

Gender Mainstreaming (PUG) Education in Provincial Government Riau

Tuti Khairani Harahap¹, Sjamsiar Sjamsuddin^{2,*}, Meutia Farida Hatta Swasono³,
Ratih Nur Pratiwi²

¹Department of Public Administration, Faculty of Social and Political Science,
University of Riau, Indonesia

²Department of Public Administration, Faculty of Administrative Science,
University of Brawijaya, Malang of Indonesia

³Member of the Presidential Advisory Council of Indonesian Republic

ABSTRACT

The focus of this research are: Analysing the Gender Mainstreaming (PUG) Education in the Government of Riau Province, Reveals the factors supporting and inhibiting Gender Mainstreaming (PUG) Education in the Government of Riau Province, Finding and recommend models for Gender Mainstreaming (PUG) Education Sector. Categories of this study are a qualitative case study approach. By doing a good coordination of activities between the parties involved in advocacy activities, socialization, training, Technical Guide (Bintek) about PUG This is certainly expected for the existence of a change in knowledge, attitudes and behaviours PUG or seven terms as well as changes in access, participation, benefits, control male and women, and consider the elements Mover Gender Responsive Primary Education Development in Riau Province, namely: Education Office, Unit of Regional Government (Bappeda), BKD, BP3AKB, consider the role of an independent society, considering the existence of Business in the province of Riau. Education PUG success is also influenced by existing support elements, namely: Religious Leaders (Toga), Community Leaders (Toma), Non Governmental Organizations (NGO), Centre for Women's studies / gender (PSW / G), and especially in Riau Province that there is an element strongly influence the policies that exist in the Riau province Riau Traditional Leaders. Riau Provincial Government in implementing the Education Sector PUG especially should refer to the model framework PUG Education and the rule of law that apply in order to materialize the construction of gender-responsive education. This study recommends a model for Gender Mainstreaming (PUG) Education Center.

Keywords: Gender Mainstreaming, Local Governance, Participation, Development of Education

INTRODUCTION

PUG Education is a strategy that is built to integrate gender into an integral dimension of planning, preparation, implementation, monitoring and evaluation of policies, programs, and educational development activities (Permendiknas 84 in 2008) [1]. PUG therefore important to ensure the following matters: (1) whether women and men have equal access to resources, (2) whether men and women can participate in the decision making process, (3) whether men and women have the same opportunities and chances in the exercise control over development, and (4) whether women and men enjoy the fruits of development education. In connection with the implementation of Gender Mainstreaming in Local Government was to consider the development of government policy regulations towards centralization to decentralization. The problem is that the era of regional autonomy has brought fundamental changes in government regulations such.

Meanwhile, in manuals Grand Strategy Implementation of Regional Autonomy Ministry of Internal Affairs [2] stated that the first basic element of the Regional Government is the "government affairs", the regional authority to manage and administer governmental affairs submitted to the Region based on the settings in the Act 32 / 2004.

Thirty one (31) was as for the affairs of government in decentralized to the regions. The 31 affair is divided into obligatory and business options. Matters shall be linked to basic services guaranteed by the 1945 constitution, nor is the government's commitment to achieving international conventions such as the Millennium Development Goals (MDGs) and the duty of local governments to provide it. Matters concerning the affairs whereas there are 26 choices there are 4 business affairs. Education and empowerment of women and child protection is a matter that must be provided and implemented by the regional government. This means that the development of gender responsive education is a matter that must be provided by the Provincial Government of Riau.

It should be stated more clearly here, how in the era of regional autonomy, gender issues are often not considered as an important issue. Arivia [3] states that "Throughout the history of patriarchy in the world such as in Indonesia, the representation of women's issues in all fields (political, economic, cultural, religious, and so

*Corresponding Author: Sjamsiar Sjamsuddin, Department of Public Administration, Faculty of Administrative Science, University of Brawijaya, Malang of Indonesia. Email: sjamsiar@yahoo.com

on), has been disregarded and rejected in the public discourse. Little do we watch the debates on women's issues especially concerned about "power" (power) that has captured the man in the public world".

