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Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS)



**FOLLOW ON GENDER STUDY FROM USAID
PRIORITAS MID-TERM EVALUATION**

PREPARED BY YULIA IMMAJATI

June 2016

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Follow on Gender Study from USAID PRIORITAS Mid-Term Evaluation
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List of Terms and Acronyms

| | |
|------------------|--|
| ACDP | : Analytical Capacity and Development Partnership |
| APCB | : Access, Participation, Control, Benefit |
| Bappeda | : Regional Planning and Development Board |
| BOS | : School Operational Assistance |
| BP | : Guidance and Counseling |
| BSM | : Scholarships for Poor Students |
| Dikpora | : Office of Education for Youth and Sports |
| EACEA | : Education, Audiovisual, and Culture Executive Agency |
| FGD | : Focus Group Discussion |
| KBM | : Teaching and Learning Activities |
| KEMENDIKBUD | : Ministry of Education and Culture (MOEC) |
| KEMENAG | : Ministry of Religious Affairs |
| KKG | : Teachers Working Groups |
| KKM | : Minimum Completion Criteria |
| KPAI | : Indonesian Child Protection Commission |
| KPPPA | : Ministry of Women's Empowerment and Child Protection |
| KTSP | : School-based Curriculum |
| LAKIP | : Accountability Report on Performance of Government Agencies |
| LKP | : Government Performance Report |
| MGMP | : Subject Teachers Working Groups (Junior Secondary level) |
| MIN | : Public Madrasah - Primary School Level (<i>Ibtidaiyah</i>) |
| MTsN | : Public Madrasah - Junior Secondary School Level (<i>Tsanawiyah</i>) |
| M & E | : Monitoring and Evaluation |
| OECD | : The Organisation for the Economic Cooperation and Development |
| PBM | : Teaching and Learning Process |
| Pondok Pesantren | : Islamic boarding school |
| PRIORITAS | : "Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students". (A Program funded by USAID to improve access to quality education) |
| PUG | : Gender Mainstreaming |
| RENSTRA | : Strategic Plan |
| SATPOL PP | : Local Public Order Agency |
| SD | : Primary School |
| SDN | : Public Primary School |
| SMP | : Junior Secondary School |
| SMP-IT | : Junior Secondary School – Integrated Islamic School |
| UNGEI | : United Nations Girls' Education Initiative |
| UPTD | : District Technical Development Work Units |
| USAID | : United States Agency for International Development |
| UU | : Laws |

Executive Summary

This is a report on the Rapid Study that was conducted as a follow up of the Mid Term Evaluation of the USAID PRIORITAS project. The Study has been conducted to verify the findings of the Evaluation, elaborate possible explanatory factors for the findings and suggest alternatives for addressing the issues in order to achieve better gender equality in academic achievement of boys and girls.

The Study partially supports findings from the mid-term evaluation of USAID PRIORITAS. The Study confirms the first finding of the Evaluation that boys tend to have lower academic achievement than girls. At a closer look, however, there are some differences based on location (urban and rural), type of school (public and religious based schools), level of school (primary and junior secondary schools), as well as grade and class management. **On the second finding** of the Evaluation, the Study has a rather different finding which is that both boys and girls demonstrate equal eagerness to be fully active and engaged in the teaching and learning processes, with boys from urban area, tending to be more dominant, active, and sometimes too assertive (almost aggressive) especially in outdoors and experimental activities. **On the third finding**, the Study partly verifies the Evaluation findings. Female teachers predominate in almost all of the schools visited but finds contrary to findings of the Evaluation, ten out of fifteen schools visited were led by women. However, National Statistics indicate the lower number of female than male school heads in the provinces visited, with the exception of the primary schools in North Sumatera Province, where there are more female school heads.

On the fourth finding of the Evaluation, the Study does find some female representation in leadership positions at District and Provincial government offices. Their number, however, may not be significant. Similar to the third finding, this gender gap is beyond the control of USAID PRIORITAS and needs to be considered as a context and limiting factor rather than as a sign of the Program's lack of achievement. The gender gap signifies community's bias in that teaching is considered a women's domain whilst decision making is men's and may indicate the Government's lack of commitment on gender equality in education in general. Regarding School Committees, the Study confirms the lack of women's leadership with most of the Committees chaired by men. The USAID PRIORITAS can play a role to change this through the community-based management program.

On the fifth finding of the Evaluation, the Study maintains that it is not the lack of local content of the Module that USAID PRIORITAS team needs to pay attention on, but rather to focus on the follow up of training through supervision and mentoring on gender issues. These are essential for ensuring school heads and teachers understand the how to integrate gender equality concerns in their day to day school management and activities. Through these, teachers can be monitored to the extent that they are identifying and addressing issues relevant to their local context. The Module itself is a nation-wide generic module and not confined to specific local context.

The Study identifies seven possible explaining factors for the lower academic achievement of boys than that of girls. The first relates to the different interests and aptitudes of boys and girls. Boys, in comparison to girls, spend more time on leisure (often playing online games), preferring outdoor activities as well as physical and mind challenging activities (such as sports and experiments), and are less interested in activities that require patience (such as reading and report writing). **Second, the psychological and physical development of boys and girls are different.** Teachers observe that girls, especially in the earlier grades, are usually more mature (more independent and responsible) than boys. This gradually changes as boys become as equally mature as girls in the higher grades. In some cases, such as in urban areas of Medan, boys are considered by teachers to be more dominant than girls in school and classroom activities.

Third, support from adults' (parents' and elder siblings') companions (tutors) during after hours' study time is important. Both boys and girls admit to having more enthusiasm for doing their homework if accompanied by either their parents or elder siblings. They do not always expect parents to help with their homework but, at least, to provide them with some non-disruptive space and time (not being asked to go to small stall for simple groceries, taking care of their younger siblings, or watching parents being busy with their favorite telenovelas, whilst they are doing homework). **Fourth, parents' awareness on their responsibilities of their children's education is important.** Most teachers raised concerns about parents' tendency to rely entirely on schools for their children's education. Teachers perceive this as an unfair division of responsibilities. Parents' support is needed to provide an enabling environment at home. Teachers observed that helpful and cooperative children are those from happy and supportive families.

Fifth, the socio-cultural and economic contexts on specific gender issues for girls and boys differ in rural and urban areas. This is closely linked with the third and fourth factors. In rural areas of Bantaeng District, South Sulawesi Province, for example, boys are expected to engage in productive activities (making bricks, offshore fishing, and post seaweed harvest activities) to help their poor parents earn money. They are also expected to take care of the family's animals. This results in boys spending longer hours on productive activities with their parents and less time and energy on study than girls, who are often responsible for helping parents with their domestic tasks (cleaning, cooking, washing dishes, doing laundry, taking care of younger siblings, and fetching water). Rural boys, however, are considered by their teachers to be more responsible and disciplined at school in comparison to urban boys. **Sixth, teachers' ability to identify and address gender equality concerns needs to extend beyond having a mixture of boys and girls in group discussions.** The initial gender training from USAID PRIORITAS team has been beneficial. But further support is required especially in understanding, identifying and responding to gender specific needs of girls and boys, as well as different types of gender discriminations that children face at school and home. **Seventh, there is an absence of relevant and appropriate government policies on gender equality in education at local level.** This is resulting in a lack of support for teachers to adopt more gender responsive teaching and learning processes.

Some school heads and their School Committees are alert to and paying attention to the gender gap, but some are not. In all cases they were grateful for having the initial findings shared by the Study Team and starting to strategize as to how to respond to them. Most of school heads immediately started planning to develop measures for schools' monitoring and response mechanism regarding gender issues. The same also applied to the local Governments in the areas visited, especially Bantaeng District who are taking the working children issue seriously and relating it with the District's policy on Bantaeng being a 'child friendly district'. USAID PRIORITAS could use this as an opportunity to strengthen their gender capacity.

The fact that USAID PRIORITAS is praised by teachers, school heads, parents, school committees and local Governments, is an important asset for gender capacity building. School partners value USAID PRIORITAS for better equipping schools with the tools and skills to implement active and participatory learning. These local partner are hoping for more support for capacity building in good parenting that is gender sensitive and responsive.

There are several lessons learned including program and policy implications from the Study, which should be taken into account to help close the gender gap in students' academic achievement. The lessons learned includes the importance of gender equality in teaching and learning, teacher's competence in identifying gender specific needs and gender based discrimination, the need to develop children's characters, and the need for supportive government programs and policies. The policy implications include the need for enhancing support from the District Education Offices, especially school supervisors, increasing the professional commitment of teachers and their awareness of differing individual student needs, capacity building (for school heads and teachers, school committees, and parents) on good parenting, establishing and developing gender focal points and networking, and developing a gender discrimination tools or at least a simple check list for teachers.

I. Introduction

Gender is a cross-cutting issue of concern to USAID PRIORITAS as it encourages the creation of equal opportunities for both male and female students to develop their talents and abilities in their respective schools. Efforts have already been made by USAID PRIORITAS to ensure that gender is a consideration during the implementation of teaching and learning and policies in schools, including the development of a special unit in the Training on Good Practices Module II, Unit 7, pertaining to Gender in Schools. This



Creating equal opportunities for both male and female students at schools.

Module is used to train district facilitators who then train teachers and school principals in the areas where the partners of USAID PRIORITAS are being assisted.

The Mid-Term Evaluation of the USAID PRIORITAS Program, conducted in February 2015, encountered several issues related to the differences in academic performance between male and female students. These were: (1) the performance/achievement of male students is lower than that of female students; (2) female students are more active in the learning process as is evident from them being more active when carrying out tasks in a group than the male students who often just spectate; (3) there are more female teachers than male ones, but more male school principals than female ones; (4) there are no women in leadership roles at District or Provincial level or on School Committees; and (5) the training module on gender [Training on Good Practice Module II, Unit 7 on Gender in Schools] does not yet reflect the differences in culture in the various regions. Some of the above findings are consistent with findings in other countries, both developed countries or developing countries. In the countries of Europe, for example, female students often have academic achievement that is much better than males who dominate the statistics for school dropouts or absenting themselves from classes (OECD, 2011; Shepherd, 2010).

Several issues related to gender gaps were encountered during the Evaluation and these underlie this Gender Follow Up Study which represents a rapid assessment to address the five objectives of this study. The study sought to verify the Evaluation's findings as well as exploring issues that could support these findings. This Follow Up Study was conducted during the period January to April 2016 by taking 15 primary schools (SD) and junior high schools (SMP) in three Districts/Cities in three provinces considered to represent rural and urban areas in Java and outside Java, namely Medan City, North Sumatra Province; Semarang District, Central Java Province; and Bantaeng District, South Sulawesi Province (see Table 2). Data and information were collected through a review of documents and literature, a series of Focus Group Discussions (FGD), structured interviews, and classroom observations involving 76 key informants (36 females, 40 males) including key staff from

Bappedda, the Department of Education and the Office of Religious Affairs at District/City level, along with school principals, school committee members, parents/guardians, and 177 classroom teachers and subject teachers (121 females, 56 males), and 151 students from Grades 4 to 9 (76 males, 75 females¹).

Being a rapid assessment, the findings of this Follow Up Study cannot be generalized for the whole of basic education in Indonesia. This study is more about giving an initial overview that needs further elaboration with deeper study to look at the levels of significance. This is because, as already mentioned, the sample size is limited and not large enough to represent the entire 223,721 schools and madrasah at primary and junior high school level in Indonesia (comprising 171,950 SD/MI – primary – and 51,771 SMP/MTs – junior secondary schools). USAID PRIORITAS partner schools in 50 partner districts number 1,284 (comprising 883 SD/MI and 401 SMP/MTS).

This study report is divided into four parts. The first part is the introduction which explains the background of the study. The **second part** focuses on Objectives and Study Methods, where the five specific objectives of the study and the research methods used are presented. The **third part** contains the results of the study that answer its five specific objectives: (1) to verify the findings of the Mid-Term Evaluation Team and other issues that support the findings; (2) to identify the various possible causes; (3) to identify the various possible effects and implications; (4) to identify various alternative solutions; and (5) to identify the key issues as input for the improvement of the Training on Good Practice Module II's unit on Gender in Schools using local content. It is important to note that Objective 1 and 2 are described in sub-section A (Mid-Term Evaluation Team) and B (possible causes). Objective 5 is described in sub-section A point 5 on Training on Good Practice Module II Unit 7 on "Gender in Schools", whereas Objective 3 and 4 are described in part 4 (Lessons Learned and Implications). **Part Four** describes the various conclusions in the form of lessons learned and the implications for the USAID PRIORITAS program and other such programs in the future.

¹ The total number of female students was actually the same as for males but reduced by one because one girl was not allowed by parents to participate because they had already picked her up as they had another event afterwards and there was no one to pick up their child if she were to be involved FGD.

II. Objectives and Methods of the Study

A. Study Objectives

Broadly speaking, the purpose of this study is to obtain further explanation of, or responses to, the findings of the Evaluation and various possible alternative solutions that can be used to achieve equality between the achievements of male and female students.

Specifically, the objectives of this study were as follows:

1. To **verify** the findings of the Evaluation Team and explore other issues that may support these findings.
2. To look for **a range of possible causes of the problems** identified by the Evaluation Team, including gender relations between students, teachers, school principals themselves, and between the students and teachers, students and principals, as well as the power relations between the school principal and teachers.
3. **To identify the various possible effects and implications** of the problems.
4. **To identify various possible alternative solutions** that could be implemented by the project and make recommendations to the Indonesian government, particularly the District Education Offices in the areas USAID PRIORITAS operates, along with the Ministry of Education and Culture and the Ministry of Religious Affairs, in order to improve the situation.
5. **Identify the key issues as input for the improvement of the Training on Good Practice** Module II, Unit 7 on Gender in Schools using local content.



Male and female students participate equally in the learning activities.

B. Study Methods

This study has adopted the “three arenas” gender mainstreaming strategy approach used by Sarah Murison (2002) which has been adapted to a logical and comprehensive approach to the teaching and learning system, with its focus on the students. What is meant by a logical knowledge system is the entirety of the learning elements (materials, objectives and strategies for learning, teachers, and students) having its foundation based on reasoned thinking. What is meant by a comprehensive learning system is the entirety of the aforementioned learning elements having relevance to achieving learning goals, namely the establishment and improvement of scientific behavior, social behavior, and the development of a sense of curiosity as stipulated in Ministry of Education and Culture Regulation (Permendikbud) No. 103 in 2014.

Both approaches are seen as a series of inputs, processes and outputs where students are inputs while simultaneously being the main targeted output. The synergy of the “three arenas” gender mainstreaming strategy approach and the Logical and Comprehensive Learning System is influenced by the methods and approaches used by teachers as well as within the social, economic and cultural context of the community and the families of the students.

The meaning of input here includes the availability and quality of the human resources of both education providers and education implementers, as well as the facilities and infrastructure required. Within the above framework, the input comes under organization. The curriculum, in accordance with Law No. 20 of 2003 pertaining to the National Education System, is understood to be a set of plans and arrangements regarding the objectives, content and learning materials and how (i.e. strategies, methods, media/aids, evaluations and follow-ups) these are used to guide the implementation of teaching and learning activities to achieve specific educational objectives. Included in the strategies and methods is the organization of classes. Thus the curriculum has two dimensions, namely (a) the planning and the setting of the objectives, content and learning materials, and (b) the methods used during learning activities.

Education providers are all the institutions responsible for implementation at the District/City level, namely the Offices of Education, the Offices of Religious Affairs, as well as Bappeda which is responsible for the District/City development plan of which education forms one of the key components. **Education implementers are the school principals, teachers, school committees and the students themselves.**

The process focuses on the teaching and learning processes in which teachers and students are actively involved for the achievement of learning objectives. This is influenced by the quality of human resources that includes abilities, interests, motivations, behaviors, habits, and especially for students, also includes their level of maturity, talents and needs.

The output of the teaching and learning process is academic performance which includes achievements/academic scores, along with the self-reliance, activeness and leadership skills of students. Student performance in terms of self-reliance, activeness and leadership was examined through observation of lessons. Efforts to achieve equality of access, participation, control and benefits (APCB) during lessons were seen in the grouping of students, interactions during the lessons, and the dynamics in the learning activities and student groups.

The integration of gender equality into the series of inputs, processes and outputs is an effort to achieve equality of APCB between female and male students in order to achieve equality in their academic achievement. The tendency towards lower APCB for male students in terms of the educational resources available compared to female students, as indicated by the Mid-Term Evaluation conducted by USAID PRIORITAS, is an output that involves the learning processes, which cannot be separated from the availability of adequate inputs.

