



PROMOTING MULTICULTURAL EDUCATION IN GENDER EQUALITY IN PRIMARY SCHOOLS.

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Abstract

Multicultural implementation in primary schools is one of the areas of study that has a strategic role in building gender justice. This is important given the cultural diversity and values that exist in Indonesian society. On the other hand, primary school also plays an important role in shaping children's attitudes and understanding of social issues, including gender issues. Through the study of literature this writing will answer related concepts and implementation of multicultural education to realize gender justice. The results of such a study include; every individual has equal rights, regardless of their gender. There are three main components in the implementation of gender justice in multicultural education in schools, namely the process of teaching learning activities, learning materials, and activities in schools. Those three things cannot go well without the role of teachers in building gender awareness through various school activities. So long to explain it. This study will discuss the implementation of multicultural education and the realization of gender authenticity in primary schools.

Key words: *multicultural education, gender justice*

INTRODUCTION

Education is an important factor in shaping and changing the mindset and behavior of individuals. Through education, individuals can acquire knowledge, skills, and attitudes that will help in self-development in the face of challenges in life. One aspect that needs attention in the context of education is gender equality.(Hasra et al., 2021). Gender equality is the key to ensuring knowledge transfer to create gender balance, as well as achieving better social change. This is in line with the view presented by Subrahmanian (Eckert et al., 2017) which states that multicultural education is crucial in the transfer of knowledge between generations, long-term gender balance, and social change.

Multicultural education in primary schools has become one of the areas of study that has a strategic role in building gender justice. This is important given the cultural diversity and values that exist in Indonesian society. Through the implementation of gender justice, primary schools can be places that reinforce the values of equality, democracy, and justice in everyday life.(Putri & Nasiwan, 2020). As a result of research (Nurhasanah et al., 2021; Wiarsih & Astawan,

2021) that One important thing to pay attention to in primary school education is to build a fair education. This is why multicultural education is the solution to realizing gender equality in education. There are a number of factors that should also be considered that multicultural education promotes understanding, acceptance, and appreciation of equality, which can have implications for gender equality (Chen & Wu, 2022) because acknowledged multi-cultural education can provide recognition of gender differences and promote gender inclusion and equality within the educational environment. (Wejnert, 2021). In addition, multicultural education also contributes to the elimination of gender stereotypes and promotes an understanding of the roles and contributions that each gender can make in society. This is why multicultural education is expected to provide a strong foundation for teaching gender justice in primary schools.

Based on the study, based on the research, the implementation of multicultural education in schools has shown efforts to raise gender awareness in the educational process. In this study will be discussed in more detail about the implementing of Multicultural Education in the realization of gender justice in primary schools from its relevance, the role of teachers in teaching gender equity and the application of multikultural education to dismantle gender fairness.

METHOD

The research methods used in writing on the implementation of multicultural education in building gender awareness in primary schools are through library research or library studies as well as document analysis approaches. This study uses a library study method or a literature search that involves a study of a number of relevant sources on the implementation of multicultural education and gender justice in primary schools. Various research articles, books, journals, and educational policies related to the implementation of gender justice in multicultural education in primary schools are used as a source of reference to support the arguments presented.

RESULT AND DISCUSSION

1. Relevance of Multicultural Education and Gender Justice

Multicultural education has a strong relevance to gender justice. (Jayadi et al., 2022). The multicultural approach to education provides a space for students to learn and understand the various perspectives of gender equality within a diverse society. With such an approach, children will be taught to appreciate diversity and

understand that every individual has equal rights regardless of their sexuality. (Hermanto et al., 2021). Multicultural education can also help in identifying and overcoming gender stereotypes that may exist in society. Moreover, multicultural education can also help to teach about the importance of equal opportunities for all individuals to develop and their full potential, without being constrained by gender stereotypes that limit career choices or roles in society. Moreover, multicultural education also has the potential to address the gender imbalances that exist in education systems and societies.

Multicultural education can encourage active participation and gender equality by ensuring that all students are given equal opportunities to learn, participate, and thrive without gender discrimination. (Kirui, 2022). By introducing gender justice concepts into multicultural education in primary schools, children can develop a better understanding of the importance of gender equality in society and avoid the gender inequality that is common in classrooms. Data show that women often face barriers in access and participation in education. Multicultural education can put women in an equal position with men, by providing equal opportunities to learn, develop, and follow their interests without being restricted by patriarchal gender norms (BEKİROĞLU, 2022). Multicultural education can also help eliminate gender bias in teaching and curricula that often do not represent the diverse roles and contributions of gender in society. Implementing multicultural education that integrates gender justice in primary schools plays an important role in addressing the gender imbalances and discrimination that are common in education systems and societies. Besides, this approach can also help change the perception and attitude of students towards women positively.

In implementing multicultural education, teachers need to use inclusive language and support the concept of gender equality. Students will be invited to question and re-examine gender stereotypes in society and understand the importance of diversity and inclusion in achieving gender equality. (Maulidiah et al., 2023). This is crucial, because an accurate understanding of the role and contribution of each gender in society will help create a culture that is more inclusive and equitable for all individuals. In the context of basic education, teaching gender justice through a multicultural education approach will provide a solid foundation for the development of children who value gender differences, do not discriminate, and are aware of the importance of gender equality in society. It

supports the achievement of the educational goal of eliminating all forms of discrimination.

