

THE STRATEGIC ROLE OF EDUCATION SERVICES TO REALIZE GENDER EQUALITY IN INDONESIA

Oksiana Jatiningsih *¹

Universitas Negeri Surabaya, Indonesia
oksianajatiningsih@unesa.ac.id

Natsir B. Kotten

Universitas Flores-Ende, Indonesia
natsirkotten21@gmail.com

Billy Martasandy

The Thames International University, Paris
Billymartasandy@gmail.com

Abstract

Research purposes This is a strategic service education to realize gender equality in Indonesia. The method used is qualitative, with a study field. As for the participants in the study, these are two state high school teachers in Surabaya. Research result This education plays a very important role in realizing gender equality in Indonesia, though there is still a challenge in reaching gender equality, such as deep gender stereotypes, choice of major, and experience learning what's not fair for a student woman. To reach gender equality in education, it required effort from the government, society, and individuals. This matter covers the implementation of supportive policies on gender equality, improvement of public awareness about the importance of education for women, as well as active support for providing access to equal education for all individuals.

Keywords: Role, service education, gender equality.

INTRODUCTION

The issue of gender equality in education is Very important and complex topic, which is interesting. Recently, there has been a lot of education among researchers and practitioners This. Gender equality in context education covers various aspects, starting from fair access to education until experiencing equal learning and opportunities in a career after graduating (Sumar, 2015). So, one important aspect that has been researched is the deep gender gap in access and results in education. According to Wijayati et al. (2022), although many countries have made significant progress in increasing access to education for children and women, inequality still exists, especially in areas where there is less development. As for factors like poverty, cultural norms, and gender stereotypes, they can become obstacles to accessing equal education for girls (Efendy, 2014). Essentially, education includes the principles of

¹ Correspondence author.