The entire series of inputs, processes and outputs are located in the external context or surrounding environment, which consists of social, economic and cultural aspects as well at the level of individuals, households/ families, and communities. Elaboration of the whole sequence of inputs, processes and outputs, along with the context, will not only help explain the low academic achievement of male students compared to female students, but will also help to explore local uniqueness as an input to the Training on Good Practice Module II Unit 7 on Gender in Schools. The study was conducted through a review of the literature and documents, structured interviews, classroom observations, and Focus Group Discussions (FGD).

Table 1: Data, Sources of Data and Methods.

| Data | Data Source/ Key Information | Method |
|--|---|--|
| <ol style="list-style-type: none"> 1. Gender issues in education: various international studies on lessons learned and best practices 2. Policies and regulations related to improvement of the academic performance of the students and implementation: <ol style="list-style-type: none"> a. Types of policies and regulations b. Implementation (achievements, enabling factors, inhibitors and challenges ahead) 3. The number and proportion of teachers by gender and educational background in the district, sub-district and village 4. The number and proportion of students by gender 5. Students' performance | <ul style="list-style-type: none"> • Research reports, articles, reviews, assessments and M&E from other countries • Reports (program reports, assessments, reviews or M & E) • Key Informants (education officials working on the basic curriculum, and the Gender Mainstreaming working group (PUG) in MONE and MORA, KPPPA, officials and managers of Basic Education at the District Development Planning Agency). • Strategic Plan of the District Education Office (most recent) • Government Performance Report (PPR) or the Accountability Report on Performance of Government Institutions (LAKIP) for the Department of Education at district level for the last three years, if any, and if not, for the previous year. • Performance Reports from District Technical Development Working Units (UPTD) for the last three years, if any, and if not, for the previous year. • Annual School Reports (previous year) • Monthly school reports (last 6 months) • Data from education providers and implementers: The Department of Education (heads of program sub-sections) • Monthly school reports (last 6 months) and statements on classroom teachers reports related to Portfolios, Topics, and recapitulation of learning by students | <ul style="list-style-type: none"> • Literature & document review, • Structured interviews |
| <ol style="list-style-type: none"> 6. Commitment of providers and implementers <ul style="list-style-type: none"> • Forms & embodiment of commitment • Factors giving impetus and causing impediments • Capacity of educational workers: motivation, awareness, and commitment | <ul style="list-style-type: none"> • Key informants and participants: those delivering education (school principals, classroom teachers, subject teachers, school committees, the Subject Teachers Council (MGMPs), Teachers Working Groups (KKG), female & male students | <ul style="list-style-type: none"> • Structured interviews • FGD |
| <ol style="list-style-type: none"> 7. Interaction in learning: awareness, foresight, and the teacher's response to the dynamics of interaction | <ul style="list-style-type: none"> • Respondents and key informants (teachers, female students, male students, combined female & male students). • Observations | <ul style="list-style-type: none"> • FGD • Classroom observation |

| Data | Data Source/ Key Information | Method |
|---|--|--|
| <ul style="list-style-type: none"> Teacher interaction with female & male students Female and male interaction between students | | |
| 8. Female and male student academic performance: further elaboration in subject areas and level of study | <ul style="list-style-type: none"> Respondents and key informants (as above) Reports on academic achievement Reports of classroom teachers and subject teachers | <ul style="list-style-type: none"> FGD Document review |
| 9. Social & economic background of families 10. Roles and responsibilities within families 11. Expectations and preferences of parents | <ul style="list-style-type: none"> Key informants: teachers, school committees, parents/guardians FGD participants: female and male students | <ul style="list-style-type: none"> FGD Structured interviews |

Data were collected from 15 partner schools from three Districts in three Provinces (South Sulawesi, Central Java and North Sumatra) along with the education providers in those three selected Districts which represented urban and rural areas in Java and outside Java. The three Districts chosen were Bantaeng (South Sulawesi Province), Semarang District (Central Java Province) and Medan City (North Sumatra Province). In each of the three selected Districts and Cities, five schools were visited: 2 primary schools (SD), 1 Islamic primary school (MI), 1 junior high school (SMP) and 1 Islamic junior high school (MTs). These schools were selected based on their locations and their willingness to be visited by the Study Team.

Table 2: List of USAID PRIORITAS Partner Schools Visited and Number of Key Informants & FGD Participants

| List of Partner Schools Visited | | | | Number of Participants | | | | | |
|---------------------------------|--|--------------------------|------|------------------------|-----------|-------------|-----------|-------------|-----------|
| | | | | Structured Interviews | | Teacher FGD | | Student FGD | |
| District/ City | Name of School or Institution | Name of School Principal | M /F | M | F | M | F | M | F |
| Bantaeng District | 1) MIS Ma'arif Bakaraya | Bahraeni SPd | F | 1 | 2 | 5 | 7 | 5 | 5 |
| | 2) SD INPRES Pullauweng | Nihais SPd | M | 2 | 1 | 4 | 12 | 6 | 6 |
| | 3) MTS Muhammadiyah | Dra Haji Aidah Pakkanna | F | 3 | 2 | 6 | 8 | 5 | 5 |
| | 4) SMPN I Pajukkukang | Drs Abdullah Gaffa | M | 4 | 0 | 5 | 10 | 5 | 5 |
| | 5) SD N 7 Letta | Rosbiah SPA | F | 3 | 2 | 5 | 14 | 5 | 5 |
| | 6) District Government | (See Appendix 2) | - | 3 | 0 | - | - | - | - |
| | Sub-Totals: Key Informants & FGD Participants | | | | 16 | 7 | 25 | 51 | 26 |
| Semarang District | 7) SDN Sumowono | Drs Ujjianto | M | 4 | 2 | 3 | 5 | 5 | 5 |
| | 8) SDN Tengaran | Sarsono SPd | M | 3 | 2 | 4 | 9 | 5 | 5 |
| | 9) SMP Islam Terpadu Nurul Islam | Sunarto SAg | M | 3 | 2 | 6 | 4 | 5 | 5 |
| | 10) MTs AL Munawar | Ayun Mardiyah, SPdI | F | 3 | 4 | 4 | 10 | 5 | 5 |

| List of Partner Schools Visited | | | | Number of Participants | | | | | |
|---|--|----------------------------|------|------------------------|-----------|-------------|------------|-------------|-----------|
| | | | | Structured Interviews | | Teacher FGD | | Student FGD | |
| District/ City | Name of School or Institution | Name of School Principal | M /F | M | F | M | F | M | F |
| | 11) MI Klero | Aynun Mardiyah, SPd | F | 1 | 3 | 3 | 4 | 5 | 5 |
| | 12) District Government | (See Appendix 2) | - | 2 | 4 | - | - | - | - |
| | Sub-Totals: Key Informants & FGD Participants | | | 16 | 17 | 20 | 32 | 25 | 25 |
| Medan City | 13) SMP 16 | Dra Irnawati MM | F | 0 | 3 | 0 | 10 | 5 | 5 |
| | 14) SDN 060843 | Erna Julia, SPd | F | 1 | 2 | 0 | 9 | 5 | 5 |
| | 15) SDN 064973 | Linceria, SPd | F | 2 | 2 | 2 | 9 | 5 | 6 |
| | 16) MIN Medan | Nuraisah Rahma Siregar MIS | F | 0 | 4 | 5 | 5 | 5 | 4 |
| | 17) MTs N 2 | Dra Nursalimi Mag | F | 2 | 1 | 4 | 5 | 5 | 4 |
| | 18) District Government | (See Appendix 2) | - | 3 | 0 | - | - | - | - |
| | Sub-Totals: Key Informants & FGD Participants | | | 8 | 12 | 11 | 38 | 25 | 24 |
| Total Key Informants & FGD Participants in all Districts/ Cities | | | | 40 | 36 | 56 | 121 | 76 | 75 |

The data are grouped into the main data and supporting data. The main data were obtained from the providers and, especially, from the education implementers at the district, sub-district and school levels. The supporting data were obtained from education providers at the district, provincial and national levels. Not all the supporting data were expected to be received during the period when the field research was conducted. Data on students' performance scores in the last semester, for example, could not always be obtained for various reasons, so the data presented are samples from several schools and higher grades (5 or 8) to support the results of the interviews and focus group discussions.

III. Results of the Study

The Study Results are presented to answer the five Study objectives: (1) to verify the findings of the Mid-Term Evaluation Team and other issues that support the findings; (2) to identify the various possible causes; (3) to identify the various possible effects and implications; (4) to identify the various alternative solutions; and (5) to identify the key issues as input for the improvement of the training on Good Practice Module II's unit on Gender in Schools using local content.

Please note again that this third part covers Objective 1 and 2 are described in sub-section A and B, and Objective 5 is described in section A point 5. Meanwhile Objective 3 and 4 are not described here but in section IV following this on Lessons Learned and Implications.



Both male and female students should work together in the classroom to reach equal achievements.

A. Verification of the Findings of the Mid-Term Evaluation Team & Other Issues that Support the Team’s Findings

The results of the verification of the Study are explained thematically by following the key findings of the Mid-Term Evaluation. The five key findings of the Evaluation Team that are verified in this study are: (1) the performance of male students is lower than that of female students; (2) female students are more active in the learning processes, as is evident from them being more lively when carrying out tasks in a group, than the male students who often just spectate; (3) there are more female teachers than male ones, but more male school principals than female ones; (4) there are no women in leadership roles at district or provincial level or on school committees; (5) the gender training module does not yet reflect the differences in culture in the various regions.

1. Performance of male students is lower than that of female students

In general, according to the Evaluation results, the academic performance of male students is lower than female students. In almost all schools, most students who were among the top five (according to the highest average scores) were female. This can be seen from the students who ranked in the top five in several examples (schools) in the table below. Moreover, interviews with school principals and school committee members, and FGDs with teachers also indicated that female students more often represent schools in scientific competitions.

Table 3: Students in the Top Five in the Schools Observed

| School | District | Class | Student Name | M/F |
|---------------------|------------|-------|--------------------|-----|
| SD Inpres Pullaweng | Bantaeng | 6 | Dini Fitira Liana | F |
| | | | Isna Ananda Putri | F |
| | | | A Habullah Putri | F |
| | | | A Arini Suanda | F |
| | | | A Sri Rahayu | F |
| SDN 7 Letta | Bantaeng | 5 | Elsya Wahyuningsih | F |
| | | | Aulia Gina M | F |
| | | | Dwi Pratiwi | F |
| | | | Muh Zaki Walikra | M |
| | | | Alya Sahrini | F |
| SD Medan | Kota Medan | 6 | Ella Sefrila | F |
| | | | Arba Anisa | F |
| | | | Rahmad Fauzi | M |
| | | | Vidya Afi Octavia | F |
| | | | Ranziansyah | M |

Source: Secondary Data, Classroom Teachers Grade Reports, 2016.

But if you look more closely, there are differences based on region, type of school, school level, as well as classes and class management. These four factors determine the gender gap for males, when females are superior to males, and there is a gender gap for female students, when males are superior to females (Table 4).

a) Area

By region, achievements and activity levels of males that are lower than those of females (also referred to as the gender gap for males in terms of achievement/academic achievement and activeness of students) were generally found in schools in the urban areas featured in this Study, that is in the urban areas of the Districts of Semarang, and Bantaeng, and in Medan City. Gender gaps for males in general were found in schools located in urban areas where male students tend to dominate the interaction in the classroom but they lacked a sense of responsibility regarding the completion of tasks, they were less serious about learning, and they spent more time playing. This is in contrast to rural areas where male students showed more responsibility regarding the completion of tasks and more seriousness about learning. FGDs and interviews showed that this happens because they are driven by the awareness that they have to split their time between their responsibility to help their parents in productive roles (going fishing at sea, tying harvested seaweed, making bricks) and domestic chores which are actually an extension of the productive roles (caring for livestock and fetching water).

b) Type of School

According to the type of school, gender gaps for male students appear in both primary and junior high schools as well as faith-based schools (Islamic primary and junior high schools) where gender segregation is not overemphasized. Madrasah Al Manar (Semarang District), for example, is a madrasah where its students reside in dormitories (*pesantren*). The school, although *pesantren*-based, does not have strict gender segregation as usually applied in *pondok pesantren* (boarding schools). In the teaching and learning activities in the classroom, when grouping for tasks is used and for leadership roles in the school (such as ceremonial commander or head of a group), students have the same opportunities. Once students start the *pesantren* activities (which run from 2 pm to 10 pm), they have enforced segregation. The dormitories for the male and female students are quite far apart and each has a man or a woman in charge of the dormitory. Contact between male and female students is allowed, as long as within the bounds of reasonableness.

Gender gaps for women appear in religious schools where gender segregation is quite rigid or detailed and strictly applied, as happens in the Integrated Islamic Junior Secondary (SMP Islam Terpadu) school in Semarang District. In addition to male and female students' dormitories being separated, segregation is also carried out in the classroom during lessons, and there is a lack of opportunities for female students to take on leadership roles in activities at the school level (e.g. female students are not allowed to attend the flag raising ceremony that is conducted every Monday morning), as well as segregation in the arena of activities. Male and female students are not allowed to make physical contact or eye contact. Because the chances to take on leadership roles in the school are being given to male students, they have the opportunity to develop more than female students.

c) School Level

In terms of school level, regarding performance/achievement, activeness and leadership, the gender gap for male students is more visible in primary schools (SD/MI) than in junior secondary schools (SMP/MTs) in which there is a tendency towards gender equality. The exception was seen in the Integrated Islamic Schools where gender segregation is applied strictly in a detailed and rigid way. For self-reliance, the gender gap for males tends to be found in SD/MI and then diminishes towards equality at the SMP/MTs level.

d) Classes and Classroom Management

With regard to classes and classroom management, in terms of academic achievement/grades attained, self-reliance and leadership, the gender gap for males appears in the early grades (1 to 3) at SD/MI and tends to decrease in the higher grades (4 to 9) in SD/MI and SMP/MTs. In terms of activeness, the gender gap for males generally occurs in almost all grades (1 to 9), especially in subjects that do not require physical activity or thinking, or those which are more oriented towards requiring students to sit and listen and take notes. The gap for female students, by contrast, appears in the subjects that require a lot of physical exercise such as Physical Education and Health (PE). An exception was observed in the Integrated Islamic school, where the gender gap is experienced by female students because of gender-based restrictions adopted by the school.

