Gender-Responsive Analysis Through Non-Formal Education

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ABSTRACT

This study aims to examine, analyze and describe the implementation of gender-responsive non-formal education through the family capacity building meeting (P2K2) for participants of the Hope Family Program (PKH) in the city of Bogor. Gender mainstreaming has become an actual issue in various studies, so it becomes an important concern in the world of education. The goal of gender-responsive education is to provide equal opportunities for every human being to be able to get an education so that he can carry out his duties and functions as a man or woman. This study uses a qualitative approach that makes all parties involved in the implementation of P2K2 as research subjects by using random sampling in determining research informants. The data collection techniques used were interviews, documentation study, and observation of P2K2 activities held in the city of Bogor. The results of this study indicate that P2K2 activities are a form of gender-responsive non-formal education. Through non-formal education activities carried out at P2K2, KPM PKH obtains knowledge in carrying out its role in the family, either as a wife or as a mother.

Keywords: Gender responsive, Non-formal education

1. INTRODUCTION

Gender bias is a familiar issue in the development of development in Indonesia because Indonesia's socio-cultural system is dominated by a patriarchal system, which affects the application of gender roles in both the family and society. The difference in gender roles that are based on the culture of the community is what creates gender bias, especially for women [1]. Gender responsiveness refers to taking actions to correct gender bias and ensure gender equality and justice [2], while non-formal education is any educational effort in which there is regular and directed communication, held outside the formal education subsystem so that a person or group obtains information, training, and guidance according to age level and their needs. The aim is to develop knowledge, attitudes, skills, and values that allow a person to participate effectively and efficiently in his family, work, community, and even his country [3]. So gender-responsive non-formal education is an educational activity carried out outside the system. formal education, which provides opportunities for various parties to be able to participate in and obtain education according to their needs in carrying out their lives.

Mothers are women who are an important component in the family. Together with mothers who are the wives of the head of the family, build a household which is the smallest institution in a family. Developed or not, a nation can be seen from the condition of the families that are components of the nation because the family plays an important role in creating a generation with quality human resources. Given the strategic role of the family in producing resources Quality human resources, of course, must be supported by quality resources, in this case, one of them is Mother [4]. In carrying out life as a mother, women have rights, including the right to education and guidance that can help complete their obligations as a mother or wife in the family, the right to protection and peace of mind, the right to love, attention, love and affection, the right to get guidance and fair treatment, the right to live in peace and prosperity, as well as the right to be supported and loved in the old days by children even after death [5].

Based on the explanation above, it is the right for a mother to get an education so that she can carry out her duties and obligations, either as a wife or as a mother in her family, and be able to develop her potential according to her wants and needs, but in society, there are still limited non-formal educational activities which facilitate mothers to get knowledge related to children's education in the family and the development of potential resources owned by women, especially in the middle to lower society, due to limited information, access and facilities. Meanwhile, for formal education based on data from the Indonesian Central Statistics Agency which was validated in 2012 for the city of Bogor, data was obtained that of the total number of women aged 5 - 95+ years, only 0.27% in Bogor City completed their education to S2 / S3, 4.67 % completed undergraduate education (S1), 22.86% completed high school education, 18.14% completed junior high school education and 25.54% completed education only in elementary school. Some mothers of productive age have children, only graduates from elementary and junior high schools, a small proportion has completed their education up to senior high school [6]. This phenomenon certainly contributes to gender bias in society, especially in the family, because women cannot optimally carry out their roles and develop their potential with the limited education and knowledge they have. As a result, it is found that education that takes place in the family is carried out with limited knowledge, the parenting patterns used are based on experiences gained from generation to generation, so that various problems arise in the family, such as problems with child care and education, economy, family harmony, considering that women are half of the population. the world's population, making the issue of gender equality one of the important things that are included in various development plans, both at the national and global levels.

The sustainable development goals (SDGs) which were launched in 2015, but the community at the center of development, the development which was held with a period of 15 years has 17 goals divided into 169 targets to realize a better human life. One of the goals raised by the SDGs is about gender equality, stated in the fifth goal, namely "achieving gender welfare and empowering women" which has several targets, including ending all forms of discrimination against women everywhere, eliminating all forms of violence against women in public and private spaces, including trafficking in persons and sexual exploitation, as well as various other exploits, eliminating all harmful practices, such as child marriage, early and forced marriage, and female circumcision, recognizing and respecting unpaid caring and domestic work through the provision of public services, infrastructure and social protection, and promotion of mutual responsibility in nationally appropriate households and families, and adopting and strengthening sound policies and legislation in place for the promotion of gender equality and the empowerment of women at all times [7].

