

Do Technological and Vocational High Schools Differentiate between Male and Female Teachers?

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Abstract. High Quality Vocational education is one way to create skilled and professional human resources. In the implementation of teaching and learning process there are many components that are very important one of them is the educator (teacher), where through the quality of teachers materials are expected to be well absorbed by students. Teachers generally consist of male and female teachers where in this era of teacher globalization teachers in vocational schools are not only dominated by male teachers, there are many women who serve as educators in unlimited vocational schools by selected majors. But the polemic is the issue of gender inequality that has been the subject of talks in various countries since 1979. Gender bias in education is the educational reality that benefits certain sexes, leading to gender inequality in which various forms of gender inequality occur in different regions. Female teachers in technology and engineering as a minority are deemed incompetent in understanding vocational materials and are deemed less able in the application of school practices than male teachers. But at this point it can be observed that the large number of female teachers who enter the world of teaching skills in vocational schools in Indonesia. Therefore, this research was conducted to find out the extent of gender differences in the influence of teaching styles on the learning process in SMK with the concentration of technique and technique. This research is planned to be implemented in a vocational high school in Indonesia with concentration of Department of Engineering and Technology which include the use of qualitative research collecting research data by using interview and survey technique

1. Introduction

Gender refer to the economic, social, political and cultural attributes and opportunities associated with female and male. The social definition of what it means to be female or male vary among cultures and changes over time. Gender should be conceptualized as a set of relations, existing in social institutions and reproduced in interpersonal interaction. Gender theory is a social constructionist perspective that simultaneously examines the ideological and the material level of analysis [1].

In this era gender have not been a limitation for career, job, politic, and others, especially in study. A lot of teacher in many vocational schools are dominated by man but its 40% are women. We also can look to senior high school that dominated by women teachers are influence to the interest of student's study. The circumstances on class senior high school more competitive than vocational high school [2]. In this major (technology and engineering) need toughness and masculine of man but it isn't rule out female teacher can do it [3]. In other word nowadays, women can do anything that man can do, so do with teaching in vocational high school. In West Java just a few female teachers who teach the productive subject, but it is not make them feel less confidence. And not less female teacher that teach multiple productive major [4].

Universitas Pendidikan Indonesia is one of the university that graduate female vocational teacher and many university did it too. But some school in West Java put them inside class even they have a good competence about productive major which tough on workshop on reason gender. For this reason, female teacher cannot do improvement on knowledge and competences. And cause of it female teacher feel discriminated and its decrease in interest in become productive teacher [5].



The female teacher can make learning circumstance more attractive one of the cause is student more interested to the female teacher which can adapt in many circumstance. And also, can improve the learning outcomes that will prove by this research. Based on text above the writer take the main problem are: 1) how is the circumstances in learning process when female teacher teaching, 2) how the student receive the learning process, 3) how the improvement of value of learning outcomes

2. Methods

This research will collect data from the teacher and student using interview technique and questionnaire distributed to respondent, using mix method qualitative and quantitative method [6][7]. The population of respondent are the student and teacher of Vocational High School in Bandung area with concentration of Technology and Engineering Department.

The research has following purpose: 1) to establish whether there are differences in terms of vocational study interest caused by teacher gender; 2) to reveal whether there are value differences of study caused by teacher gender.

Hi: Suppose there are difference influenced by women teacher better than man teacher.

Ho: Suppose there are difference influenced by women teacher not better than man teacher.

In order to have trough analysis, researcher formulated the following working hypothesis: there are significant statistical differences value of learning outcomes, investigates the student interest, and the circumstances learning process[8].

3. Results and discussion

Gender Mainstreaming (PUG) is a manifestation of a global commitment to respecting human rights, relating to equal opportunity and treatment for men and women to participate in various areas of life in society. In Indonesia, this commitment is set forth in Presidential Instruction No. 9 of 2000 on Gender Mainstreaming in National Development. Through PUG, among others, it is expected to increase the status, role, and quality of women, to realize gender equality and equity in men and women in gaining access, control, participation, and benefits of each development sector. In the field of education, through permendiknas number 84 of 2008 stated that PUG education is a strategy to integrate gender into an integral dimension of planning, compilation, implementation, monitoring, and evaluation of education policies, programs, and activities. Through PUG, it is expected to create gender responsive education through the arrangement of materials or teaching materials, classroom learning process, and school physical environment, as stated in the permendiknas: "The learning process needs to be improved in order to be fully gender responsive which is shown by (i) the material teaching materials that are generally gender biased; (ii) classroom learning processes that have not fully encouraged equally active participation between male and female students; and (iii) the physical environment of schools that have not addressed the specific needs of boys and girls. In addition, education management also needs to be implemented in a gender-equitable way or provides equal opportunities for men and women to participate in the decision-making process [9].