Table 4: Gender gaps according to key issues and characteristics of schools

| Key Issues | Area | Type of School | Level of School | Class & Classroom Management |
|--|--|--|--|---|
| Grades achieved / Academic Achievement | <ul style="list-style-type: none"> Negative gender gaps² for males is more marked in the schools that are in urban areas (Districts of Semarang and Bantaeng) and urban-slums (Medan District) Negative gender gaps for females occurs more in schools located in rural areas (especially the Emeresa Sub-district - Bantaeng District) | <ul style="list-style-type: none"> Gender gaps for males, are less marked in public SD/SMP schools (primary and junior high) or faith-based schools (MI and MTs) where gender segregation is not overemphasized. Gender gaps for females can be seen in religious schools where gender segregation is enforced fairly rigidly resulting in more opportunities for male students to develop than female ones. | <ul style="list-style-type: none"> Gender gaps for males are more visible in SD / MI than in SMP / MTs. Greater gender equality is found in SMP / MTs. | <ul style="list-style-type: none"> Gender gaps for males are more visible in the early grades (1-3) in SD / MT than in the higher grades. Gender gaps for males begin to decrease in higher grades (4-9) in SD / MI and SMP/MTs. |
| Activeness | <ul style="list-style-type: none"> Gender gaps for males are commonly found in schools in urban areas where generally male activeness is limited to lessons which requires physical activity (Semarang District, Medan City, in the city in Bantaeng District), and for females in schools in rural areas where male students demonstrate more liveliness in lessons in groups or individually (rural areas of Bantaeng District) | <ul style="list-style-type: none"> Gender gaps for males are less marked in public SD/SMP schools as well as MI and MTs (Madrasah, either pure or boarding school-based), where there is some gender segregation but it is not overly rigid. Gender gaps for females appear in MI and MTs that apply more rigid gender segregation where males have more opportunities to develop than females (public faith-based schools / integrated Islamic schools) | <ul style="list-style-type: none"> Gender gaps for males are found in SD / MI than in SMP / MTs Gender gaps for females are found in faith-based schools where gender segregation is applied rigidly | <ul style="list-style-type: none"> Gender gaps for males are common in almost all grades (1-9), except for the integrated Islamic schools. Gender gaps for males occur above all in subjects that do not require thinking activities and, especially, that are more demanding for students in terms of listening and taking notes. Gender gaps for females occur mainly in the subjects that require physical activity by students (such as PE). |

² Gender gaps refer to negative performance of the group referred to. For example, gender gaps for males refers to lower performance of males compared to females.

| Key Issues | Area | Type of School | Level of School | Class & Classroom Management |
|---------------|---|---|--|--|
| Self-Reliance | <ul style="list-style-type: none"> Gender gaps for males are generally found in schools located in urban areas where boys appear to lack a sense of responsibility regarding completion of tasks, are less serious about learning, and spend more time playing. Gender equality is generally found in urban-rural areas where boys show more responsibility regarding completion of tasks and seriousness about learning. | <ul style="list-style-type: none"> Gender gaps for males generally appear in public schools (SD/SMP) as well as in faith-based schools (Madrasah), except in public faith-based schools (integrated Islamic schools) where male students show more responsibility regarding completion of tasks and seriousness about learning than male students in other schools | <ul style="list-style-type: none"> Gender gaps for males generally more often appear in SD / MI than SMP / MTs | <ul style="list-style-type: none"> Gender gaps for males more commonly appear in early grades in SD / MI (grades 1-3) where female students are more independent than male ones. Gender gaps for males are reduced as the level of the class increases and in lessons that require activeness by participants. Gender gaps for males tend to remain in lessons that require less physical liveliness and more thinking. |
| Leadership | <ul style="list-style-type: none"> Gender gaps for males are generally found in schools located in urban areas where boys appear to lack a sense of responsibility regarding completion of tasks, and are less serious about learning, and spend more time playing. Gender equality is generally found in urban-rural areas where boys show more responsibility regarding completion of tasks and seriousness about learning. | <ul style="list-style-type: none"> Gender gaps for males generally appear in SD and MI. Gender equality generally has begun to appear in SMP and MTs. Gender gaps for females appears in public faith-based schools where gender segregation is applied fairly rigidly (integrated Islamic schools) | <ul style="list-style-type: none"> Gender gaps for males are generally found in SD and MI. Gender gaps for males are reduced at the SMP level, except in public faith-based schools where there are gender gaps for females. | <ul style="list-style-type: none"> Gender gaps for males more commonly appear in early grades in SD / MI (grades 1-3) where female students are more likely to be independent than male ones. Gender gaps for males are reduced as the level of the class increases and where there are learning methods that require activeness by participants. Gender gaps for males tend to remain where the learning methods require less physical liveliness and more thinking. |

Source: Primary Data, 2016. Obtained from all data gathered from (a) Structured interviews with school principals, classroom teachers and MGMP, (b) classroom teachers FGDs, subject teachers FGDs and students FGDs (c) Classroom observation.

2. *Female students are more active in lessons compared to male students*

Verification for the second set of findings of the Mid Term Evaluation was conducted through classroom observation by examining three main points, namely the grouping of students, interaction during lessons, and group dynamics. The study found that the groupings used were generally heterogeneous, with gender issues being one of the considerations (Table 5). All schools in the rural areas (100%) used heterogeneous grouping, but the percentage was lower in schools in urban areas (80%). Exceptions occurred in classes where the number of male and female students were not balanced, and the school that implemented segregation by gender strictly (the Integrated Islamic SMP, Semarang District).



Opportunities to actively participate in the classroom should be equally given to both male and female students.

In contrast to the Evaluation findings, this study found that, overall, most of the classes observed displayed similar activeness among female and male students. This can be seen from the percentage of interactive classes (53%), which are classes where there was reciprocal interaction between teachers and students, both male and female. If looked at more closely, there was a difference between urban and rural areas. In rural areas, there were as many classes that are interactive (50%) as there were classes that are not interactive (50%), which are classes that do not have reciprocal interaction between teachers and students and have a one-way approach to learning in which teachers explain and students listen and take notes. Meanwhile, in urban areas, there were more interactive classes (50%) than non-interactive classes (20%) and quite interactive (30%).

The percentage of classes where female students were more active was lower than those where male students were more active. It can be seen from the lower percentage of classes in the category Quite Interactive - Females (7%), which are classes that have reciprocal interaction between teachers and students but with more attention paid to female students so they are more active than male students, compared with the classes in the category Quite Interactive - Males (13%), which were classes that had a reciprocal interaction between teachers and students but with more attention paid to male students so they were more active than female students. More active male students were found in urban areas where the classes in the category Quite Interactive - Males (20%) were more than twice as numerous as the classes in the category Quite Interactive - Females (10%).

The greater activeness seen in male students than in female ones was reinforced by the observational data on the dynamics of the groups which showed a tendency towards domination by male students in group activities. This was apparent from the classes that are in the category Quite Active - Males (40%), that is to say, the classes where the majority

of students were actively working on group tasks and individual tasks within the group, but with a tendency towards them being dominated by male students.

Table 5: Results of Classroom Observation Regarding Interaction in Learning Activities, Grouping of Students, and Group Dynamics

| Indicator | Category of Indicator Scale | Number | | | Percentage | | |
|---|-----------------------------|-------------|--------------|-------|------------|-------|-------|
| | | Rural (N=4) | Urban (N=10) | Total | Rural | Urban | Total |
| Grouping of Students ¹ | Heterogeneous | 4 | 9 | 13 | 100% | 80% | 87% |
| | Semi Heterogeneous | | | 0 | | | 0% |
| | Semi Homogeneous | | 1 | 1 | | 10% | 7% |
| | Homogeneous | | 1 | 1 | | 10% | 7% |
| | Sub Total | 4 | 11 | 15 | 100% | 100% | 100% |
| Interaction in Learning Activities ² | Interactive | 2 | 6 | 8 | 50% | 50% | 53% |
| | Quite Interactive - females | | 1 | 1 | | 10% | 7% |
| | Quite Interactive - males | | 2 | 2 | | 20% | 13% |
| | Not Interactive | 2 | 2 | 4 | 50% | 20% | 27% |
| | Sub Total | 4 | 11 | 15 | 100% | 100% | 100% |
| Group Dynamics ³ | Active | 2 | 2 | 4 | 50% | 20% | 27% |
| | Quite Active - females | 1 | 1 | 2 | 25% | 10% | 13% |
| | Quite Active - males | | 6 | 6 | | 50% | 40% |
| | Not Active | 1 | 2 | 3 | 25% | 20% | 20% |
| | Sub Total | 4 | 11 | 15 | 100% | 100% | 100% |

Source: Primary Data, 2016. Calculated by the Research Team

Notes:

¹Grouping of Students based on Head of Statistics Regulation No. 37 / 2010 pertaining to the classification of Urban and Rural Areas in Indonesia, Books I, II and III.

²**Interactive** = there is maximum interaction between teachers and students (including both male and female students); **Quite Interactive - females** = there is interaction between teachers and students, but less than the maximum because of the teacher's tendency to pay more attention to female students; **Quite Interactive - males** = there is interaction between teachers and students, but less than the maximum because of the teacher's tendency to pay more attention to male students; **Not Interactive** = there is no interaction, instead the teaching-learning model is one way in which the teacher explains and students listen and take notes.

³**Heterogeneous** = grouping of students is based on considerations of gender, academic ability, their activities and the leadership skills of students; **Semi-Heterogeneous** = grouping of students is conducted with an emphasis on considerations other than gender, resulting in Heterogeneous and Homogeneous groups simultaneously in the classroom, with a larger number of heterogeneous groups; **Semi-Homogeneous** = grouping of students is conducted with an emphasis on considerations other than gender, resulting in Heterogeneous and Homogeneous groups simultaneously in the classroom, with a larger number of homogeneous groups; **Homogeneous** = grouping is done without considering gender and one of the three other criteria.

⁴**Active** = All students are active in discussions and in completing group and individual tasks without the domination of one party; **Quite Active - females** = the majority of students are active doing group and individual tasks in their groups where female students are dominant (F); **Quite Active - L** = the majority of students are active doing group and individual tasks in their groups where male students are dominant (M); **Not Active** = The majority of students are not active when doing group and individual tasks.

The above percentage was well above the percentage for the classes in the category Quite Active - Females (13%), which are the ones where the majority of students were active in working on their group and individual tasks in their groups with a tendency for them to be dominated by female students. This was especially true in urban areas.

From the interviews, focus group discussions and classroom observations, it appears that the interaction and group dynamics in lessons still allowed both male and female students to be actively involved and feel engrossed in lesson activities, especially in urban areas. Male students in urban areas tended to be aggressive in dominating lesson activities, but their academic performance was not necessarily better than female students. Some schools in urban areas showed the dominance of male students over female students who tended to defer to their male peers. Male students were very assertive, with a tendency to be aggressive, in taking the opportunity to present the results of the group discussions, in controlling group dynamics, as well as in taking the opportunity to ask questions. Teachers, perhaps in order to prevent the class from becoming rowdy, tended to provide male students with these opportunities.

In addition, teachers also still seemed to be experiencing difficulties in identifying the forms of gender injustice experienced by students in the school environment, in the classroom, or at home. When the forms of gender inequality cannot be identified, there is the potential for the emergence of practices involving gender injustice being carried out accidentally or unconsciously. For example, male students who are too assertive, and who tend to be aggressive, as mentioned previously, lead to stereotypes about boys being stubborn, naughty, and the source of the disruption in the classroom. Another example is the stereotype of male students who are sent to boarding schools because parents have difficulty handling their developmental stage of puberty. Using the terms used by key informants or teachers and school committee members who were in focus discussion group, the children are deliberately *dibuang* (which means 'dumped') in boarding schools. Another term used is *dibengkelkan* (which means sent to be fixed) which is usually a reference to the negative characteristics such as being recalcitrant, stubborn, lazy, undisciplined, and difficult to control. Whether we realize it or not, these are the kinds of gender inequalities that can hurt students. Stereotypes can lead to feelings of being treated unfairly on the part of students, and in turn can have a significant influence on their academic achievement (RTI, 2012, p. 10).

Table 6: Examples of gender injustice that were found during the Study

| Form of Gender Injustice | Commentary |
|--|---|
| 1) Stereotyping | Students who are sent to <i>pesantren</i> or <i>madrasah</i> face a stereotype that it was because their parents found them undisciplined, unwilling to listen to advice, disruptive, and difficult to control. |
| 2) Dual Burden | Male students who have to get involved in the productive activities of their parents (in rural areas of Bantaeng District) and female students (in almost all rural and urban areas throughout all Districts in the sample used in this study) who must help with domestic chores that disrupt their learning activities. |
| 3) Violence | Included under violence are early marriages, teachers who frequently get angry in the classroom, bullying (from other students and including coarse language and alienation by cliques ² – which are usually groups of girls, who, among other things, call out the names of the fathers of the students in question). |
| 4) Subordination | Female students tend to defer to the aggressive attitudes of the male students. |
| 5) Marginalization: | A lack of attention to female students because teachers are busy with the males who tend to be aggressive in the classroom; a lack of attention to the students sitting at the back of the class (the majority of which are male) because teachers pay more attention to students who sit at the front (most of whom are women). |
| Source: Primary Data, 2016. Summarized from the results of structured interviews, FGDs, classroom observations. | |
| Notes: | |
| <ol style="list-style-type: none"> 1. Early marriage is included as a form of child abuse because they are married under the legal age (16 years) when they are not quite mature enough in terms of reproductive health, and this results in the adolescents missing the chance to get an education. Article 26 of Law No. 35 of 2014 on the protection of children states that it is the responsibility of parents to prevent premature marriage. 2. A clique is an informal group formed by people with shared interests and who have a level of closeness that is strong enough to make it difficult for new members to enter (Santrock, John W., 2003). Joining a clique can occur at any age and any area (school, work, or other). | |

The forms of gender inequality mentioned earlier, especially stereotyping, are closely associated with perceptions that are formed because of social and cultural values. These perceptions are important to note because they affect the teachers' treatment and expectations of students. In turn, it affects their academic achievement. The results of interviews and FGDs indicated that teachers with the perception about boys being less reliable because they are naughty and irresponsible, tended to have lower expectations regarding their academic achievement. The issue that must be considered by the teachers is the influence of these low expectations regarding the level of these male students' motivation and how they are manifested in lower academic achievement than female students (Shepherd, 2010).

Several studies in other countries also feature more or less the same depiction of what the important challenges to educational institutions are (Shepherd, 2010). USAID PRIORITAS partner schools, of course, face these same challenges which need to be considered by education providers and implementers.

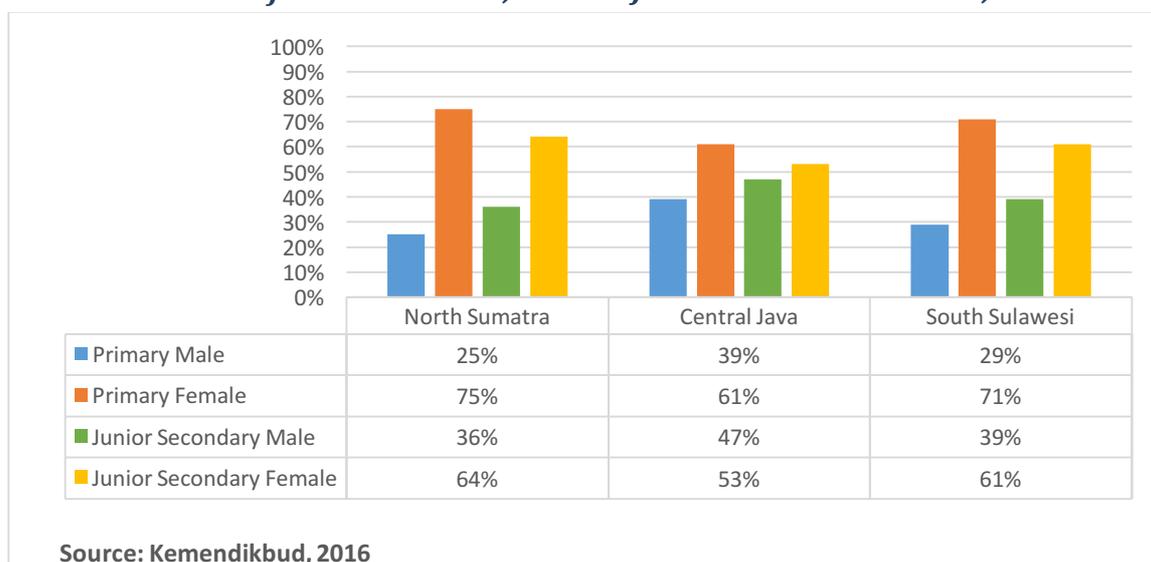
This challenge is quite urgent, especially for schools in the poor urban areas such as in Medan City, where a school is located in the urban slums with a variety of social ills such as poverty, extortion rackets, drug dealing, recidivism, and the high rates of divorce and remarriage. Some aggressive students come from troubled families with heads of household in prison for criminal offences, parents who are separated or already divorced. Some SMP students use electronic cigarettes intended for heavy smokers who wish to quit smoking. These can be easily obtained from beauty salons near their schools at the affordable price of IDR 50,000 each. Teachers, school principals, and parents do not easily recognize these electronic cigarettes because their shape resembles a ballpoint pen.

In the faith-based public schools, such as the Integrated Islamic school, the challenge is in how to understand and adopt gender equality as an issue of justice for females and apply it in a way that does not intrinsically violate the Koran. However, this would require support from clerics and Islamic scholars who are already gender-literate and influential enough to be heard in Islamic circles.

3. It was found that there are more women teachers than men and more men as school principals than women

Figure 1 shows that the number of female teachers in primary and junior high schools is higher than the number male teachers in the three provinces visited. The same is true for the partner schools that were in the study sample. However, if you look closer, the gender gap for teachers at the junior high school level is much narrower than the gender gap for teachers at the primary level.

Figure 1: Percentage of Primary and Junior Secondary Teachers by Gender in the Provinces of North Sumatra, Central Java and South Sulawesi, 2015



In the case of school principals, National Statistics indicate that there are more male school principals than female ones with the widest gender gap occurring in Central Java. An exception to this is found at the primary level in North Sumatra Province where the number of women who are school principals exceeds men in that role (Figure 2). Five of the fifteen schools visited by the study team had a male school principal, the rest were led by women (Table 2).