In addition, Darwin [4] argued that the State's commitment to women's empowerment and gender equality has not been strong enough. State alignments against women are not optimal [4]. Associated with the implementation of regional autonomy, it is necessary to the region's commitment to making gender equality in regional development policies. It is also in accordance with Rule of Country Inside Ministry (Permendagri) Number 15 Year 2008 regarding General Guidelines for Implementation of Gender Mainstreaming in the Region [5]. In Article 4 paragraph [6] Local governments are obliged to develop policies, programs, and the gender perspective of development activities as outlined in the medium term development plan of the area or RPJMD, Strategic Plan and Work Plan SKPD [7]. Rule of Country Inside Ministry (Permendagri) confirms that every Governor, regent, mayor or SKPD should integrate a gender perspective in development policies in the Region [8].

In the context of the Government of Riau Province, has a higher education will also be easier for women to be able to participate in government, both in the planning, implementation, monitoring and evaluation of development programs, particularly in the field of education [9][10]. However in reality representation of women in strategic positions for gender-responsive decision-making is still very small in government agencies in the province of Riau. On the other hand there are cases of trafficking and violence against women, has not implemented a comprehensive data collection system that disaggregated (by sex), as well as the number of school dropouts is still dominated by girls in the province of Riau.

Based on the description above, research of Gender Mainstreaming (PUG) on Education at Riau Province Government is carried out to find answers to the problems of the need for Gender Mainstreaming (PUG) in Education.

MATERIALS AND METHODS

This study is a qualitative research where the research will be conducted in an existing agency within the local government of Riau Province. This location will be selected from the department / agency to which the policy of mainstreaming through purposive method, with consideration of agency / agencies can be considered representative of the population of government offices (dinas-dinas/instansi) in Riau Province is based differences in characteristics possessed.

The approach used in this study is to use a deductive approach, where this approach tries to answer the problems that have been formulated in advance through the logic of the theoretical with the empirical base on a predetermined or preselected.

The study is a type of qualitative research (qualitative research). This type is expected to describe the speech, writing or behaviour of the government bureaucracy as research objects were observed, whether it be individuals, groups, communities or organizations as a form of holistic or comprehensive.

The focus of this study were: (a) Mainstreaming Gender (PUG) on Education in Riau Province Government, (b) The factors supporting and inhibiting Gender Mainstreaming (PUG) on Education in the Government of Riau Province, (c) Model for Gender Mainstreaming (PUG) Education Sector in Riau Province Government. Mainstreaming Gender Education in Riau Province Government will be seen from what aspect really a gender perspective is reflected in the development cycle of education in the Riau province, covering: 1.Perencanaan, 2.Pelaksanaan, 3. Monitoring and evaluation (M & E).

Techniques of determination of Informants in this study will be determined on an on going basis by using a snowball sampling technique. Snowball sampling technique is the technique of determination of the sample (informants) who are small at first, then enlarged. Informants in this study were employees of Education, Ministry of Religious Affairs, Unit of Local Government (Bappeda) in Riau Province and the people who are supposed to represent the people of Riau.

RESULTS AND DISCUSSION

In fact the development of education in the province of Riau has not been fully implemented either because there are still many problems that occur in the development of education in the province of Riau as there is still a large number of school dropouts in Riau Province, as the authors describe in the chapter of research results and this occurs more many in the public schools that exist in the province of Riau and ironically the numbers of school dropouts has been mostly at the level of 9-year compulsory education and the daughter is a child who occupies the highest dropout rates in the province of Riau. This should not happen again because it is the duty of the Government of Riau Province to provide / facilitate and implement a reasonable program (9-year compulsory education in accordance with the rules and policy directions of the Central Government (GOI). The following table shows that the still high number of school dropouts in Riau Province.

