even the intervention is needed more than that of female students [37] [38]. In preparing them to be teachers, critical thinking and approach can help them teach their students to unlearn patriarchy [37]. Education cannot leave all the potential for the occurrence of gender injustice. Critical awareness is important in the education of prospective teacher students. Therefore, teachers should not have a neutral gender. The deconstruction of gender values from patriarchy to an egalitarian society will not just happen. Gender awareness is an important aspect that a teacher must have because, in educational practice, teacher gender discourse will color the relationships and interactions it builds with students [39]. In this context, the "Gender and Education" course is a form of counter-discourse in building egalitarian values.

This has become even more important because in the era of industry 4.0 it is precisely these women who are more likely to lag behind men. Like all the productive activities, women stay behind men, due to their way of looking at themselves like traditionally people construct their position and role. Therefore, the more prospective teachers are limited and dominated by the patriarchy gender values, the more difficult

they lost from the values [8]. Let alone, their social inheritance experiences have worked strongly to build their gender value ideology. Their prior beliefs more influence than their formal knowledge [20], but it doesn't mean we do nothing to encounter them to build them as egalitarian and gender skilled teachers.

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