Figure 2: Proportion of Civil Servants by Gender and Province

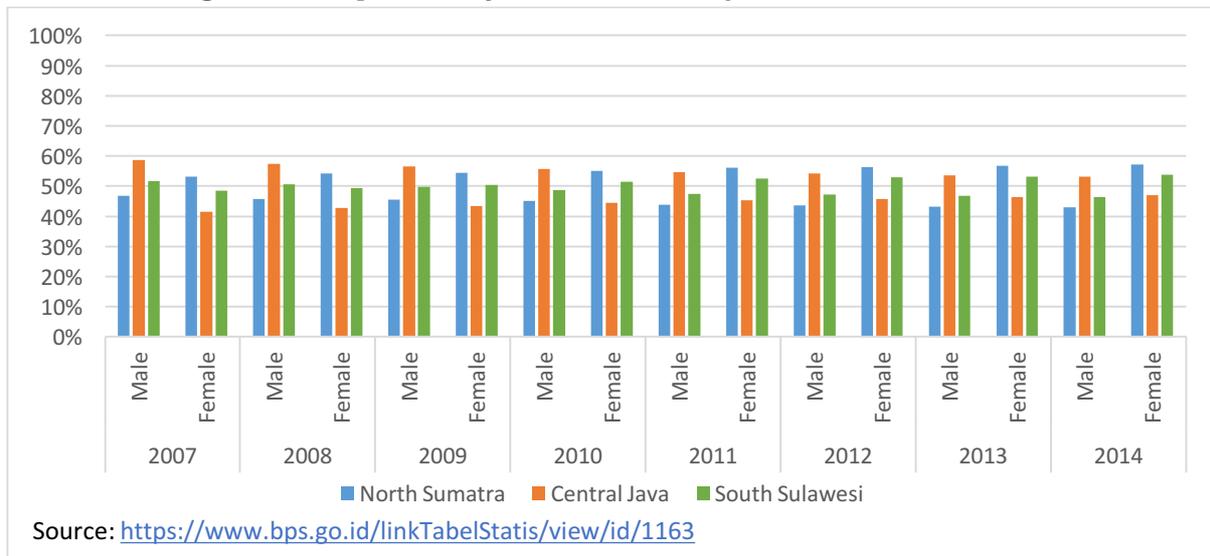
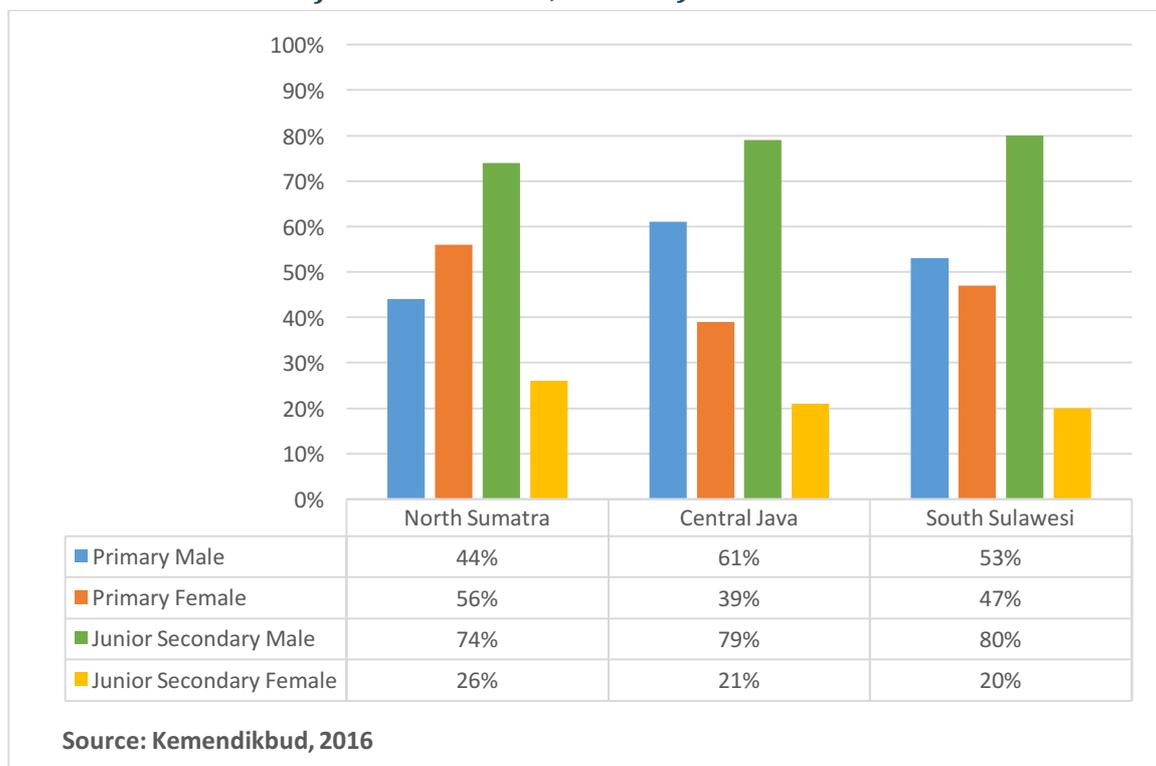


Figure 3: Percentage of Primary and Junior Secondary School Principals by Gender in the Provinces of North Sumatra, Central Java and South Sulawesi 2015



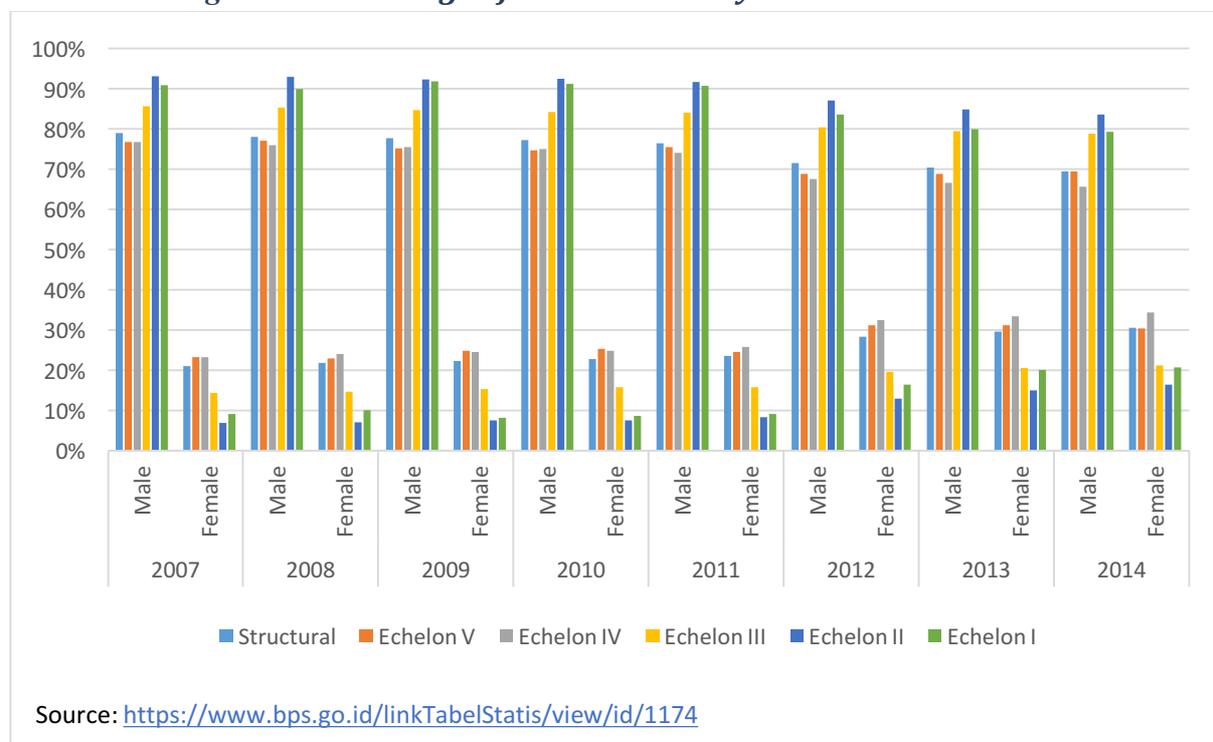
This gender gap in terms of female teachers and female school principals is most likely caused by those who larger number of women who choose to train to become primary school teachers compared the the number of men.

4. There are no women in leadership roles at District or Provincial level or on School Committees

Data on the number of civil servants according to their functions and level of seniority in the districts could not be found, but the overall data for public servants in the three provinces under observation show there to be more men than women from year to year.

When viewed according to the structural level and echelon (I to V), the number of men is always far greater than women from year to year.

Figure 4: Percentage of Civil Servants by Position and Gender



The Evaluation’s findings on the absence of women in leadership at the District and Provincial level, as such, are not entirely correct. Some key informants who were met by the team at Bappeda and the Office of Education in the Districts/Cities were women at echelon III who have served in these positions for several years.

As for school committees, they are almost entirely dominated by men, with the position of committee chairperson always being held by men. Most of these chairpersons have been chosen for more than 5 years and complain that there are no changes to the committee members because of difficulties finding parents/guardians willing to volunteer to occupy the post of chairperson. Women sometimes occupy the post of treasurer, but most of the key organizers on the school committee (Chairperson, Vice Chairperson, Secretary and Treasurer) are men.

School committees should play a strategic role in developing the quality of the school so that it is gender-responsive. However, there still needs to be a lot of effort to make improvements especially regarding the capacity of their members. The school committee, in accordance with Law No.5 of 2000, is a representation of the stakeholders in education, especially from the community. The school committee is a partner of the school in accordance with the principles of community-based participation and school-based management. Unfortunately, for now, with the aforementioned lack of volunteers, not much can be expected from school committees.

In general, the school committees were the subject of complaints regarding them being inactive, being stagnant organizations (with no changes in management), and not reliable enough. The role of the school committee is especially important as a partner in the development of policy and the development of a quality teaching and learning processes, in accordance with the demands of the school environment. But due to the weaknesses mentioned above, the capacity of the school committees generally needs be increased. An exception was found in Semarang District where most school committees were active, and an adequate partner for schools for reasons such as providing ideas for development of the teaching and learning that is appropriate to the challenges of the times. The school committee at SDN Tengaran and MI Klero, for example, took the initiative to provide English teachers as part of efforts to develop the competitiveness of students and the school.

5. *Training on Good Practice Module II Unit 7 about "Gender in Schools" does not yet reflect the differences in culture in the various regions.*

This study found that the findings of the Evaluation regarding the lack of local context in Training on Good Practice Module II, Unit 7, "Gender in Schools", does not consider (a) the position of the module as being a generic one at the national level, and (b) the gap in time between the implementation of the training and the implementation of the Evaluation was insufficient to see the results of the training at the provincial level. The Training Modules prepared at the national level are to be used in every service area throughout Indonesia. The spaces to incorporate more local issues are the responsibility of those in the field such as field facilitators. The trainings were implemented during the period September to October 2014, while the Evaluation was conducted in early 2015, so the results of the training were not so apparent when the study was conducted. Given that gender training is always associated with a shift in perspective and behavior, it takes a sufficient amount of time before seeing the changes in the field. This is increasingly important when one considers, as has been recognized by the teachers themselves, that the issue of gender is something new, albeit important and interesting.

The USAID PRIORITAS Training on Good Practice in Schools is acknowledged as being very helpful in increasing the capacity of teachers to provide active teaching and learning activities (KBM). This appreciation comes not only from the teachers but also the school principals and even the school committees. Teachers stated that they have obtained many benefits from the active learning methods covered by the trainings. This is because there is an opportunity to practice, and it is not just theoretical like other training tends to be.

In addition, teachers also benefit from experiencing examples of creative methods that can be applied in schools. They become excited and encouraged to be creative in applying the methods in the classroom after the trainings that they attend.

Unit 7 of Module II in Good Practice regarding gender equality in schools is a topic that was greeted with enthusiasm by the teachers. Some of them, in their enthusiasm, even remembered that gender in schools is in Unit 7 of the module used in the training.

Given that the issue of gender is one of changing values, habits, and behaviors, a continuous and systematic approach is important. This will provide its own benefits for many teachers who are still experiencing difficulties in identifying and responding to gender inequalities and gender-specific needs in their lessons. An inadequate introduction to the potential forms of gender inequality in lessons has the potential to make teachers favor the occurrence of gender inequality without them knowing it. Giving more opportunities to male students, for example, as found in schools in urban areas, can result in neglect or lack of attention to female students who often react with silence and deference. Conversely, the same thing can happen with teachers who tend to pay more attention to female students than male students.

Some teachers, however, have been able to identify and respond appropriately to some of the key issues of gender inequality. Usually they are teachers who are able to provide interactive learning activities while adopting gender equality which, in principle, incorporates values of fairness for all students regardless of their underlying attributes. Table 7 shows the principles that are applied by teachers when conducting a lesson that ensures all students, both male and female, participate actively in lesson activities. These principles include giving equal attention and opportunities to all students, encouraging students who are less active (females) to be more active to compensate for other students (males) who are much more active, inviting all students to present their arguments, and encouraging group and plenary discussions.

Table 7: Characteristics of Interactive Teaching-Learning Activities as Used by Teachers

| Rural Areas | Urban Areas |
|---|---|
| <ul style="list-style-type: none"> • Giving equal attention to both male and female students, <ul style="list-style-type: none"> ○ Actively responding to questions ○ Eliciting opinions, ○ Paying attention to both male and female students and refocusing on the learning process those who are busy with themselves. • Encouraging discussion in the groups. • Ensure that all students understand the task by monitoring each group of students. • Providing space for students to put forward arguments and inviting all other groups to respond and invite every member of the group making presentations to give their feedback / answers / arguments. • Encouraging students to exchange ideas in their groups even if the task is individualized and going around to all groups to make sure students understand their tasks | <ul style="list-style-type: none"> • Not providing answers but guiding students through a plenary session to find answers with their teachers, while considering the balance of participation / activeness by both male and female students. • Responding and providing equal opportunities for both male and female students • Encouraging female students to be active to compensate for fact that male students seem much more active than female ones. • Providing space for students to argue by asking them to correct each other's answers and discuss their arguments. • Teachers paying attention to students who are passive, unwilling to ask questions, or busy with themselves and actively motivating them to dare to try and not be afraid. |
| <p>Source: Primary Data, 2016. Obtained by the Research Team from the results of structured interviews, FGDs and classroom observations.</p> | |

Thus, as far as this study has found, the main issue is not the lack of local context in the modules developed by USAID PRIORITAS, but instead the need for more frequent supervision and mentoring as a follow-up to training. In the supervision and mentoring, teachers can be helped to understand more easily make the links between what they have learned in training and putting it into practice. Matters related to the local context will also present themselves while the process of supervision and mentoring is taking place.

Of no less importance is the need for appropriate strategies to deal with the resource constraints when there is only one gender specialist to support all partner schools. The appointment of ‘gender focal points’ among teachers and school principals as partners to the USAID PRIORITAS Gender Specialist is a strategic choice. If time and budget allow, it can be continued with the training of trainers on how to identify and respond to different forms of gender inequality in schools. The trainees could become gender focal points in each area, acting as a resource and a local supervisor to help ensure the integration of gender equality into schools.

B. Various Possible Factors Explaining Gender Gaps in the Academic Achievements of Students

1. Differences in Interest and Motivation

It can be concluded, although it needs further study, that the explanatory factors for the gender gap in educational attainment tend to be the different motivations and interests rather than differences in cognitive abilities. Female students exhibit more interest in subjects like mathematics and computers. In faith-based Islamic schools, the majority of male students have high motivation and interest to be *hafis* (readers of the Qur'an), in addition to their other ambitions of becoming scientist and ambassadors.



Male and female students have different interest and motivation, which should be addressed equally.

Interest in reading, which is one source of effective learning, is also more common among female students than male ones. All the partner schools have specific areas for reading books such as reading corners, reading rooms, or reading areas along the terraces of the school. In some schools students are given the responsibility to take it in turns to do librarian duties including choosing appropriate books from the library suitable for the school's learning themes for the day in question, put books onto the shelves that have been provided, and then return the books to the school library at the end of day.

Differences in the use of leisure time are also among the explanatory factors and are indications of interests and motivations. The results of FGDs with teachers and students show that in almost all schools, male students use more of their free time to play outside the home (cycling, playing football, online games, PlayStation, children's games, etc.). Meanwhile, female students more often stay at home and when they play they are still able to control themselves so as not to disturb their study time.

The above findings are aligned with the results of studies in OECD countries (2011) in which different interests better explain the gender gap in academic achievement than differences in cognitive abilities between boys and girls. When examined, all the countries studied present the same picture of a gender gap in which male students have shown more interest and more prominence in the field of mathematics, while female students are superior in reading. This is slightly different from Indonesia, where the female students exhibit interest and achievement that are equally as good as the male students in mathematics (OECD, 2011; Hyde, Janet S. and Mertz, Janet E., 2009). However, it is important to note, students' preferences also change with age and changes in their environment.