From the explanation above, the objectives of the Sustainable Development Goal (SDG) are not only pursued gender equality but more meaningful than that, namely gender empowerment, in other words, one of the SDGs goals is to create empowered women, hence empowerment. To realize empowered women is one of the goals of development that is gender-just or gender-responsive. Several studies have shown that gender equality and women's education have a very big and positive impact, not only on women as individuals, but also on the family, community, and broader society [8]

Education is one of the ways to create empowered women, either formally, informally, or informally. Education is a powerful weapon that a person can use to change the world, this makes education an important point to empower women, when every woman has the same rights in accessing education, then they will play an important role in boosting the development of society in general. Because education is a means of empowering women who can provide the right skills and knowledge to develop women's potential so that they are empowered [9].

Non-formal education is one way of education that facilitates the community in fulfilling their educational needs which are regulated legally through Law no. 20 of 2003 concerning the national education system. Non-formal education is an effort that is made consciously, deliberately, regularly, and planned which aims to assist students in developing themselves so that people who like to learn are created, can improve lives, and can participate in social activities or community development [10]. Non-formal education is education that is organized in a community environment that functions to develop the potential of students through life skills education, early childhood education, women's empowerment education, literacy education, skills education and job training, and other education. As for the characteristics of non-formal education are; (1) education that takes place in a community environment, (2) there is no age limit in the provision of education, (3) practical learning materials are adjusted to pragmatic needs, (4) education time is relatively short, (5) learning aims to equip participants with knowledge and skills needed in living his life(3). In the implementation of non-formal education which targets adults as well, it also takes into account the principles in the implementation of that education, namely the suitability between education followed by conformity with the need for the education itself.

The Ministry of Social Affairs through the Family of Hope Program (PKH), provides conditional cash assistance or internationally known as conditional cash transfers (CCT), as an effort to reduce poverty in

Indonesia. This program was started in 2008. As for the objectives of PKH in general, it is to increase accessibility to education, health, and social welfare services in support of achieving the quality of life of poor families, while specifically the objectives of PKH; 1) increasing family consumption of PKH, 2) improving the quality of health of PKH participants, 3) increasing the level of education of PKH participants, 4) directing positive behavior change of PKH participants regarding the importance of health, education and social welfare services, 5) ensuring welfare levels are maintained social. The provisions of the community that become PKH participants are poor families (KM) who meet at least one of the following criteria: 1) health component (pregnant/postpartum mothers, children aged under 6 years), 2) education component (elementary school, junior high school, and Senior High School), 3) social welfare component (severe disabilities, elderly 70 years and over). To achieve the goals of the PKH program, participants have rights and obligations as PKH participants. The rights of PKH participants include; get cash assistance that is adjusted to the provisions of the program, get facility services, health, education, social welfare for all family members according to needs, register and get complimentary programs and other poverty reduction synergy [11].

PKH field technical implementers are PKH assistants, who are are tasked with assisting and ensuring PKH participants obtain their rights and carry out their obligations. PKH Facilitators are Human Resources for Social Workers of the Ministry of Social Affairs, who are selected and given education and training related to knowledge and skills in the success of PKH goals. As for the duties and obligations of PKH facilitators are; validating PKH participant candidates, ensuring the distribution of PKH assistance to PKH participants, updating PKH participant data, verifying the commitment (obligations) of PKH participants, implementing P2K2 (Family Capacity Building Meetings), mentoring, and reporting PKH activities based on the task area of each facilitator. P2K2 is a meeting that is held at least once a month, between facilitators and PKH participants. To carry out this P2K2 activity the facilitator groups PKH participants into several study groups (mentoring), usually one group consisting of 20-30 PKH participants, each facilitator usually accompanies 250-350 PKH participants, so approximately every facilitator has 10-15 assisted groups (learning) [12]. This paper aims to provide an overview of the implementation of gender-responsive non-formal education through P2K2 activities.

2. METHOD

The research approach used in this research is a descriptive qualitative study because this research

describes the implementation of gender-responsive non-formal education through P2K2 activities [13]. Data collection was carried out by interviewing, observation, and documentation study techniques [14]. Participants are all parties directly involved in P2K2 activities in Bogor City, namely PKH participants totaling 25,728 families and PKH facilitators totaling 61 people. Sampling using a purposive sampling technique with the consideration that the informant is considered to know the most information about P2K2 activities so that it will make it easier for researchers to explore the social situation under study. Data analysis using stages of reduction, presentation, and concluding. Ensuring the validity of data is carried out through expanding observations, increasing persistence, repeated checking of informants, and triangulation [15].