Table 1 Data Out of School Children in 2009

School	Number of schools	Public	Private	Number of dropped out students
TK (Kindergarten)	1406	6	100	106
RA/BA (Kindergarten)	232	0	29	29
SD (Elementary)	3343	1546	279	1825
MI (Elementary)	326	3	57	60
SMP (Junior High School)	845	1001	238	1239
SMPT (Junior High School)	21	0	0	0
MTS (Junior High School)	337	1	100	101
SMA (Senior High School)	348	160	162	322
MA (Senior High School)	201	9	20	29
SMK (Senior High School)	161	119	214	333
Total	2045	1199		4044

Data Sources: Office of Educational Riau Province, 2010

Based on these data is known that in the province of Riau are still high school dropouts in 2009 and of the whole school dropouts as many as 4044 people. Ironically the most is the number of school dropouts from public schools as many as 2045 people where the dropout rate at the level of 9-year compulsory education of primary school (elementary) and secondary school First Instance (SMP) the highest dropout rate school is for primary school (elementary) school children drop out of the country the numbers reached 1546 people, while for secondary schools (junior high) school dropout rate country 1001 people. Then the largest number of children dropping out of school is coming from private schools as many as 1199 people where the dropout rate at the level of 9-year compulsory education of primary school (elementary) and secondary school First Instance (SMP) the highest dropout rate school is for elementary school (SD) number of private school dropouts reached 279 people, while for secondary schools (junior high) number of private school children drop out of 238 people. Whereas 9-year compulsory education program is a program that must be carried out by local governments across the country without exception Indonesia Riau Provincial Government shall carry out 9-year compulsory education for the people of Riau, but this certainly has not been implemented either by looking at data from a table on top. This data is still gender-biased because it has not disaggregated between men and women in accordance with the concept of gender mainstreaming education.

Based on the views presented by individual authors interviewed informants who are different, but there are a few things to note for the author, namely: Mainstreaming Gender (PUG) on Education in Riau Province Government still has not run well the views of:

1. Still not implemented socialization on Gender Mainstreaming (PUG) is well and thoroughly to all levels of Riau provincial government officials, private organizations, as well as all levels of society so that the apparatus of government, private and public institutions have understand the importance of gender mainstreaming in the implementation of existing development in the Province Riau, especially in education.
2. Not yet fully created good coordination between related institutions around the Riau provincial government and the community on a shared commitment to make the Presidential Instruction No. 9 of 2000 it became a policy which must be implemented for all aspects of development and become a pillar for the creation of a just and comprehensive development equivalency of gender. On the other hand also shows that not involve Tim PUG Education Working Group in planning the development of education in the province of Riau, so that gender responsive education has not become a program implemented by the Department of Education Riau Province.
3. Still the absence of local laws designed to regulate the implementation of development in Riau Province, especially the implementation of development on gender responsive education policies that gender is not only as a central policy area without a commitment to make the policy becomes a matter that must be implemented in the accordance with Presidential Decree Number 9 Year 2000 on Gender Mainstreaming (PUG) and Minister of National Education Regulation No. 84 Year 2008 on Guidelines for Implementation of Gender Mainstreaming in which the Education Sector in article 1, paragraph 1 states that "Each unit of work in education who do the planning, implementation , monitoring and evaluation of all policies, and development programs in education in order to integrate gender in it.
4. Still the dominant patriarchal culture affects attitudes and behaviours of a leader and people of Riau in looking at the concept of gender and multiple roles held by a woman to be able to occupy the positions in government policy making Riau Province. Where it is certainly is a phenomenon that became an obstacle to a woman in his career let alone improved its decision-making positions. This is that the author still sees the public perception of Riau Malay culture makes women lack access to decision-making positions, then there is also a pressure group for women to assume decision-making positions in the government of Riau

Province, although women are competent, capable, qualified from the male to perform the task as agents of development of Riau. In fact there are likely to see that if a woman has a career and increased her career then she is identical with the women who left their nature as his housekeeper and this is a negative view of women who pursue careers and women who occupy positions of high office.