2. *Differences in Physical and Psychological Development*

Aside from differences in interests and motivation, differences in the physical and psychological development of female and male students are also an important explanatory factor. According to observations by teachers, the tendency to adopt more adult attitudes by female and male students change in line with their grade level and their biological development. In the earlier grades (1 to 3), female students exhibit more maturity (responsibility and self-reliance). Meanwhile at the higher levels (grades 4 and above) male students gradually start to exhibit the same level of maturity as female students.



Male and female students have different physical and psychological development, which affect their interest and motivation.

In some cases, such as in Medan City, male students take more control of the school and classroom activities than female students because of their increased self-reliance and self-

confidence. Unfortunately, the dominance of male students during lessons in the classroom more often leads to a rowdy atmosphere. A female student, from a junior high school in Medan City, talked seriously as she pointed to the hormonal factor as one explanation as to why it is more difficult to invite male students to be disciplined, to engage in serious discussions, and to complete individual or group tasks, than it is to invite female students to do these things.

Several studies have found that, in addition to hormonal factors, the different expectations of teachers regarding male and female students are another explanatory factor (Shepherd, 2010). Often, these expectations are a manifestation of the stereotypes about boys being more stubborn and less expectation that they can get good grades. Expectations of this kind can weaken the motivation of male students (Shepherd, 2010).

3. *Supporters of Learning at Home*

Students being supported or accompanied as they study was referred to a lot in the FGDs with students as being one of the important factors that maintains enthusiasm for studying. Those students who have parents, older siblings or other family members, who are mature and willing to accompany them when they study, exhibited more enthusiasm for learning than those who have to be self-sufficient because of the absence of such people around them at home. In rural areas, a lack of awareness on the part of parents/guardians of students about the importance of education is a moral burden for schools. The solutions used include enrichment sessions, outside school hours, for the students who need it, as provided by MI Al Maarif in Bantaeng District.

4. *Caring Parents/Guardians of Students*

The care and attention of parents/guardians of students has been identified as one of the key factors behind the success of learning, although not directly. The teachers admit that when the students come from families that are healthy and happy, in which the adults around them are always present, they are more cooperative during lessons. Meanwhile, those from troubled families often become very insecure, shy and withdrawn, or by contrast, become very active, or tend to be aggressive, and often interfere with the KBM. Unfortunately, the parents/guardians of troubled children are the people who are less able to handle the psychological development of children, especially during puberty, and surrender responsibility completely to the school. Some primary school teachers pointed to Guidance and Counseling (BP), as it is commonly practiced in junior high schools to address these problems.

Completely surrendering responsibility for the education of children to the schools is not fair on teachers or school principals. Teachers and principals complain that the parents/guardians of students consider the school to be the main stakeholder responsible for education. The two main reasons behind this complaint are (a) the number of hours students are with their teachers is much less than the time they are with their parents, and (b) teachers also have families that need their full time attention.

An understanding of good parenting is seen as a strategic issue to act as a gateway for the involvement of parents/guardians and other education stakeholders with regard to the psychological development of children. This issue did not only arise from discussions with teachers and school committees but also with parents/guardians and relevant government officials. Through good parenting, various key issues, such as coping with differences between boys and girls as they undergo puberty, juvenile delinquency, and early marriage, can be approached and appropriate solutions can be found.

5. *Social, Economic and Cultural Contexts*

In rural areas outside Java, such as in the coastal areas in the Sub-districts of Bakaraya and Pa'jukukang in Bantaeng District, where a majority of the community are poor and dependent on seasonal income as laborers, farmers and fishers, male students have less time to study compared to female students because they have to help their parents with productive and reproductive work.³ Included in the productive work is working with their parents as construction laborers, making bricks, tying seaweed, fishing at sea, and becoming migrant workers in Malaysia and Kalimantan (for about 1 to 3 months at a time). Included in the reproductive work, which is essentially an extension of the productive activity, is fetching water, looking for pasture and tending to livestock.

They help their parents after school until about sunset and their income is given directly to their parents. Income from tying seaweed ranges from IDR 2,000 - 2,500 for every 12-15

³ Productive work here is work that directly generates income, while reproductive work is the work in the household (domestic chores) and is understood to be work related to domestic roles that does not generate income.

meter span of rope. On average, assisted by children, parents can produce 8-10 spans of rope or 96-150 meters and the wages range from between IDR 16,000 - 25,000 and IDR 20,000 - 25,000 per day.

In the case of students following their parents when they become migrant workers, they have to be absent from class for between 1 and 3 months with the consequence that they lag behind in their school subjects. Such cases are found in Bantaeng District (MIS NU Ma'Arif in Bakaraya, and SMP N1 in Pa'jukukang). There was one case of a female student in Grade 5 (SD) who still could read or count fluently after about three months of being absent from school after following her parents who went to Malaysia as migrant workers. Students like this are given special enrichment classes by teachers who assist them, usually classroom teachers. Problems like this are often a dilemma for schools. On one hand, the school must comply with the policy that all students proceed to the next grade, on the other hand, problematic students become a burden for teachers and, more especially, for their classmates.

Several private and public schools, along with their teachers, offer special assistance to students to attain satisfactory academic achievements at an extra cost. Consequently, it is only the students with parents/guardians who have a sufficient economic background who get involved in this. In situations like this, the school principal is required to be good at mobilizing BOS funds to help those who are less fortunate. Examples are the executive class in SMP Negeri Medan and the tutoring from classroom teachers and subject teachers in some schools in urban areas. Teachers in several primary schools and madrasah in Bantaeng provide similar services without charging additional costs to keep children in school and not get pulled out by their parents/guardians. This is a priority for schools that are in the midst of poor communities where there is a lack of understanding of the importance of education because they are still struggling to meet their daily needs.

6. *Teacher Competence*

The gender capacity (awareness, understanding, and the skills to identify and respond to other forms of gender inequality) of the school principals, teachers and school committees of the partner school is an important area for improvement. So far, the integration of gender equality issues into lesson activities is still limited to the equal grouping of male and female students. Meanwhile, as mentioned earlier, this study found forms of gender discrimination at school and at home (Table 6) that had escaped the attention of teachers and parents/guardians. There are various forms of gender injustice experienced by students in school and at home that need to be understood and responded to appropriately because they affect the quality of the PBM.

Pedagogical ability, especially in recognizing the differences in the characteristics of male and female students and their gender-specific needs, needs to be improved. This competency is an important basis for gender equality in schools. The key issue of gender in education is more than just balancing the number of males and females, but also how to

recognize and address other forms of gender injustice that result in a wide range of gender gaps, including in the academic achievement of students.

Gender equality cannot be simply understood as paying attention to female students, but instead the attention is paid to those who are lagging behind, be they male or female, mainly due to gender inequality. Attention to female students is given without eliminating the attention given to male students who, in general, are lagging behind, and vice versa.

This study found that the teachers have been working to ensure equality of APCB in lessons for male and female students. Equality of access and relative participation is already happening, but there are still challenges in terms of equality of control and benefits. APCB stands for Access, Participation, Control and Benefit, which are the four key things in addressing the issue of the gap between female and male students in their lessons and their academic achievements/performance. In terms of access and participation, the schools have done well, including creating groups while bearing in mind the distribution of female and male students. This is a good basis for effectively fostering equality of control and benefits through dynamic management of learning activities, especially in discussion groups.

APCB can be applied using creative teaching methods, which involve all the psychomotoric, cognitive, and affective elements, as well as making male and female students equally engrossed in their learning. Nevertheless, this is an area that still needs to be improved. Some school teachers in urban and rural areas have tried, but they claim they need more sources of inspiration for new ideas, in addition to more skills for identifying forms of gender inequality, gender-specific needs and ways to respond during a teaching and learning activity (KBM) in progress.

7. Policy Commitments & Local Efforts Regarding Gender Equality in the Development of Education

In addition to the factors above, this study found that the factors of policy commitment and regional efforts to achieve gender equality in education also provide important explanatory factors. Commitment is the product of national and regional policies and programs dealing with issues of gender gaps at national and regional levels as well as the enabling factors and obstacles in the implementation of policies and programs.

a) Policy Commitments

The commitments of the Governments of Bantaeng District (South Sulawesi), Semarang District (Central Java) and Medan City (North Sumatra) regarding gender equality are more rooted in development policies in general or related to strategic issues (governance of education, child labor, hours of study) and do not directly lead to gender equality in education. Policies such as gender mainstreaming (PUG), child-friendly districts or cities, child protection and opposing violence against children and women (done through the Indonesian Child Protection Commission or KPAI), the regulation of hours of study (as in

Bantaeng where they are preparing draft regulations), the Assistance for Poor Students program (BSM) and School Operational Assistance (BOS), are usually the foundation for a fairly strategic policy.

Regarding the negative impact caused by excessive student use of the internet and PlayStation games, Medan City has adopted a policy of regulation of internet and PlayStation cafes (opening hours, blocking forbidden sites and types of customers). Although this is still a regional policy that has not got as far as becoming local regulations which are more enforceable, at least the steps towards it are being prepared. So far, the enforcement of the policy has carried out by the village chiefs and heads of neighborhood in collaboration with the Local Public Order Agency (Satpol PP).

At the technical level, the Offices of Education and the Office of Religious Affairs in the Districts tend to use a variety of central government policies and/or local government policies. Bantaeng District, for example, has the District Regulation No. 36 of 2015 concerning Governance of Education which follows the regulation of the Minister of National Education.

b) The Efforts of Education Providers and Implementers

The Office of Education and the Office of Religious Affairs in each district use a variety of programs and activities that have been running. Gender equality is integrated into regular programs such as improving the competence of teachers (training, further study), regular coaching (supervision), KKG and KKM, as well as improving curricular, co-curricular and extra-curricular educational materials (Table 8).

Table 8: Educational Policy Relating to Gender Equality in the Learning Process

| District / Institute | Educational Policy | |
|--------------------------|---|---|
| | Students | Teachers & School Principals |
| Bantaeng District | <ul style="list-style-type: none"> Increasing the entrepreneurial spirit of students. Open to all the means of access to learning | <ul style="list-style-type: none"> Improving the competence of teachers and principals through various program activities, such as training etc. Increased allocation of funds to improve the quality of education Allocation of special funds to increase teacher competence Routine development activities |
| Semarang District | <ul style="list-style-type: none"> Program Packet A & B for those who drop out. Character building Intensification of scientific competitions | <ul style="list-style-type: none"> 'Network of Educational Aspirations' Policy is used to strengthen gender equality in education (plans/ideas. Currently focused on teacher certification) Technical guidance through regular supervision and planning of the implementation of policies related to gender equality and the performance commitment of teachers and education personnel Training on M & E of gender equality Improved pedagogic and professional competence Opportunities for further studies for teachers (scholarships or self-financed) KKG and KKM activities |
| Medan City | <ul style="list-style-type: none"> Anti-discrimination policy for students Relevant curricular and extracurricular education (and has content on gender issues) | <ul style="list-style-type: none"> Improved pedagogic competence (main focus) Assignment of teachers to Guidance and Counseling (BP) for MI as well as MTs |

Source: Primary Data, 2016. Summarized from Structured Interviews with Key Informants by the Research Team.

However, the absence of an official policy on gender equality at District Education Offices and the Ministry of Religious Affairs in the regions makes these activities highly dependent on the awareness of the staff or the officials concerned, as opposed to being systematic, with no indicators of performance, and monitoring and evaluation cannot be carried out on it. As a consequence, various key issues pertaining to gender equality and other forms of gender injustice in education as described in this study cannot be identified and responded to adequately, comprehensively or effectively.

IV. Lessons Learned and Implications for PRIORITAS.

This section is intended to provide the various conclusions of the Study results in the form of lessons learned and the implications for the program and policies of USAID PRIORITAS and for similar programs. It is worth noting here that points 1 to 4 of the Evaluation are kinds of issues related to gender gaps in education, so in this part the issues are included in the concept of gender gap or in its positive form, gender justice.



Gender equality helps bring better academic achievement for both male and female students

A. Lessons Learned

Here are some lessons learned mainly from partner schools with teachers and principals who have been able to identify some forms of gender discrimination and react to it:

1. **Gender justice helps bring about better academic achievements for female and male students.** By understanding the different needs specific to gender and other forms of gender injustice, teachers and school principals can make sure every student obtains the same APCB in lessons.
2. **Pedagogic competence and gender capacity are important to ensure the achievement of point 1 above.** Good practice in the development of teachers' capacity to support gender equality requires an understanding of gender equality in the classroom, the school and its surrounding environment, and in society. This will give them a full understanding and an ability to identify gender inequalities in schools and to develop practical strategies to overcome them.
3. **Extra-curricular and co-curricular activities, are strategic in shaping character, including character that reflects a sense of gender fairness.** Some schools (such as Muhammadiyah MTs and SMP N Bantaeng, and MI Klero in Semarang District, as well as several other schools) have been using this strategy. It can also be strengthened by incorporating a gender equality component into the National School Curriculum.
4. **The gender gap in academic achievement, as well as the active participation of students, cannot be separated from the overall gender gap in learning. Ensuring equality in APCB is the key to finding solutions to the gender gap.** The issue of the gender gap in teaching and learning activities as found by this Evaluation (i.e. the performance/achievement of male students being lower than female ones and the female students being more active than the male ones) and other gender gap issues as found in this study, could be overcome by ensuring equality in APCB as the four key components for gender equality. This matter has begun to be pursued by teachers for the first two

components (Access and Participation), but still needs serious attention for the next two components (Control and Benefits).

5. **It is important that the ability of teachers to adopt interactive learning is complemented by skills in identifying forms of gender inequality, gender-specific needs and ways to respond in designing learning activities.** Creative methods that involve all aspects of students, be they psychomotoric, cognitive or affective, ideally should be used as a means to ensure gender equality in APCB.
6. **Understanding the differences in cognitive development and psychological, socio-economic background, geographic location and socio-cultural environment of students is important in ensuring equality in APCB.** The manifestation of the differences in cognitive and psychological development of male and female students is manifested in their different interests, talents, abilities and needs. This difference, together with the socio-economic context, geographical location and socio-cultural factors, explains the differences in APCB for male and female students in lessons. The socio-cultural context, especially, is an important explanation of the six key issues of gender inequality (stereotypes, multi/excessive burden, subordination, marginalization and gender-based violence) experienced by students in the classroom, school or home and these affect their academic achievement. Male students with socio-economic backgrounds which are not prosperous (very poor) and less prosperous (poor) in rural areas, for example, are required to help earn a living by their parents because of the social and cultural values pertaining to the male as the breadwinner, compared to female students. In turn, this leads to their academic achievement being lower than the female students.
7. **This supports the conclusion of studies in various other countries such as in Europe (EACEA, 2010), Asia Pacific (UNGEI), and America (Guisio, 2008).** EACEA (2010), a cultural, audiovisual and education executive agency in Europe, found that the academic achievement of students is affected by differences in socio-economic background, ethnicity and language, where gender is an important factor. In their study in America, Guiso, Luigi. et.al (2008), found that social and environmental conditioning that is gender biased is very influential in terms of the academic achievement of students. The same thing was found by UNGEI (2012) in Asia and the Pacific. These factors were considered more influential as students grow towards adulthood (Sammon, 1995, p. 479).
8. **It is important to look at the gender gap among education implementers and more than just its quantitative aspect but also including gender capacity** i.e. understanding and skills in identifying issues of inequality or other forms of gender discrimination and gender equality. This is important as a strong foundation for various forms of commitment to addressing the issue of this gap.
9. **It is important that government policy supports the efforts of the education implementers to address the issue of the gender gap in education (including academic achievement).** The understanding and skills of teachers are still limited to providing the same attention to male and female students and their division into discussion groups during lessons. Identifying and responding to the various forms of gender discrimination is a capacity that still needs to be developed among education

implementers. The quality, understanding and commitment of teachers to the training modules and to applying the materials to the implementation of teaching and learning in schools, as well as the support of the education providers and other educational personnel (such as school principals) for adopting gender equality in schools, are the key factors that need to be considered.