3. RESULT AND DISCUSSION

Non-formal education is education that is organized in a community environment that functions to develop the potential of students through life skills education, early childhood education, empowerment education. women, literacy education, skills education, and job training, and other education. Non-formal education activities are carried out in several aspects, namely: activity background, activity objectives, costs, time and place of activities, methods, techniques and learning media, tertiary systems, and learning resources [16]. Based on the research results obtained through observation, interviews, and documentary studies of the background of the implementation of the Family Capacity Building Meeting, hereinafter referred to as P2K2, is the provision of understanding to PKH participants about the importance of education and childcare, health, financial management, child protection and care for the elderly and disabilities in the form of structured and ongoing educational interventions. The objectives of P2K2 activities are; increase practical knowledge about health, education and care, economics, child protection, and social welfare, Increase knowledge and understanding of PKH families about the conditions, needs and care needed by the elderly and people with severe disabilities, Build awareness of PKH participants on the importance of fulfilling obligations in the health sector and Education in PKH, Maintain and strengthen positive behavior changes related to education and care, Health, economy, and child protection, Maintain and strengthen positive behavior change related to care and care for the elderly and people with severe disabilities, Improve parental skills in the field of education and care children, health, economy, and child protection, Increase the ability of participants to recognize the potential that exists in themselves and their environment so that they can be used in improving the welfare of families and communities. The funding for P2K2 activities comes from funding from the PKH Organizing Ministry in the

form of the procurement of P2K2 Modules, Smart Books, and Flipcharts, while for implementing special field activities for P2K2 are non-budgeting activities because they are included in PKH implementation.

The time and place for implementing P2K2 activities have several criteria, including; can be easily reached by participants, adequate to accommodate all participants, adequate for presenting and displaying learning materials, not located near crowds that interfere with meetings (streets, markets, schools), held at a time agreed by participants and facilitators, P2K2 can be carried out at facility locations in general, such as meeting rooms in urban village halls, participant houses, schools, and other places by coordinating with related parties.

The learning approach used in P2K2 activities is the Andragogy approach, with group learning methods consisting of 15-30 people per study group. The characteristics of learning activities are flexible, open, and andragogical, and structured [17]. Flexible can be adapted to the situation and conditions in the field, open to receiving input, because participatory learning which involves participants in the implementation of learning, is structured in the delivery of learning material. PKH Facilitators deliver material using varied lecture techniques with learning module guides that have been designated as learning resources, using learning media in the form of flipcharts, short films, and smartbooks, at the end of the session participants will get an assignment to apply the material that has been obtained in everyday life, which will be evaluated at the next meeting. The material presented in P2K2 activities consists of five modules which are divided into 14 sessions with the following descriptions.

3.1. Education and Childcare Module [18]

The education and parenting module consist of 4 sessions, which are as follows:

a. *Session 1: Becoming a better parent*

   1) Parents are good examples for children**;** Attitudes and behavior of parents who are good parents have a positive self-concept, good parents are full of love and do not commit violence.

   2) Father and Mother Work as a Team**;** involve the father in daily upbringing; make joint decisions in carrying out consistently; avoid conflict in front of children

b. *Session 2: Understanding Child Development and Behavior*

   1) Improve children's good behavior; praise the child, give appreciation when the child does good things

   2) Reducing bad behavior in children; the negative impact of physical and non-physical violence on children; various ways to reduce bad behavior in children

c. *Session 3: Understanding How Early Childhood Learns*

   1) Play As a Child's Way to Learn; what is play and the benefits of play for children; take advantage of daily activities at home as an opportunity to play with children

   2) Improve Children's Language Ability; the importance of language skills, various activities to improve children's language skills

d. *Session 4: Helping Children Succeed in School*

   1) The Importance of Early Childhood Education; the benefits of participating in early childhood education activities; identify educational institutions of early age children around the place of residence

   2) Helping Children Succeed in School; help children succeed in school; overcoming children who do not want to go to school

3.2. Financial Management and Business Planning Module [19]

a. *Session 5 Managing Family Finances*: Understand the amount of income and expenditure, compile a budget, and control the budget.