5. The existence of an erroneous interpretation of the Religion of the concept of gender so that there is an attitude of rejection by some people of Riau in looking at the concept of gender. This is according to observations and interviews by the author that the concept of gender are still viewed negatively by most people of Riau and this is related to the socialization that has not been going well overall and the patriarchal culture that remains deeply embedded in people's lives affect Riau Gender Mainstreaming (PUG) Education Sector in Riau Province Government.
6. In Riau Provincial Government is still less visible role of women in policy making especially in education because they are less involved in the decision making process and are still few women who were given the opportunity to occupy positions as decision-making culture and the environment caused the factor that affects a leader to choose a woman to occupy strategic positions. On the other hand there is an emphasis upon receipt of Riau Bank employees who received only male employees as a condition upon receipt of an employee in the year 2009 by reason of the position of work required.
7. In certain circumstances, women themselves prefer to withdraw from the career and the demands of the position he held since it has a dual role, which he felt unable to live well together because of cultural pressures and the environment so that many women look back from the office or he does not accept a position she deserved. From the results, the authors in Riau are still many women succumb to increase her husband's career and some even willing to work in garment company in another State to accompany her husband's study abroad when women themselves are supposed to be a lecturer who was he who took part to increase his career as a college lecturers. In the existing colleges in the province of Riau are still many women who until his retirement as professor only has S1 education level because they feel unable to / can undergo multiple roles well.
8. The level of women's organizations based on the author's observation when actively involved in various women's organizations in Riau Province, women's involvement in many organizations as a tool to strengthen the position of their husbands or men in strategic positions in government, not to get the position of women in strategic positions.

The Education Sector PUG model that the authors recommend for Riau Province is as follows:

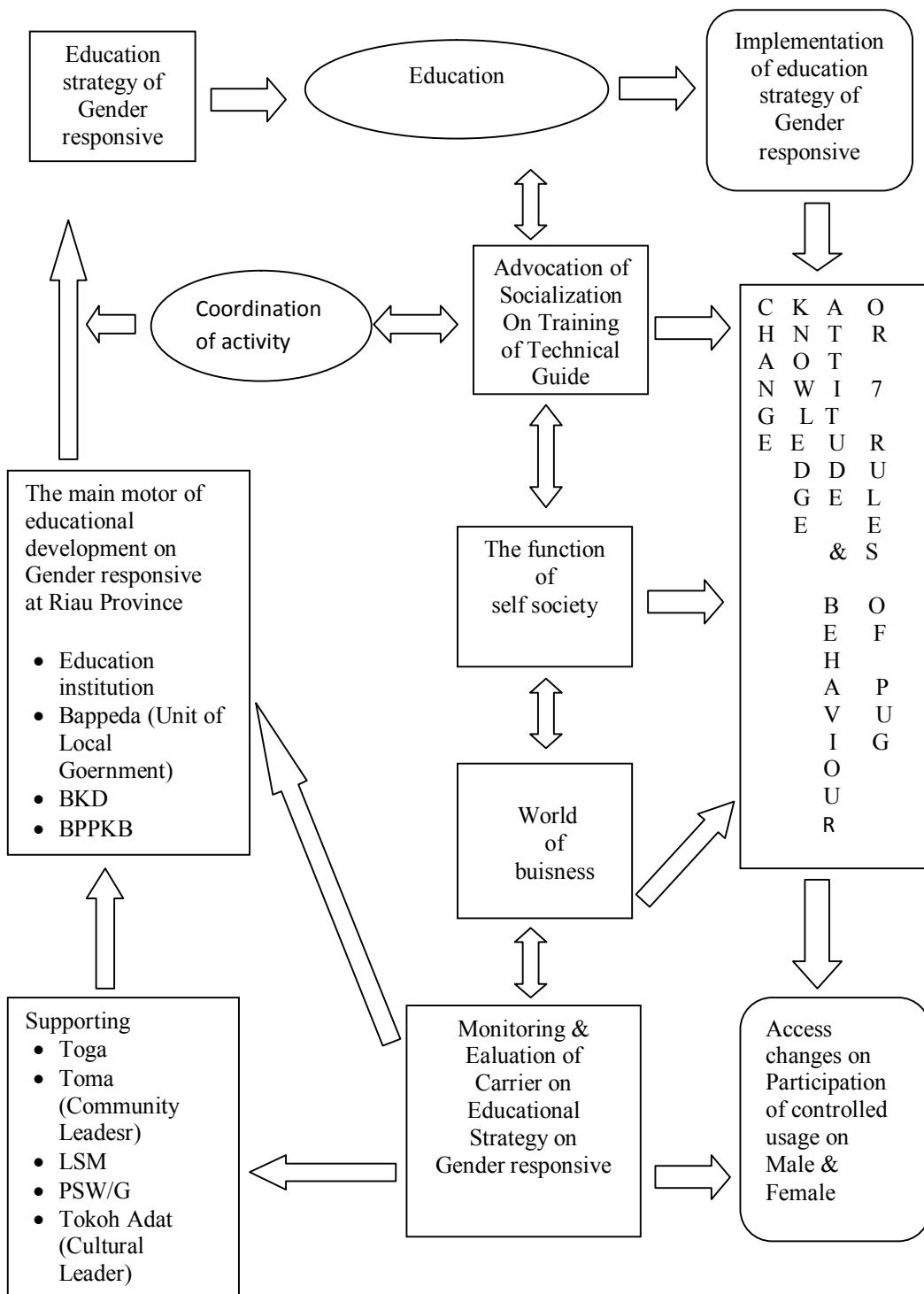


Figure 1 Provincial Education Sector Model PUG Riau (Recommended Model)
Source: Results of Analysis of Research in 2011

In the picture above PUG Education Sector Model Riau province can be explained that the mainstreaming of Education in the province of Riau seen from the decentralization of education gender responsive development as a matter that must be implemented by the Provincial Government of Riau with reference to Gender Responsive Education Policies based on the Commitment PUG International Education and Instruction, Decision of Country Inside Ministry (Kepmendagri), and as the legal basis PUG Rule of National Educational Ministry (Permendiknas) Education implemented. Gender Mainstreaming (PUG) on Education in Riau Province Government PUG is determined by a key component of education through the implementation of the three stages of the planning, implementation, monitoring and evaluation (M & E) development programs

especially in the field of education in the province of Riau in order to materialize the development of education which is responsive of gender. To achieve this must look at the issue of gender responsive education are influenced by political situation, social, culture in Riau province to create and implement gender responsive education policies within the framework of the development of educational programs that refer to the vision and mission of Riau Province Education Department. By doing a good coordination of activities between the parties involved in advocacy activities, socialization, training, Technical Guide (Bintek) about PUG This is certainly expected for the existence of a change in knowledge, attitudes and behaviours or seven terms PUG and the change of access, participation, benefits, control males and women, and consider the elements of the Main Mover Gender Responsive Education Development in Riau Province, namely: Department of Education, Planning Agency, BKD, BP3AKB, considering the role of an independent society, considering the existence of The World Business is in the province of Riau. PUG success of Education is also influenced by the existing supporting elements, namely: Religious Leaders (Toga), Community Leaders (Toma), Non Governmental Organizations (NGOs), Centre for Women's studies / gender (PSW / G), and especially in Riau Province there are elements that very strong influence policy in the Riau province Riau Traditional Leaders. While monitoring and evaluation (M & E) implementing Gender Responsive Education Policies should exist and are implemented to see whether the development of gender responsive education have been implemented or not so as to create gender equality and equity in participatory education development from planning, implementation, monitoring and assessment program development of education in the province of Riau which is still influenced by factors: Capacity Building, Organizational Culture, Social and Cultural Perspectives, Religious Perspectives. It is also influenced by socialization that have not implemented thoroughly, patriarchal culture that is very pressing and influence and there is no institutional strengthening PUG Team Education Working Group, as well as supporting legislation that does not exist in the province of Riau are made to support the mainstreaming of Education in the province of Riau .One manifestation of these three activities to be implemented Riau Province Education Department is to implement the concept of gender-based curriculum and the concept of gender-oriented schools.