Table 9: Lessons Learned for Increasing Gender Equality in Education

| Lessons Learned for Increasing Gender Equality in Education | | |
|---|--|---|
| Education Providers | Education Implementers | Community |
| <ul style="list-style-type: none"> Supporting policies that ensure students stay in a learning environment without getting temporarily disconnected or totally disconnected, it is important for the success of policies and programs that help children to stay in school and complete their education well such as BSM and BOS. Examples of supporting policies are arranging guardianship when parents become migrant workers, the economic empowerment of parents, and statements from the parents about not involving children in productive activities that disrupt the school and/or require them to be absent from school, and about girls not getting married early and staying in school until completed and they are old enough. | <ul style="list-style-type: none"> The delivery of sufficient quality lessons which pay attention to the different needs, interests and conditions of female and male students is the key Pedagogical competence, especially regarding knowledge about students, requires a basic knowledge and skills about child psychology. | <ul style="list-style-type: none"> Cooperation of the community around the school to provide a supportive environment is important especially related to teaching and learning |
| <p>Source: Primary Data, 2016. Summarized from several interviews and FGDs by the Research Team.</p> | | |

10. Increasing the professionalism and commitment of teachers is important for a learning environment that is gender responsive. There are some teachers whose professionalism and commitment is quite good. They are able to identify the gender-specific needs of their students. This is possible because they have the basic elements needed for a professional and committed teacher, i.e. friendliness, patience, openness, understanding, and empathy for the difficulties faced by students, and they can help find solutions. Through this approach, the teachers not only better understand the specific needs and different forms of gender inequality, but they can also make students feel comfortable as they engage actively in their learning. In turn, this will help achieve gender equality and this means that the learning is successful.

B. Implications for the Program and Policy

Some implications for the program and policies of the key findings and lessons learned are:

- 1. Increasing the role of the District Education Offices:** If the School Supervisors, in particular, understand the importance of gender equality for male and female students, they can be effective supporters of gender equality in schools. School Supervisors, with a variety of creative ideas for teaching and learning that pay attention to the differences in the specific needs of the male and female students, are able to help the achievement of gender equality in the academic achievements of both male and female students.
- 2. Increasing the professionalism and commitment of teachers:** Some of the practices found in schools need to be disseminated and reinforced. Recording data regarding development of cognitive, psychomotor and affective needs to pay attention to the differences by gender so that the teacher can increasingly identify the gender-specific needs of students. The practice is commonly known as "teaching to the heart" or "teaching from within" (Hatton, Sarah Day, 2016, Palmer, Parker J. 2016, Kelvin, Alex I Dr (ed), 2014).
- 3. Strengthening Character Education:** The values of justice and gender equality can also be developed through education on character and good habits.
- 4. Good parenting:** The development of good parenting capacity is a smart way into the integration of gender equality into schools. Class parents groups, which have recently begun to flourish in certain schools in Indonesia, including the partner schools visited, could form one of the important means in making this effort.
- 5. Developing a Network and Focal Points for Gender:** Teachers who have been able to teach about gender equality in their lessons should be focal points and assist in forming a gender networks among teachers in their schools or with other partner schools. The USAID PRIORITAS Gender Specialist could start building networks as part of the follow-up to the training that has been conducted. The existence of the gender focal points will help the Gender Specialist in conducting supervision and monitoring more efficiently and effectively.
- 6. Mentoring and Supervision:** The follow-up to the training takes the form of mentoring and supervision which are necessary to ensure that school principals and teachers understand how to integrate considerations about gender equality into the daily activities at the school. If time and budget allow, these things could be achieved through further training, group discussions, and the appointment of gender focal points (a role that can be



Gender equality can be achieved with the support of all related stakeholders

carried out by the school facilitators) and creating gender networks. If there is a problem with a lack of resources (including time), incorporating gender equality into meeting agendas should be adopted as a minimum standard. This is particularly important considering that there is only one Gender Specialist with USAID PRIORITAS.

7. **Enforcement of Child Friendly Schools:** providing a safe and comfortable environment for male and female students is an asset for the achievement of good academic results. It is essential that early detection of violence in a broad sense, both physical and non-physical, that is gender-based, is introduced in the partner schools.
8. **A device for the early detection of gender discrimination:** this is incorporated into the checklist on gender perspective and inclusive schools that has been developed by the team (USAID PRIORITAS, 2015).

Appendices

Appendix 1: Some Other Important and Relevant Findings

This study also encountered some other interesting key issues that are important to note (such as early marriage, children with special needs, child abuse, non-smoking areas in school, as well as children playing online games) that affect teaching and learning and the academic achievement of students. Although perhaps some of the following issues are not within the mandate of USAID PRIORITAS, it is important to remind the education implementers in partner schools about these issues and the policy responses that they might be undertake.

a) Violence Against Children

This study did not find or witness physical violence in the partner schools that were sampled, indeed some students even admitted that they had moved to the partner school because of physical violence that they had witnessed or experienced at their previous school. If violence is understood more broadly, and not just as physical violence, there are some things that indicate that violence is experienced by children both at home (such as being scolded, beaten, and having their mouths smeared with crushed chilies as a punishment for swearing) and at school (the stereotyping of unruly or disruptive children, being ostracized by classmates, ridiculed by the use of their father's nickname, especially with children from more disadvantaged economic backgrounds).

b) Early Marriage

Although statistically this still needs to be elaborated to a level of significance, early marriage is one of the issues that teachers and school principals struggle against, especially in Bantaeng. Some female students leave school to get married despite only having reached the final level of primary school (SD) or while attending junior high school (SMP). In the FDGs, SMP students also admitted that some of their friends who had got married when in primary schools, already had children and had even got divorced from their husbands. Those that get divorced usually decide to become migrant workers and leave any children they might have with their parents.

Early marriage is a form of child abuse that has a detrimental effect on the victim's future and schools have limited bargaining power in their efforts to protect the children involved. National and regional governments can help improve the leverage schools are able to apply by equipping them with laws and regulations that clearly define legal sanctions. The partner schools are working constantly to make the students stay in school, at least until completion of their final exams. Often, in order to maximize efforts, schools involve community leaders and religious leaders. However, these efforts are often fruitless because they are limited to simply appealing to the leaders in question.

Indonesia is among the top 10 nations for cases of early marriage. The practice is motivated by many socio-economic factors including poverty (<http://www.girlsnotbrides>.

org/child-marriage/Indonesia/ accessed on 23 May 2016; Coram International and Plan International, 2015).

c) Children with Special Needs

It ought to be remembered that most schools have an unconventional understanding of inclusive education and awareness about ensuring students with special needs have APCB in their lessons, as mandated by the National Education Minister Regulation No. 70 of 2009 on Inclusive Education and Law No. 35 of 2014 on Child Protection. It is interesting to note that special needs children are not only understood to be children with disabilities, but also they may have problems because they come from troubled families and may have other special needs (experience difficulties or problems with learning).

Students from troubled families (parents who are separated, divorced officially, or with fathers in to jail) usually have difficulty with studying, tend to be aggressive in calling attention of the class to themselves (from the teachers and their classmates), and tend to have difficult personalities. While students from poor families, mostly boys, lag behind in their studies because much of their time is used up assisting their parents making a living (going fishing at sea, tying harvested seaweed, and becoming migrant workers who go to Kalimantan or Malaysia). Those who follow their parents when they become migrant workers in particular often have to be absent from school for 1 to 3 months so they lag behind in their studies. The study found some children in Grade 5 at primary school, who were unable to read or write as they often accompanied their migrant worker parents. Schools could provide an enrichment program so that they can catch up.

d) Influence of Other Cultures & Global Information

One of the notable aspects of the project partner schools is that the majority of their students are Internet literate. However, they should be wary of the risk that comes with the benefits of the Internet. One of the negative impacts are that some students, mostly male, become addicted to online games. Clash of Clans and Smack Down are two online games much loved by students in almost all schools in the three districts visited. Both positive and negative things can be learned from these online games. Positive things learned from the Clash of Clans are cooperation, division of tasks, sharing and mutual help among fellow clan members; negative things learned are related to the values of conquest, looting and revenge. Clash of Clans also involves gambling, buying and selling accounts, and pornography (Clash of Clans is for adults but it can be accessed by all ages). Meanwhile Smack Down is a game of boxing that can be played online or with a PlayStation.⁴ Clash of Clans is preferred over Smack Down as it is more challenging.⁵

⁴Smack Down involves more physical fights and has pornographic content when the game reaches a certain level. Launched in the 2000s, Smack Down is becoming obsolete and has been replaced by newer games like Clash of Clans which was launched in 2012 and began to become widely known in 2013.

⁵Clash of Clans involves a strategy to build a defense system and wage war (including the strategy of attacking to steal the gold and elixir or ammunition of the opponent), as well as acquisition in the form of money in a real sense. The more opponents (Clans) that can be defeated, the more Clans become a colony, and the more opportunities there are to earn money.

Students who are at a low level of achievement typically spend about 1-2 hours playing per day after school, while those at a high level spend more than 5 hours per day and might even stay awake until 3 am. In Clash of Clans, serious players who join a clan often bring this into the real world and form gangs who meet regularly after school hours. Places such as neighborhood watch posts, outside shops, or on the roadside under a tree are favorite places for clan meetings. Although most students who play Clash of Clans remain at a low level (levels 7 to 20 or so), there are some that are already at a high level. There is a primary school student in the City of Medan who passed level 200 on 6 March 2016, approaching 356 which is the highest level in the world (https://www.youtube.com/watch?v=KCh-VxbZ_a4 accessed on March 29, 2016).

This is one indication of the addiction to Clash of Clans that can occur if ignored and it can result in reduced academic achievement and damage to good values. In addition to the negative side of the Clash of Clans as mentioned above, access to the online game could direct them to adult sites that often appear in the middle of their screens.

The need for cooperation between schools and parents is unavoidable in supervising children and protecting them from addiction and pornography. Clash of Clans is widely recognized as an online game that is potentially addictive. This is because the players (Clashers) are required to keep the game on their mobile phones to avoid their destruction. Attacks by opponents often occur when a clasher is inactive. Loss of deposits of gold and elixir (ammunition) for the opponent's attack can lead to bankruptcy and requires them to rebuild from scratch. There is also pornography because Clash of Clans is designed for all ages and there are often an online discussions or sharing of experiences via YouTube and Facebook, including how to build a base camp that mimics the shape of the body of Kim Kardashian in a bikini or in various sexual positions.

e) No Smoking Zones

Although the Ministry of Education and Culture has issued Regulation No.64 of 2015 on No Smoking in the School Environment which stipulates that the area of the teaching and learning process is a no smoking zone, enforcement at the school level remains a challenge of its own. Some school principals have set rules regarding non-smoking areas, but teachers who are smokers often do not heed them. There are two possible causes, namely (a) the difficulty of changing habits and (b) the school rules about non-smoking areas are not supported by the provision of a smoking area that can be designated outside the school environment through cooperation with local communities. This is important not only in terms of enforcement of the law but also for the students, especially girls, who prefer a learning environment that is clean and comfortable.

Appendix 2: List of Key Informants' Names

| Daftar Informan Kunci Wawancara Terstruktur | | | |
|---|-------------------------------|-----|------------------------------------|
| Sekolah | Nama | L/P | Posisi |
| Kabupaten Bantaeng | | | |
| Bappeda Kabupaten | 1. Prof Syamsu Alam | L | Kepala Bappeda |
| Dinas Pendidikan Kabupaten | 2. Drs. Muhammad Haris, M.Si. | L | Kabid Dikdas |
| Kantor Departemen Agama Kab | 3. H. Baidhawi | L | Kasi Pendidikan Madrasah |
| MIS Ma'arif Bakaraya | 4. Usman | L | Komite Sekolah |
| | 5. Isma | P | Orang Tua/Wali |
| | 6. Bahraeni SPd | P | Kepala Sekolah |
| SD INPRES Pullauweng | 7. Baharuddin | L | Orangtua/Murid |
| | 8. Bunti | P | Orangtua/Murid |
| | 9. Nihais SPd | L | Kepala Sekolah |
| MTS Muhammadiyah | 10. Nuraeni | P | Orang tua/wali |
| | 11. Alimuddin | L | Komite |
| | 12. Syamsu Alam Syah | L | Orang tua/wali |
| | 13. M Aqil | L | Komite |
| SMPN I Pajukkukang | 14. Dra Haji Aidah Pakkana | P | Kepala Sekolah |
| | 15. Abd Malik Ssos | L | Anggota Komite |
| | 16. H Jamma Ssos | L | Ketua Komite |
| | 17. Bustamin | L | Orang tua/wali |
| | 18. Drs Abdullah Gaffa | L | Kepala Sekolah |
| SD N 7 Letta | 19. Ina Rosmina Rusdi | P | Orang Tua/Wali |
| | 20. Ramaddion Hadi | L | Komite |
| | 21. Akhmad TamsirSE | L | Orang Tua/Wali |
| | 22. Hariantu | L | Orang Tua/Wali |
| | 23. Rosbiah SPA | P | Kepala Sekolah |
| Kabupaten Semarang | | | |
| Bappeda Kabupaten Semarang | 24. Dra. Listina Ariyani, MA | P | Kabid Pemerintahan Sosial & Budaya |
| Dinas Pendidikan | 25. Agus Wisnugroho | L | Kabid SD |
| Kantor Departemen Agama | 26. Muhtadi SAg | L | Kasi Pendidikan Madrasah |
| UPTD Kec Sumowono | 27. Elmiyahyi | P | Pengawas |
| SMP N2 Bringin | 28. Nurzaka Wandansari | P | MGMP-IPS |
| SMP N1 Tengaran | 29. Khabibah Rananingsih SPd | P | MGMP-Senirupa |
| SDN Sumowono | 30. Agus Lastono | L | MGMP-IPA |
| | 31. M. Muchlis | L | Wali Murid |
| | 32. Endang Suryawat | P | Wali Murid |
| | 33. Nefi H | P | Komite |
| | 34. Sri Adi | L | Komite |
| SDN Tengaran | 35. Drs Ujianto | L | Kepala Sekolah |
| | 36. Sarifudiin | L | Komite (ketua) |
| | 37. Saadatun Arifah | P | Wali orang tua |
| | 38. Joko Japar | L | KKG (ketua) |
| | 39. Chatarina Haryani | P | KKG (Sekretaris) |
| | 40. Sarsono, SPd | L | Kepala Sekolah |
| SMP Islam Terpadu Nurul Islam | 41. Sri Suwarti MPd | P | Orang tua/wali |

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| | 42. M Rohib SPd | L | Komite |
| | 43. Wiyarto | L | Orang tua/wali |
| | 44. Sunarto SAg | L | Kepala Sekolah |
| | 45. Suminah | P | Komite |
| MTs AL Munawar | 46. Ayun Mardiyah, SPdI | P | Kepala Sekolah |
| | 47. Ni'Matul Khomsiyah | P | Kepala Asrama Putri |
| | 48. Warsono | L | Komite (ketua) |
| | 49. Agus Wahib S | L | Orang Tua/wali |
| | 50. Mundakir | L | Komite (ketua) |
| | 51. Rohani | P | Orang Tua/Wali Murid |
| | 52. Maharani | P | Orang Tua/Walu Murid |
| MI Klero | 53. Mundakir | L | Komite (Ketua) |
| | 54. Rohani | P | Orang Tua/Wali |
| | 55. Maharani | P | Orang Tua/Wali |
| | 56. Aynun Mardiyah, SPd | P | Kepala Sekolah |
| Kotamadya Medan | | | |
| Bappeda | 57. Fariz Hutagalung, MA | L | Kabid Sosial Budaya |
| Dinas Pendidikan | 58. Drs Masrul Badri, MPsi | L | Kabid Pendidikan Dasar/Dikdas |
| Departemen Agama Kota Medan | 59. Drs Impun Siregar, MA | L | Kasi Pendidikan Madrasah |
| SMP 16 | 60. Rifrawati | P | Orang Tua/Wali |
| | 61. Aisyah | P | Orang Tua/Wali |
| | 62. Dra Irnawati MM | P | Kepala Sekolah |
| SDN 060843 | 63. Dr Hadi Sudijanto | L | Komite (Ketua) |
| | 64. Murni Ariestan | P | Komite (Bendahara) dan Orang Tua/Wali |
| | 65. Erna Julia SPd | P | Kepala Sekolah |
| SDN 064973 | 66. Mujiman | L | Komite (Ketua) |
| | 67. Ayusita Ningsih | P | Orang Tua/Wali |
| | 68. Hendra Junaidi | L | Orang Tua/Wali |
| | 69. Linceria SPd | P | Kepala Sekolah |
| MIN Medan | 70. Sri Pujiati | P | Orang Tua/Wali |
| | 71. Restu Novianty S | P | Komite |
| | 72. Dwi Rahma Yenny | P | Orang Tua/Wali |
| | 73. Nuraisah Rahma Siregar MIS | P | Kepala Sekolah |
| MTs N 2 | 74. Dr H Burhanuddin | L | Komite (Ketua) |
| | 75. Holidan NSt | L | Orang Tua/Wali |
| | 76. Dra Nursalimi, MAg | P | Kepala Sekolah |