Deconstructing patriarchal gender values toward egalitarian gender values is not easy. This is not only because the community is still strongly holding on to the traditional essence of gender construction that women are wives and mothers, but also because schools as institutions that are trusted to socialize and "mold" the child themselves are also colored by the nuances of traditional gender values, so that there is a tendency for education (schools) to be "inhibiting" the process of promoting gender equality in society [10].

Men and women are expected to be equal partners in various development activities, so it is appropriate that the gender values being socialized to children today are egalitarian gender values. Awareness of values that uphold the values of equality and anti-discrimination against women or men should be cultivated [11]. The patriarchal gender values that create dichotomies and place men and women in unequal positions must be criticized and deconstructed, since in the traditional gender (patriarchy) position of women and men many are placed imbalanced and unjust [11]. Culture that dominates almost every aspect of life has caused people to simply accept, legitimize, and apply that

culture in their lives. Traditional gender values have hegemonized the minds and behaviors of everyone, so the critical power of individuals and society to see the phenomenon of injustice in the value system tends to "die." To break the chain of unfair treatment development, it needs serious and continuous effort to building awareness about equality and relationship equity between men and women. In this context, education, especially schools, has a very strategic role to foster and develop egalitarian gender insight and awareness.

One of the most interesting issues in education is the influence of gender diversity in vocational education. From a gender perspective, there is a stigma that men are considered superior to women. The stigma places women as second class citizens, including in terms of vocational education. Due to the stigma tersebut, then came the view that technical education is a male domain manifested in masculine identity. Until now, people still tend to be skeptical of female teachers. This is reflected in the percentage of female teachers who are still far below male teachers.

3.1. Gender Equality in the Curriculum

The curriculum has a fundamental role in ensuring that boys and girls have equal opportunity in achieving success and entering a higher school level. Nevertheless, gender bias in the curriculum and teaching-learning materials are still commonly found in developing and middle-income countries. Through gender-biased texts and pictures or images, gender stereotypes become more reinforced. The results of gender analysis in textbooks in Indonesia conducted in 2011 also found a considerable gender bias in textbooks in Indonesia.

Good practice in mainstreaming gender equality into curricula and teaching materials including periodic revisions of these materials to include gender-sensitive approaches and gender perspectives. Also included in this effort is the establishment of a formal institution tasked with eliminating gender stereotypes in textbooks and other learning materials [12].

3.2. Gender Equality in Teacher Development

Good practice in teacher development to support gender equality means complementing teachers' understanding of gender equality in the classroom, in the school environment and beyond, and in the community at large [11]. To achieve this, teachers need to have the ability to promote this understanding in the classroom and develop practical strategies and solutions to address the various learning challenges facing boys and girls.

Training in gender equality will be very effective if it is integrated in pre-service and in-service training for teachers [5]. To conduct this training well, teacher training institutes and networks require adequate capacity to teach the pedagogy of active learning [13]. The teaching of the material should have a gender perspective perspective in the development of the training, including the ability and knowledge of the trainer in delivering the training materials. To date, most provincial education quality assurance agencies (LPMP), teacher training institutions, and local teacher professional development networks have never taken part in mainstreaming gender equality.

3.3. Gender Equality in Achieving Learning Outcomes

Gender disparity in achieving learning outcomes is not unavoidable. There is no fundamental difference in the ability of boys and girls in vocational subjects. If conditions support, the performance of boys and girls will be the same in the subjects [14].

In choosing subject specializations at the upper and upper secondary levels, counsel teachers tend not to encourage female students to choose subjects and career possibilities traditionally considered male-dominated [15]. Due to factors such as the perception of the mentor teacher and the gender stereotypes in both men's and women's abilities in vocational subjects, few female students, when compared with boys, take science-related classes or technology in vocational or higher levels. Gender stereotypes encourage women to have careers in administration, child development, education and public health, while men in science, engineering, technology, and law.

External equality is achieved when women and men have equal status in access to goods and resources, in contributing, participating, and utilizing economic, social, cultural and political activities. This has implications for equal and equal opportunities in career and income generation between women and men who share the same qualifications and experience. Although this dimension of equality is outside the education system, the attainment of equality in education serves as a catalyst and contributes to an understanding of equality between women and men in other parts of life, including labor markets and other domestic spaces.

4. Conclusion

The final goal of this research is about the gender concept which is the construction of positioning of female and male teachers by each student in the school. The position of female and male teachers is not fixed according to the culture in each school. Because the positioning of women varies in each gender construction, the injustices they experience are due to different factors. A teacher can teach a lesson well, definitely need a business that requires a mature organizing and all components in teaching situations. Components that include selection: methods, materials, objectives, media, evaluation and learning model. In all teaching and learning activities, the components of the learning model include playing an important role. Because the selection of appropriate teaching strategies in the use of learning models is crucial to student learning outcomes.

Gender equality and gender equity learning needs to be improved because there are still many gender bias symptoms in schools. Men tend to be placed in a more favorable position throughout the entire educational process. The content of textbooks revealing the status and function of women in the family and society is not yet fully gender-sensitive and includes the concept of gender equality.

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