2. The Role of Teachers in Educating Gender Justice in Schools

The role of teachers in teaching gender justice in primary schools is crucial. Teachers must have a deep understanding of the concept of gender justice and be able to communicate these values to students in a relevant and open way. (Weber & Kollmayer, 2022) Teachers should also set an example in providing fair and equal treatment to all students, regardless of gender. In addition, teachers must also be active in creating a safe and inclusive learning environment, where all students are involved. In the context of multicultural education, the role of teachers is crucial in promoting gender equality in the classroom. Teachers should avoid teaching that relies on gender stereotypes and create an inclusive environment for all students. They should encourage the active participation of female students in all aspects of education and provide equal opportunities to develop their abilities. One way to teach gender justice in primary schools through multicultural education is by ensuring learning content that describes gender roles positively and evenly.

In addition, teachers can also conduct discussion and reflection activities with students to question and re-examine the norms and values related to gender in society. In an effort to teach gender justice, teachers should also promote an understanding that gender is not a binary. In implementing multicultural education in schools, the educational content must be neutral and not lead to the propagation of a particular view of gender. Some parties stressed that multicultural education should provide equal opportunities for all genders, without creating specific differences that emphasize gender roles. (Salman, S., Thalib, S B., & Haling, 2022). In an effort to teach gender justice through a multicultural education approach in primary schools, teachers need to provide learning materials that cover a wide range of gender perspectives and promote gender equality. Islam teaches how to be fair to men and women without harassing one another of its kind. Teachers should also pay attention to the cultural diversity of their students in the context of teaching gender justice. Teacher should accommodate and value different gender cultures, values, and perspectives in their teaching. They should ensure that all students feel appreciated and treated fairly, regardless of their gender. In multicultural education, teachers also need to give students the opportunity to learn about gender differences from a diverse perspective. (Rohmat et al., 2023). Moreover, teachers should also actively involve parents and society in

multicultural education on gender equality. They can hold meetings, discussions, or other activities involving parents and the community in addressing gender stereotypes and strengthening awareness of gender justice.

3. Implementation of gender justice through multicultural education in primary schools.

The implementation of gender equity in multicultural education in primary schools is of paramount importance. There are several steps that can be taken to implement gender justice through multicultural education. First, elementary schools need to provide a curriculum that integrates a gender perspective with the lessons delivered. In this curriculum, teaching should focus on an in-depth understanding of gender roles and rights, as well as removing gender stereotypes that may limit the individual's freedom to explore interests and talents.(Baena-Morales et al., 2020). Furthermore, learning should promote awareness of the importance of gender equality in all aspects of life (Anggito et al., 2022).

Secondly, implementing gender justice in multicultural education in primary schools also involves the use of teaching materials and resources that promote gender Equality. Such resources can be textbooks, short stories, or learning materials that show gender roles in various professions, activities, and social roles. (Wang, 2022). In addition, teachers must ensure that each student understands the concept of gender equality and is able to appreciate the gender differences that exist in society. Teachers should involve students in learning that deals with gender issues, be wise in choosing and using materials that do not lead to existing gender stereotypes. (Peng et al., 2023). Third, create an inclusive and secure learning environment for all students, where they feel comfortable sharing their perspectives and experiences about gender. Teachers should also adopt a diverse and inclusive approach to learning, so that students can see gender justice in a variety of cultural and social contexts.

In the context of teaching gender justice, it is important for teachers to promote the principles of gender equality, such as equality of rights, opportunities, access to education and employment, and respect for gender identity diversity. A variety of subjects, including religious lessons, mathematics, languages, and arts, can be integrated with materials that promote gender equality. For example, in art classes, teachers can teach students to draw pictures that represent the various gender roles that exist in society. In mathematical courses teachers may provide examples of the use of numbers and statistics that show genders equality in

different contexts or situations. In addition, teachers can also teach material about influential female figures in history and in various areas of life, to show students that women also have the same potential and contribution as men.(Asiyah et al., 2022).

A multicultural gender-oriented education in primary schools is also important in fostering tolerance and respect for gender differences. In this context, teachers should act as mediators and encourage dialogue among students on gender issues. Teachers can hold class discussions involving students to share their views on the role of gender in society and how we can gender equality. Teacher can also use aspects of everyday life to teach gender justice to students. For example, teachers can discuss the experiences of students in their families and how gender roles may differ in different families.(Adjei, 2023). In addition, schools can also work with local communities or organizations that have experience and knowledge of women's empowerment and gender to provide training or extracurricular activities that teach gender justice to students. In addition, it is also important to pay attention to the role of parents in supporting multicultural education oriented towards gender justice in the home. Teachers can communicate with students' parents and provide information about the importance of gender equality and how they can support it in everyday life. This can be done through parents' meetings, school newspapers, or even information bulletins sent to parents on a regular basis.(Hassan, M., Luo, Y., Gu, J., Mushtaque, I., & Rizwan, 2022)

CONCLUSION

Implementation of multicultural education in primary schools is one of the areas of study that has a strategic role in building gender justice. This is important given the cultural diversity and values that exist in Indonesian society. Through the implementation of gender justice, primary schools can be places that reinforce the values of equality, democracy, and justice in everyday life. It is also important in fostering tolerance and respect for gender differences. Some steps can be taken to implement gender justice through multicultural education. Like a curriculum that integrates a gender perspective with the lessons delivered, the use of educational materials and resources that promote gender equality. As well as creating an inclusive and safe learning environment for all students, where they feel comfortable sharing their perspectives and experiences about gender and done consistently.

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