Appendix 3: FGD Teachers Participant List

| Focus Group Discussion - Guru | | | |
|-------------------------------|----------------------------|-----|-----------------------|
| Nama Sekolah | Nama Guru | L/P | Jabatan |
| Kabupaten Bantaeng | | | |
| MIS Ma'arif Bakaraya | 1. Elmawati SPd | P | Guru kelas (I) |
| | 2. Dra St Nuraliah SPd | P | Guru Kelas (II) |
| | 3. Sitti Marwati SPd | P | Guru Kelas (III) |
| | 4. Hj Rosmiati SPd | P | Guru Kelas (IV) |
| | 5. Isnawati SPd | P | Guru Kelas (V) |
| | 6. Nahrudin SPd | L | Guru Kelas (VI) |
| | 7. Ernawati SPd | P | Guru Bahasa Arab |
| | 8. Rahmah SPd | P | Guru Akidah Akhlak |
| | 9. Asdar SPd | L | Guru Penjaskes |
| | 10. Sardin SPd | L | Guru SKI |
| | 11. Muh Nur | L | Guru Fiqih |
| | 12. Kamaruddin SPd | L | Guru Al Qur'an |
| SD INPRES Pullauweng | 13. H Sampara | L | Guru |
| | 14. Hj Haliya | P | Guru |
| | 15. Hasni SPd | P | Guru Kelas (III) |
| | 16. Kardyan Syam SPd | P | Guru Kelas (V) |
| | 17. Burhanuddin SPd | P | Guru Kelas (VI) |
| | 18. Armawati SPd | P | Guru Kelas (II) |
| | 19. Rabasiah SPd | P | Guru Kelas (I) |
| | 20. Soltan R SPd | L | Guru Kelas (V) |
| | 21. Rabanning SPd | L | Guru Kelas (VI) |
| | 22. Hartika SPd | P | Guru Kelas (I) |
| | 23. Fitriyah SPd | P | Guru Kelas (VII) |
| | 24. Sulmiati SPd | P | Guru Kelas (II) |
| | 25. Indrawati SPd | P | Guru |
| | 26. Nurmiati SPd | P | Guru |
| | 27. Mukammad Qodri SPd | L | Guru |
| | 28. Rahmawati SPd | P | Guru Kelas (III) |
| MTS Muhammadiyah | 29. Mantasiah | P | Guru Fiqih |
| | 30. Ferawati SS SPd | P | Guru Bahasa Indonesia |
| | 31. Nurdiana SPd | P | Guru PKN |
| | 32. Subair SPd | L | Guru Qur'an Hadits |
| | 33. Amiruddin SPd | L | Guru Matematika |
| | 34. Khairil Amdar SPd | L | Guru TIK |
| | 35. Muh Nur Fajrin | L | Guru SBK |
| | 36. Harianto SPd | L | Guru IPA |
| | 37. Analiah SPd | P | Guru Bahasa Indonesia |
| | 38. Amelia SPd | P | Guru TiK |
| | 39. Irvan SE | L | Guru Pentas |
| | 40. Karmawati SPd | P | Guru IPS Terpadu |
| | 41. Islamiah SPd | P | Guru Bahasa Inggris |
| | 42. Aidah | P | Guru Bahasa Arab |
| SMPN I Pajukkukang | 43. Mutmainah Qalbi SPd | P | Guru Penjaskes |
| | 44. Sitti Sularha SPd, MPd | P | Guru Bahasa Indonesia |
| | 45. St Nur Rahmi SPd | P | Guru Bahasa Indonesia |
| | 46. Andi Nurfadilla SPd | P | Guru IPA |
| | 47. Hj SS Saenab SPd Msi | P | Guru Bahasa Inggris |
| | 48. Hj Sumira Firmana | P | Guru Bahasa Inggris |

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| | 49. | Rosmawati SPd | P | Guru Matematika |
| | 50. | Roskiah SPd | P | Guru IPS |
| | 51. | Titi Sabrino SPd | P | Guru Bahasa Inggris |
| | 52. | Kamariati SPd | P | Guru MTK |
| | 53. | M Ali Akbar SPd | L | Guru Agama |
| | 54. | Abd Rahman | L | Guru Olahraga |
| | 55. | Muhammad Jafar SPd | L | Guru Olahraga |
| | 56. | Muh A Sri SPd | L | Guru Bahasa Indonesia |
| | 57. | Tamandidi SPd | L | Guru IPS |
| SD N 7 Letta | 58. | Ina Rosmina Rusdi | P | Orang Tua/Wali |
| | 59. | Ramaddion Hadi | L | Komite |
| | 60. | Akhmad TamsirSE | L | Orang Tua/Wali |
| | 61. | Hariantu | L | Orang Tua/Wali |
| | 62. | Idayani SPd | P | Guru (Kelas II) |
| | 63. | Mardiana SPd | P | Guru (Kelas I) |
| | 64. | Rostina SPd | P | Guru (Kelas IV) |
| | 65. | Darmi H SPd | P | Guru (Kelas I) |
| | 66. | Risnawati SPd | P | Guru (Kelas V) |
| | 67. | Iswati A. MaPd | P | Guru (Kelas VII) |
| | 68. | Imrayana SPd | P | Guru SBK |
| | 69. | Nurlinda | P | Guru (Kelas V) |
| | 70. | Kasmawati | P | Guru (Kelas III) |
| | 71. | Sukiman Sag | L | Guru PAI |
| | 72. | Tinnang | P | Cleaning Service |
| | 73. | ST Hasnawati | P | Guru Penjaskes |
| | 74. | Mansyur SPd | L | Guru PAI |
| | 75. | Sfamsinar Maddi SPd | P | Guru Kelas (II) |
| | 76. | Malia Anggraeni SPd | P | Guru PKN |
| Kabupaten Semarang | | | | |
| SDN Sumowono | 77. | Eni Rosilawati | P | Guru Kelas 1 |
| | 78. | Muhamzah | L | GPAI |
| | 79. | Kusdi YD | L | Guru Kelas |
| | 80. | Sri Listyaningsih | P | Guru Kelas |
| | 81. | Titik Purwanti | P | Guru Agama Katolik |
| | 82. | Prih Sadarwati | P | Guru Kelas |
| | 83. | Marina Kartika N | P | Guru Kelas |
| | 84. | Angger Tri A. | L | Guru Kelas |
| SDN Tenganan | 85. | Suhardi, SPd | L | Guru |
| | 86. | Cica Yuli Kusworo SPd | L | Guru |
| | 87. | Kasno S. SPd | L | Guru |
| | 88. | Sugiharti SPd | P | Guru |
| | 89. | Tatik Mandiati SPd | P | Guru |
| | 90. | Nurul Inayati SPd | P | Guru |
| | 91. | Puji Astuti SPd | P | Guru |
| | 92. | Rinukti Nurul Aeni, SPd | P | Guru |
| | 93. | Sri Widati SPd | P | Guru |
| | 94. | Nahdliyah Anggraini SPd | P | Guru |
| | 95. | Tri Sumarni SPd | P | Guru |
| | 96. | Retno Hapsari | P | Guru |
| | 97. | Joko Japar | L | Guru |
| SMP Islam Terpadu Nurul Islam | 98. | Indah Safitri, SPd | P | Guru Bahasa Inggris |
| | 99. | Budi Astuti SPd | P | Guru Matematika |

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| | 100. Sulistiyorini SPd | P | Guru Matematika |
| | 101. Dewi Sulistyaningsih SPd | P | Guru Matematika |
| | 102. M Sundomo Margo, SSn | L | Guru Matematika |
| | 103. Djoko Setyawan | L | Guru |
| | 104. Gunawan L-A | L | Guru |
| | 105. Rendy Pamungkas | L | Guru |
| | 106. Ari Wibowo | L | Guru |
| | 107. Munawar Saiol | L | Guru |
| MTs AL Munawar | 108. Nur Vadlilasul K, SH | P | Guru |
| | 109. Irah Fauzah, SPd | P | Guru |
| | 110. Siti Zulaikhah | P | Guru |
| | 111. Muflikatur Rofiah SAg | P | Guru |
| | 112. Mega Ratnayu, Sag | P | Guru |
| | 113. Anisatul M SPd | P | Guru |
| | 114. Ahmad Mustafidz SPd | L | Guru |
| | 115. Budi Hartanto SPdI | L | Guru |
| | 116. Siswanti SPdI | P | Guru |
| | 117. Muhammad Syafii SPdI | L | Guru |
| | 118. Rofik Arwari Sag | L | Guru |
| | 119. Sri Martini SPd | P | Guru |
| | 120. Arwidatul Rahmawati SPd | P | Guru |
| | 121. Afidatun SPd | P | Guru |
| MI Klero | 122. Budi Hartanto, SPd | L | Guru |
| | 123. Siswanti, SPd | P | Guru |
| | 124. Muhammad Syafi'I SPd | L | Guru |
| | 125. Rofik Amwari Sag | L | Guru |
| | 126. Sri Martini SPd | P | Guru |
| | 127. Arwidatul Rahawati SPd | P | Guru |
| | 128. Afidatun SPd | P | Guru |
| Kotamadya Medan | | | |
| SDN 060843 | 129. Operia Sihombing SH | P | Guru Agama |
| | 130. Lasmauli Pasaribu SPd | P | Guru Kelas |
| | 131. Khaira Fajri SPd | P | Guru Kelas (III) |
| | 132. Desy Natalia Putri SPd | P | Guru Kelas (III) |
| | 133. Dra Elrli Murliana | P | Guru PAI |
| | 134. Lasmauli Pasaribu SPd | P | Guru Kelas (III) |
| | 135. Rusmani Sianipar SPd | P | Guru Kelas (IV) |
| | 136. Ernawati Br Tarigan Sag | P | Guru Agama |
| | 137. Tiarma SPd | P | GuruKelas (IV) |
| | 138. Riania Manurung SPd | P | Guru Kelas (III) |
| SMP 16 | 139. Endrawati SPd | P | IPA |
| | 140. Winda Sari Dukir | P | PKN |
| | 141. Marida L Siagian | P | Matematika |
| | 142. Hizkia Sinulingga | P | Matematika |
| | 143. Ratna Sari Daulays SPA | P | Bahasa Indonesia |
| | 144. Herta Siagian SPd | P | IPS |
| | 145. Mariani SPd | P | Bahasa Ingris |
| | 146. Rosdewani | P | Agroindustri |
| | 147. Novawanti | P | Seni Budaya |
| SDN 064973 | 148. D Situmorang | P | Guru Kelas |
| | 149. Solita Lumongga | P | Guru Kelas (VI) |
| | 150. Fatimah | P | Guru Agama Islam |
| | 151. Wuri Handayani Srg | P | Guru Kelas (V) |

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| | 152. Batara LMP Siahaan | L | Guru Kelas (V) |
| | 153. Halimatusyakdiah | P | Guru Bahasa Inggris |
| | 154. Masni Ritonga | P | Guru Kelas (III) |
| | 155. Ramel Napitupulu | L | Guru Kelas (IV) |
| | 156. Nurholila Hrp | P | Guru Kelas (I) |
| | 157. Eddy Rosmaini Hulatracas | P | Guru Kelas (I) |
| | 158. Sumarti | P | Guru Kelas (II) |
| MIN Medan | 159. Nenny R Hrp Sag | P | Guru Kelas (II) |
| | 160. Rini Sartika SPdI | P | Guru Kelas (V) |
| | 161. Melly Siska SPd | P | Guru Kelas (IV) |
| | 162. Sutan Tua SPd | L | Guru Bahasa Arab |
| | 163. Mulyono SPd | L | Guru TIK & Eskul |
| | 164. Ali Mukti Hasibuan | L | Guru PAI |
| | 165. Satria Sakti Nasution | L | Guru Kelas (III) |
| | 166. Yahya Nasution | L | Guru |
| | 167. Dra Bidasari Daulay | P | Guru Kelas (VI) |
| | 168. Yasmin Herawati Zega | P | Guru Kelas (V) |
| MTs N 2 | 169. Elvi Yanna Lubis SPd | P | Guru Bahasa Inggris |
| | 170. Nuraini Erlinda Sag | P | Guru IPS |
| | 171. Nurhidayah Nasution SPd | P | Guru Matematika |
| | 172. Justiana SPd | P | Guru IPA |
| | 173. Mardiyah | P | Guru Bahasa Inggris |
| | 174. A Mu'in | L | Guru Fiqh |
| | 175. M Ayafriah | L | Guru Eskul |
| | 176. Ahmad Darwis SRg | L | Penjasorkes |
| | 177. Bukhari SAg | L | Matematika |

Appendix 4: Students FGD Participant List

| Sekolah | Nama Peserta Didik | L/P | Kelas |
|---------------------------|-----------------------------|-----|-------|
| Kabupaten Bantaeng | | | |
| MIS Ma'arif Bakaraya | 1. Niar | P | 4 |
| | 2. Meli | P | 4 |
| | 3. Rini | P | 4 |
| | 4. Husna | P | 6 |
| | 5. Rini | P | 5 |
| | 6. Padil | L | 4 |
| | 7. Renaldi | L | 5 |
| | 8. Samsir | L | 4 |
| | 9. Aldi | L | 4 |
| | 10. Dimas | L | 6 |
| SD INPRES Pullauweng | 11. Meike Azzahra | P | 5 |
| | 12. Nurul Islami | P | 5 |
| | 13. Nurhayani | P | 6 |
| | 14. Isnah Ananda Putri | P | 6 |
| | 15. Trisna U Nur | P | 5 |
| | 16. Rahmat Hidayat | L | 6 |
| | 17. Erwin | L | 6 |
| | 18. Asraqul Mufida | L | 5 |
| | 19. A Hasbullah Alan | L | 6 |
| | 20. Dynal Tamrin | L | 6 |
| | 21. Mimi Adam Malik | L | 6 |
| | 22. Annisa Dwi Faditas | P | 5 |
| MTS Muhammadiyah | 23. Muqaddar | L | 7 |
| | 24. Ivory Dian Bara | P | 7 |
| | 25. Sri Reski Marhami | P | 7 |
| | 26. Reskyah Latifha Ilhamy | P | 9 |
| | 27. ST Sahra | P | 9 |
| | 28. Rahmat Sofyan | L | 9 |
| | 29. Nur Wahyu | L | 9 |
| | 30. Putri Ririn Ardianty | P | 8 |
| | 31. Adb Rahat Fajar | L | 8 |
| | 32. Amad Adryan | L | 8 |
| SMPN I Pajukkukang | 33. Ferry Fadli | L | 8 |
| | 34. Sawal | L | 7 |
| | 35. Imran Annawawi | L | 8 |
| | 36. Fajar Ahmad | L | 8 |
| | 37. Karmita | P | 8 |
| | 38. Tina | P | 9 |
| | 39. Lisa Afriani | P | 9 |
| | 40. Ahmad Nur | L | 9 |
| SD N 7 Letta | 41. Ainun Irfani Yusuf | P | 7 |
| | 42. Erlinda Riska | P | 7 |
| | 43. A Amalia Dwi P | P | 6 |
| | 44. Elsyah Wahyu Ningsih | P | 5 |
| | 45. St Najwa Fadhilah Sukma | P | 5 |
| | 46. Sri Puji Lestari | P | 6 |
| | 47. Auliyah Gina Maulidah | P | 5 |
| | 48. Muh Da'I Wahyu | L | 6 |