CONCLUSIONS

Gender Mainstreaming (PUG) on Education in Riau Province Government as seen from PUG key component of education through the implementation of the three stages of the planning, implementation, monitoring and evaluation (M & E) is still not in accordance with applicable regulations and not in line with expectations as it is still gender bias so the development of gender responsive education has not been done. This is because a key component of the overall Education PUG has not been implemented in each phase of the Education PUG. That is still very low female participation in the development of education in the province of Riau. It's influenced by several factors supporting and inhibiting the success of Gender Mainstreaming (PUG) Education Sector, namely the implementation of Capacity Building is not optimal, gender-biased Organizational Culture, Social and Cultural Perspectives of patriarchy, religious perspective there are still many erroneous interpretations of looking at the concept of gender. This means that when viewed as an implicit, cultural perspectives and the general public in the Riau Malay community also ideal level still reflects in part the feel of women's subordination to the party, both in the household, government or private institutions, and other structural social practices. Gender Mainstreaming (PUG) on Education in Riau Province Government do not refer to the model framework Mainstreaming Gender Education. This means the Government of Riau Province invoke one of the matters that must be the Gender Mainstreaming in general and in particular the Education Sector. Gender Mainstreaming (PUG) on Education in Riau Province Government PUG is determined by a key component of education through the implementation of 3 phases of the planning phase, implementation phase, monitoring and assessment phase (M & E) development programs especially in the field of education in the province of Riau in order to materialize the development of education gender-responsive, and therefore to realize this must be carried out a change of mindset (Mind Set) is developed and entrenched in the society of Riau on the concept of gender can be changed slowly towards a positive and better in accepting the concept of gender is through the provision of curriculum-based gender are packed with local wisdom about the history of the Malay Riau women in participation in all aspects of society life and state.

RECOMMENDATIONS

Gender Mainstreaming (PUG) on Education in Riau Province Government must involve the participation of men and women in the planning, implementation, monitoring and evaluation of development programs especially in the field of education in the province of Riau in order to materialize the development of gender responsive education. For it must refer to the Presidential Instruction No. 9 of 2000 on Gender Mainstreaming (PUG) in the National Development and Ministry instructed all Non Government Department at the Central, Provincial and District / City to perform or achieve gender mainstreaming in the planning,

implementation monitoring and evaluation of policies and development program: Policy Education for All (FORALL Education) in 2000, and then Rule of Country Inside Ministry (Permendagri) No. 15/2008 on the implementation of mainstreaming in local development to all ranks SKPD from the Province to District / City. And Regulation of the Minister of National Education No. 84 Year 2008 on Guidelines for Implementation of Gender Mainstreaming in which the Education Sector in article 1, paragraph 1 states that "Each educational unit of work that did the planning, implementation, monitoring and evaluation of all policies, and development programs in education in order integrating gender in it ", and should refer to the model framework and the Education Sector Gender Mainstreaming and advised the Education Sector Model Recommendations PUG Riau Province.

On the other hand Riau Province Education Department should consider several factors supporting and inhibiting factors of Gender Mainstreaming (PUG) Education Sector, namely Capacity Building, Organizational Culture, Social and Cultural Perspectives, Religious Perspectives. For factors that inhibit PUG Education namely: Capacity Building, Organizational Culture, Social and Cultural Perspectives, Religious Perspectives.