b. *Session 6 Careful in Borrowing Money*: plan debt carefully, chooses where to borrow, save regularly, and choose how and where to save.

c. *Session 7 Starting a Business*: identify business ideas, develop and assess business feasibility, plan business finances, plan marketing, manage business finances

3.3. Health and Nutrition Module [20]

a. *Session 8 The Importance of Nutrition and Maternity Services*; The importance of the first 1000 days of life, the importance of nutrition for pregnant women, examinations for pregnant women, health checks after delivery, ensuring that mothers and babies receive national health insurance services

b. *Session 9 The Importance of Nutrition for Breastfeeding Mothers and Toddlers*; FGD on breastfeeding, complementary foods, and Posyandu, exclusive breastfeeding, complementary foods with breastfeeding,

Posyandu visits, nutrition for breastfeeding mothers

c. *Session 10 Disease in Children and Environmental Health*; Knowing about diarrhea, knowing worms and malaria, the importance of paying attention to personal and environmental hygiene, the importance of healthy latrines.

3.4. Health and Nutrition Module [21]

a. *Session 11 Efforts to Prevent Violence & Misuse of Children;* understanding of children & children's rights, understanding violence and mistreatment, types and examples of violence and mistreatment, early detection of sexual violence, ways of preventing violence in family and society, prevention of violence against children with special needs.

b. *Session 12 Abandonment & Exploitation of Children*; the meaning of neglect, how to prevent neglect of children, as a result of the exploitation of children, preventing exploitation of children

3.5. Social Welfare Module [22]

a. *Session 13 Services for Persons with Severe Disabilities*; definition of persons with disabilities, rights of persons with disabilities, types, and levels of disabilities, services for severe disabilities in the family, services for severe disabilities in society.

b. *Session 14 The Importance of the Well-Being of the Elderly*; definition of the elderly, general conditions and problems of the elderly, principles of serving the elderly, general types/characteristics of the elderly, violence and neglect of the elderly, efforts to improve the quality of services for the elderly.

The study contract was agreed upon at the beginning of the learning activity between the facilitator and PKH participants, including a commitment to participate in P2K2 activities, willingness to learn from each other, the use of learning outcomes in everyday life. The learning resource for P2K2 activities is PKH facilitators who have attended P2K2 education and training organized by the Center for Social Welfare Education and Training covering 165 hours of training.

The learning process begins with fostering familiarity between facilitators and PKH participants to build a conducive learning atmosphere, then delivery of learning objectives, init activities are to deliver the material in the P2K2 module, at the end of the session the companion will evaluate the form of direct questions related to mastery of the material that has been delivered PKH participants.

4. CONCLUSION

Empowerment is a process by which marginalized people such as the poor, minorities, and girls and women become aware of their subordination, and acquire the knowledge and skills they need to analyze and overcome their marginalization [22]. This marginalization is caused by several factors, including gender bias that occurs in the social system. Therefore, gender-responsive empowerment is one of the SDGs goals, namely "achieving gender welfare and empowering women", education is the most appropriate way to achieve these goals, both formally, non-formal and informally by maximizing the collaboration three pillars of education in realizing empowered and quality human resources [23]. The family is one of the basic pillars in the process of manifesting empowered and quality human resources, education in the form of parenting used by parents will affect the formation and development of individuals. One of the activities carried out by the government through the Indonesian Ministry of Social Affairs is providing conditional assistance to poor families called the Family Hope Program (PKH), PKH participants who are housewives, apart from being given financial assistance, are also given guidance to increase knowledge and PKH participants' awareness of the importance of education and health in improving the quality of family life. Coaching is carried out in group meetings that are held every month which is called the Family Capacity Building Meeting (P2K2).

Gender equality in the realm of non-formal education is defined as situations and conditions that provide opportunities for all students to develop self-competence and make choices without being restricted cultural labeling (stereotypes) by rigidly conceptualized [24]. P2K2 activities are a type of adult education within the scope of non-formal education providing insight and knowledge in terms of increasing family capacity to PKH participants who are housewives, both from the aspects of education and childcare, financial management and business planning, family health, and nutrition, child protection, and social welfare. Through the P2K2 activities, PKH participants are given insights and knowledge to cooperate with their husbands in education and childcare and also in improving the family economy through financial management and business planning materials. This is the goal of implementing gender-responsive nonformal education, namely realizing gender relations that are just and equitable in a harmonious and harmonious situation [24].

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