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| | 49. Akhmad Rizky | L | 6 |
| | 50. Ahmad Zacky Eka Putra | L | 5 |
| | 51. Fajar Ardian Syah | L | 4 |
| | 52. Syarman Syawal | L | 4 |
| Kabupaten Semarang | | | |
| SDN Sumowono | 53. Maharani Quinn Qonita | P | 5 |
| | 54. Michaela Tiara Fansiseeta | P | 5 |
| | 55. Revan Dika Saputra | L | 5 |
| | 56. Alfina Nuryana Febriansyah | L | 6 |
| | 57. Muhammad Akmal Maulana | L | 6 |
| | 58. Aning Rifaa Withfianasari | P | 6 |
| | 59. Alamanda Adini Larasati | P | 6 |
| | 60. Putri Amelia Asti Endrian | P | 4 |
| | 61. Cahaya Muhammad Giffari | L | 5 |
| | 62. Diren Muhammad Syaikhal | L | 4 |
| SDN Tenganan | 63. Rahayu Dita Nadila | P | 5 |
| | 64. Ririn Afianti | P | 4 |
| | 65. Permata Asri Atsania | P | 4 |
| | 66. Aksomasgazimma | L | 4 |
| | 67. Kharisma Mutiara Insani | P | 4 |
| | 68. Faisal Akbari | L | 4 |
| | 69. Dwi Ardianto | L | 5 |
| | 70. Wahyu Aditya | L | 5 |
| | 71. Bambang S | L | 5 |
| | 72. Aisha Aristawati | P | 5 |
| SMP Islam Terpadu Nurul Islam | 73. Muhammad Alizzah Salim Madjid | L | 9 |
| | 74. Zen Habibullah | L | 9 |
| | 75. Muhammad Zaki Ash-Shidiqi | L | 8 |
| | 76. Muhammad Itsar Sabilillah | L | 7 |
| | 77. Muhammad Rizqi Azmi | L | 8 |
| | 78. Inayatu Shafiyah | P | 9 |
| | 79. Fahda Alya Rahma | P | 9 |
| | 80. Khoirun Nisa' Lu'Lu' Mafruchah | P | 9 |
| | 81. Nadia Ananti | P | 7 |
| | 82. Farah Alfy Kamila | P | 7 |
| MTs AL Munawar | 83. Salsabilla Qoruroti Syafa | P | 7 |
| | 84. Adelia Loelatul Fajriyah | P | 8 |
| | 85. Rosidatul Arifa | P | 7 |
| | 86. Ammar Nur Pramudya | L | 7 |
| | 87. Agil Setiawan | L | 7 |
| | 88. Angga Saputra | L | 8 |
| | 89. Ahmad Irawan | L | 8 |
| | 90. M Shofian Syarid A | L | 8 |
| | 91. Kurnia Chandra Dewi | P | 9 |
| | 92. Riyana Muftikhatul | P | 9 |
| MI Klero | 93. Wahyu Fajar S | L | 4 |
| | 94. Agi Dwi Ariyanto | L | 5 |
| | 95. Danang Puspito | L | 6 |
| | 96. Wahyu Arjani | L | 6 |
| | 97. Abdul Kholiq | L | 5 |
| | 98. Rizka Nur Fauzia | P | 5 |
| | 99. Shofi Winarsih | P | 5 |
| | 100. Ismaini Media Ari Wibowo | P | 6 |

| | | | |
|------------------------|------------------------------------|---|---|
| | 101. Ica Ayu Novia | P | 4 |
| | 102. Sri Wahyuni | P | 6 |
| Kotamadya Medan | | | |
| SDN Negeri 060843 | 103. Anggi Widyanti | P | 6 |
| | 104. Saufina Widyanti | P | 6 |
| | 105. Sohnaz Juniar S | P | 6 |
| | 106. Oly Azizah | P | 5 |
| | 107. Aqsa Madina | P | 5 |
| | 108. Ilham | L | 7 |
| | 109. M Deny Ardi S | L | 6 |
| | 110. Andhi Pratama Syarha | L | 6 |
| | 111. Bani Atta Quwa | L | 6 |
| | 112. Adrian Fahmi | L | 5 |
| SDN 064973 | 113. Dilla Anggeraini | P | 5 |
| | 114. Anisa Widodo | P | 5 |
| | 115. Nia RAMadhani | P | 5 |
| | 116. Nabilla ANggreini | P | 4 |
| | 117. Christin Octavia | P | 6 |
| | 118. REndi Kurniawan | L | 6 |
| | 119. Fahri Munawiwir Srg | L | 5 |
| | 120. Armand Jogi Sihombing | L | 5 |
| | 121. Rafhael Mario | L | 4 |
| | 122. Daniel Zamini | L | 5 |
| SMPN 16 Medan | 123. Nurul Jazilah | P | 8 |
| | 124. Putri Zahrah | P | 8 |
| | 125. Siti Aminah | P | 8 |
| | 126. Nesti Helpitiana Putri | P | 8 |
| | 127. Shakira Fasyah | P | 8 |
| | 128. Bagas Ramadha Srg | L | 8 |
| | 129. Raugan Noza A | L | 8 |
| | 130. Denis Jesse S | L | 8 |
| | 131. Fajar Aditya Darmawan | L | 8 |
| | 132. Naufal Rete Raamadhan | L | 9 |
| | 133. Indri Maharani Siregar | P | 8 |
| MIN Medan Barat | 134. Salsabila Husna | P | 6 |
| | 135. Rahmadan Syamsu | P | 6 |
| | 136. Muktasinah Nst | P | 5 |
| | 137. Naeli Azizah Azzatri Nasution | P | 5 |
| | 138. Syu'bah Abu Nafi' As-Syami | L | 6 |
| | 139. Dhika Shaperdana Ansari Dava | L | 5 |
| | 140. Khairni Hafiz | L | 5 |
| | 141. Lukman Hakim Lubis | L | 5 |
| | 142. Fahriza Akmal | L | 6 |
| MTs N 2 | 143. Riky Perdana | L | 8 |
| | 144. Vita Mutiara Risku P | P | 8 |
| | 145. Rafsan Zani | L | 9 |
| | 146. Ilma Sakinah P | P | 9 |
| | 147. Morga Riska Amalia | P | 8 |
| | 148. Sania Putri istianah Srg | P | 7 |
| | 149. Ahmad Baihasi Ananda El-Rawy | L | 7 |
| | 150. M Afif Hsb | L | 7 |
| | 151. Fauzan Azmi HH Samosir | L | 9 |

Appendix 5: Study Instruments

Panduan Wawancara Terstruktur dengan Informan Kunci

| | | | | | |
|-------------------|---|--|---------------|---|---|
| Nama | : | | Jenis Kelamin | : | L/P |
| Jabatan | : | | | | |
| Institusi | : | | Tingkat | : | 1. Nasional 2. Propinsi 3. Kabupaten 4. Sekolah 5. Masyarakat |
| Tempat Wawancara | : | | | | |
| Tanggal Wawancara | : | | | | |

Target wawancara:

A. Penyelenggara Pendidikan:

- a. Pejabat struktural yang relevan di Kemdiknas, Kemenag, dan KPPA
- b. Pokja PUG di Kemdiknas dan Kemenag
- c. Pejabat struktural pengelola diknas dan bappeda kabupaten
- d. Anggota DPRD bidang kebijakan dan pendidikan.

B. Pelaksana Pendidikan:

- a. Kepala Sekolah
- b. Guru
- c. Komite Sekolah

1. **Kebijakan apa saja yang paling relevan dan mendukung** pencapaian kesetaraan gender di dalam pendidikan, terutama untuk capaian akademis peserta didik perempuan dan laki-laki di tingkat pendidikan dasar?

2. **Apa bentuk komitmen lembaga dan bagaimana pengejawantahannya** dalam implementasi kebijakan tersebut?

3. **Bagaimana capaian dari implementasi kebijakan tersebut** terutama dalam mengurangi kesenjangan gender dala capaian akademis peserta didik perempuan dan laki-laki di tingkat pendidikan dasar?

4. **Apa saja faktor pendukung** untuk implementasi kebijakan tersebut?

5. **Apa saja faktor penghambat?**

6. **Apa saja tantangan ke depan?**

7. **Bagaimana kapasitas pelaksana pendidikan saat ini** dalam mendorong tercapainya kesetaraan gender dalam penyelenggaraan pendidikan, khususnya capaian akademis peserta didik laki-laki dan perempuan?

8. **Kapasitas atau kompetensi apa saja yang perlu dikembangkan dari para penyelenggara pendidikan** terkait upaya mencapai kesetaraan gender dalam pendidikan, utamanya capaian akademis peserta didik laki-laki dan perempuan?

9. **Hal-hal lain apa yang perlu diperhatikan di kedepannya** terutama untuk mengurangi kesenjangan gender dalam capaian akademis peserta didik laki-laki dan perempuan?

Panduan FGD

Catatan:

- Seluruh FGD diarahkan untuk mengidentifikasi ada/tidaknya bentuk-bentuk ketidakadilan gender sebagai salah satu faktor penjelas tinggi rendahnya capaian akademis.
- FGD dilakukan per tingkat sekolah per kabupaten/kota sampel dengan jumlah FGD untuk masing-masing tingkat/jenis sekolah adalah satu, kecuali digabung.

Tabel c.1. Jenis dan Jumlah FGD menurut target group dan tingkat sekolah untuk masing-masing daerah:

| Jenis FGD | Jumlah FGD per kab/kota | Jumlah Kab/Kota | Total FGD Semua Sekolah | Jumlah FGD Per Tingkat/Jenis Sekolah ¹ | | |
|---|-------------------------|-----------------|-------------------------|---|---------|---------|
| | | | | SD (2) & MI (1) ² | SMP (1) | MTS (1) |
| 1. FGD Guru Kelas & Guru Mata Pelajaran | 9 | 3 | 5 | 3 | 1 | 1 |
| 2. Peserta didik laki-laki | 9 | 3 | 5 | 3 | 1 | 1 |
| 3. Peserta didik perempuan | 9 | 3 | 5 | 3 | 1 | 1 |
| Grand Total FGD | 36 | - | | - | - | - |

Catatan: ¹ Angka dalam kurung adalah jumlah sekolah sampel per kabupaten/kota. Jika jumlah FGD menurut tingkat/jenis sekolah adalah 1 artinya FGD dilakukan secara bersama (digabung) dari kedua SD sampel.

² FGD untuk SD dan MTI digabung untuk mengurangi jumlah hari yang dihabiskan hanya untuk FGD agar bisa diagihkan untuk wawancara mendalam dan observasi kelas. Jika tidak digabung maka total FGD adalah 15 per kota. Jika satu hari bisa membuat 2 FGD maka dibutuhkan 7,5hari hanya untuk FGD

Panduan FGD Guru Kelas & Guru Mata Pelajaran

- 1. Bagaimana kinerja akademis peserta didik laki-laki dibanding dengan perempuan (capaian nilai, keaktifan dalam kelas, minat dan bakat)?**
- 2. Dalam mata pelajaran apa saja peserta didik laki-laki lebih menonjol dari perempuan dan sebaliknya?**
- 3. Dalam hal apa saja peserta didik laki-laki/perempuan lebih mengalami ketertinggalan dan dalam hal apa lebih unggul dibanding peserta didik perempuan/laki-laki?**
- 4. Hal-hal apa yang menjadi kemungkinan faktor penjelas untuk no 1, 2 dan 3 di atas?**
- 5. Apa saja upaya yang telah dilakukan untuk pencapaian kesetaran gender dalam capaian akademis bagi peserta didik laki-laki dan perempuan, terutama yang ditujukan pada peserta didik laki-laki yang mengalami masalah dalam capaian akademis?**

6. **Apa saja faktor pendukung, penghambat dan tantangan ke depan** untuk upaya-upaya tersebut di atas (baik dari sisi penyelenggara, pelaksana, dan masyarakat pada umumnya)?
7. **Kapasitas atau kompetensi apa saja yang perlu dikembangkan dari para pelaksana pendidikan/guru kelas** terkait upaya mencapai kesetaraan gender dalam pendidikan, utamanya capaian akademis peserta didik laki-laki dan perempuan?
8. **Hal-hal lain apa yang perlu diperhatikan di kedepannya** terutama untuk mengurangi kesenjangan gender dalam capaian akademis peserta didik laki-laki dan perempuan?

Panduan FGD Komite Sekolah & Orang Tua Murid

1. **Bagaimana pengamatan komite sekolah & orang tua murid mengenai kinerja akademis peserta didik laki-laki dibanding dengan perempuan pada umumnya** (capaian nilai, keaktifan dalam kelas, minat dan bakat)?
2. **Mengapa (faktor-faktor apa saja yang menjelaskan) peserta didik laki-laki cenderung memiliki capaian akademis yang lebih rendah dari peserta didik perempuan?**
 - a. Kemampuan & motivasi peserta didik
 - b. Lingkungan Sekolah: fasilitas, metode, dan situasi/suasana belajar mengajar.
 - c. Lingkungan Rumah: fasilitas dan situasi belajar, tanggung jawab pekerjaan reproduktif dan produktif
 - d. Pandangan, harapan dan cita-cita orang tua tentang pendidikan anak
 - e. Nilai-nilai sosial budaya masyarakat setempat.
3. **Hal apa saja yang membutuhkan perhatian serius** dalam pelaksanaan penyelenggaraan pendidikan terkait dengan jawaban no 1? Bisa mencakup, tetapi tidak terbatas, hal berikut:
 - a. Dukungan fasilitas dan situasi/suasana belajar mengajar
 - b. Dukungan fasilitas dan situasi belajar di rumah
 - c. Motivasi dan kemampuan peserta didik
4. **Apa peran-peran yang bisa dan telah serta yang bisa tetapi belum dilakukan oleh komite sekolah dan apa saja yang bisa dilakukan oleh orang tua** terkait no 3?
5. **Apa saja faktor pendukung, penghambat dan tantangan ke depan** untuk pencapaian kesetaraan gender dalam capaian akademis bagi peserta didik perempuan dan laki-laki (baik dari sisi penyelenggara, pelaksana, dan masyarakat pada umumnya)?
6. **Kapasitas atau kompetensi apa saja yang perlu dikembangkan dari para pelaksana pendidikan/guru kelas** terkait upaya mencapai kesetaraan gender dalam pendidikan, utamanya capaian akademis peserta didik laki-laki dan perempuan?

7. **Hal-hal lain apa yang perlu diperhatikan di kedepannya** terutama untuk mengurangi kesenjangan gender dalam capaian akademis peserta didik laki-laki dan perempuan?

Panduan FGD Peserta didik laki-laki dan perempuan

Catatan: diskusi ini akan diarahkan untuk mengidentifikasi ada/tidaknya bentuk-bentuk ketidakadilan gender sebagai salah satu faktor penjelas tinggi rendahnya capaian akademis.

1. **Hal-hal apa yang merupakan minat utama** dari peserta didik laki-laki/perempuan?
2. **Hal-hal apa yang disukai dan kurang disukai dan yang bisa menjadi faktor pendukung dan/atau penghambat** dalam dalam pelaksanaan pendidikan di kelas bagi peserta didik laki-laki/perempuan?
3. **Hal-hal apa yang disukai dan kurang disukai yang bisa menjadi faktor pendukung dan/atau penghambat** dalam dalam pelaksanaan pendidikan di luar kelas bagi peserta didik laki-laki/perempuan?
4. **Hal-hal apa lainnya yang bisa menjadi penjelas dalam capaian akademis** peserta didik laki-laki/perempuan?
5. **Apa yang telah dilakukan dan apa yang perlu tetapi belum dilakukan** untuk memiliki capaian akademis yang bagus/memuaskan bagi peserta didik laki-laki/perempuan?
6. **Apa yang diinginkan sesudah selesai sekolah dan mengapa?**

Panduan Observasi proses belajar mengajar di kelas

| Pokok observasi | Kriteria | | | Catatan |
|---|----------|-------|--------|---|
| | Baik | Cukup | Kurang | |
| 1. Interaksi belajar mengajar secara keseluruhan/pada umumnya | | | | |
| 2. Interaksi belajar mengajar antara guru dan peserta didik laki-laki | | | | |
| 3. Bagaimana interaksi belajar mengajar antara guru dan peserta didik perempuan | | | | |
| 4. Interaksi antar peserta didik laki-laki dan perempuan | | | | |
| 5. Interaksi antar peserta didik laki-laki sendiri | | | | |
| 6. Interaksi antar peserta didik perempuan sendiri | | | | |
| 7. Keaktifan peserta didik laki-laki | | | | (catat nama-nama mereka yang aktif untuk menjadi peserta FGD) |
| 8. Keaktifan peserta didik perempuan | | | | (catat nama-nama mereka yang aktif untuk menjadi peserta FGD) |
| 9. Tingkat kebutuhan peserta didik laki-laki untuk berpartisipasi aktif | | | | |
| 10. Tingkat kebutuhan peserta didik perempuan untuk berpartisipasi aktif | | | | |

| Pokok observasi | Kriteria | | | Catatan |
|--|----------|-------|--------|---------|
| | Baik | Cukup | Kurang | |
| 11. Kesadaran dan kejelian guru untuk melihat dan merespon kebutuhan peserta didik laki-laki | | | | |
| 12. Kesadaran dan kejelian guru untuk melihat dan merespon kebutuhan peserta didik perempuan | | | | |

Appendix 6: Study Team-Name List

Tim peneliti terdiri dari:

1. Wiwit Sri Arianti, Gender Specialist, USAID PRIORITAS
2. Suyitno, Consultant, Education and Curriculum Specialist
3. Yulia Immajati, Consultant, Gender Specialist