By doing a good coordination of activities between the parties involved in advocacy activities, socialization, training, Technical Guide (Bintek) about PUG This is certainly expected for the existence of a change in knowledge, attitudes and behaviours or seven terms PUG and the change of access, participation, benefits, control males and women, and consider the elements of the Main Mover Gender Responsive Education Development in Riau Province, namely: Department of Education, Planning Agency, BKD, BP3AKB, considering the role of an independent society, considering the existence of The World Business is in the province of Riau. PUG success of Education is also influenced by the existing supporting elements, namely: Religious Leaders (Toga), Community Leaders (Toma), Non Governmental Organizations (NGOs), Centre for Women's studies / gender (PSW / G), and especially in Riau Province there are elements that very strong influence policy in the Riau province Riau Traditional Leaders. The success of mainstreaming in education in the province of Riau to be supported by the implementation of gender-minded schools to change the mindset (Mind Set) is developed and entrenched in the society of Riau on the concept of gender can be changed slowly towards a positive and better in accepting the concept of gender. For it must start from an investment values through educational institutions (schools) to provide gender-based curriculum tailored to the concept of local content which include Malay cultural background to the application of gender-oriented schools. In this case I recommend that the Riau Provincial Education Department makes textbook on gender-based curriculum in the context of Malay culture in Riau Province, such as creating a story book about the history of the kingdom of Siak Sri Indrapura where the Princess Royal of Great Tengku also participated in defending war sovereignty of the kingdom and the State, so embedded in the groove think students understand the concept of gender in a positive direction, that girls also have equal rights with men in defending the kingdom and the State. Then provide an understanding of cultural values and religious values about the importance of education for women and men. Needs to be improved socialization, advocacy and dissemination on Gender Mainstreaming, so understanding the concept of gender should be equated toward better public education and the planting should be included in the subject of citizenship. Give the charges in the curriculum of both formal and informal education in the context of gender that is wrapped with local knowledge being owned Malay.

REFERENCES

1. Kementerian Pemberdayaan Perempuan dan Perlindungan Anak RI, 2010. *"Panduan Pemetaan Sosial-Budaya Untuk Mewujudkan Kesetaraan Gender (KG) Di Kementerian/Lembaga dan Masyarakat"*, Jakarta.
2. Departemen Dalam Negeri, 2007. *Buku Pedoman Grand Strategy Implementasi Otonomi Daerah*, Jakarta.
3. Arivia, Gadis, 2006, *Feminisme Sebuah Kata Hati*, Grafika Mardi Yuana, Bogor.
4. Darwin, Muhamdijir, 2005. *Negara dan Perempuan Reorientasi Kebijakan Publik*, Penerbit Graha Guru dan Media Wacana, Yogyakarta.
5. Sjamsuddin. I, Sjamsiar, 2008. *Administrasi Pemerintahan Lokal*, Agritek YPN Malang
6. A.S. Kausar, 2008. *Mekanisme Penyelenggaraan Dekonsentrasi dan Tugas Pembantuan Pada Tataran Urusan Pemerintahan Berdasarkan PP No. 7/2008*. (Bahan Kuliah).
7. Nurhaeni, Ismi Dwi Astuti, 2008. *Reformasi Kebijakan Pendidikan Menuju Kesetaraan Dan keadilan Gender*, LPP dan UPT UNS Press, Universitas Sebelas Maret, Surakarta
8. Direktorat Pendidikan Masyarakat Dirjen Pendidikan Nonformal dan Informal Depdiknas RI, 2008. *Peningkatan Kapasitas Kelembagaan Pengarusutamaan Gender Bidang Pendidikan*, Jakarta.
9. Jurnal Perempuan Nomor 50, 2006. " Pengarusutamaan Gender", Yayasan Jurnal Perempuan, Jakarta
10. Francoeur, Claude, *et al*, 2007. "Gender Diversity in Corporate and Top Management", *Journal of Business Ethics*. 81 : 83-95, 2007