



Implementation of Gender Mainstreaming Policy in the Education Curriculum: A Case Study in Senior High Schools

Ahmad Yasin Robbani^{1*}, Ardiatha Yaser Novandra², Haykal Fikri³, Aniqotul Ummah⁴

¹ Universitas Pembangunan Nasional "Veteran" Jakarta, Jakarta Selatan, Indonesia

RS. Fatmawati Raya, Pd. Labu, Kec. Cilandak, Kota Jakarta Selatan, Daerah Khusus Ibukota Jakarta 12450

Article Histori: Received: April 21, 2025; Revised: May 27, 2025; Accepted: June 30, 2025

Keywords

Implementation;
Gender Mainstreaming
Policy;
Education Curriculum;

Abstract

This study aims to analyze the impact of Gender Mainstreaming (PUG) implementation in the curriculum on promoting gender equality in senior high schools (SMA) in the Depok area. This research method uses a case study conducted in high schools in the Depok area. The results showed that the implementation of PUG reduced gender stereotypes, increased female students' participation in leadership and school activities, and created a more inclusive learning environment. The study concludes that while gender mainstreaming has had a positive impact, challenges such as cultural resistance, resource shortages and limited teacher capacity still exist. Teacher commitment, budget and training are important for the sustainability and effectiveness of the program. The implications of this research emphasize the importance of policies and strategies to overcome the challenges of PUG implementation, such as teacher training, additional resources, and increased awareness of gender equality.

Kata Kunci

Implementasi;
Kebijakan
Pengarusutamaan
gender;
Kurikulum pendidikan

Abstrak

Penelitian ini bertujuan untuk menganalisis dampak implementasi Gender Mainstreaming (PUG) dalam kurikulum terhadap promosi kesetaraan gender di sekolah menengah atas (SMA) di wilayah Depok. Metode penelitian ini menggunakan studi kasus yang dilaksanakan di SMA di wilayah Depok. Hasil penelitian menunjukkan bahwa implementasi PUG berhasil mengurangi stereotip gender, meningkatkan partisipasi siswa perempuan dalam kepemimpinan dan kegiatan sekolah, serta menciptakan lingkungan belajar yang lebih inklusif. Penelitian ini menyimpulkan bahwa meskipun gender mainstreaming berdampak positif, tantangan seperti resistensi budaya, kekurangan sumber daya, dan keterbatasan kapasitas guru masih ada. Komitmen, anggaran, dan pelatihan guru penting untuk keberlanjutan dan efektivitas program. Implikasi penelitian ini menekankan pentingnya kebijakan dan strategi untuk mengatasi tantangan implementasi PUG, seperti pelatihan guru, penambahan sumber daya, dan peningkatan kesadaran kesetaraan gender.

* **Corresponding author:** Ahmad Yasin Robbani, ✉ 2310413156@mahasiswa.upnvj.ac.id

Universitas Pembangunan Nasional "Veteran" Jakarta, Jakarta Selatan, Indonesia

Address: Kp. Pondok, Kec. BojongSari, Kota Depok, phone: +6281511655318

How to Cite (APA Style):

Robbani, A. Y., Novandra, A. Y., Fikri, H., & Ummah A. (2025). Implementation of Gender Mainstreaming Policy in the Education Curriculum: A Case Study in Senior High Schools. *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 7(1), 65-73. <http://dx.doi.org/10.29300/hawapsga.v7i1.8631>



INTRODUCTION

The education curriculum is a primary tool in shaping students' perspectives on social issues, including gender equality (Teshome, 2025). Through the curriculum, social values and norms are systematically reproduced and transmitted, meaning that the content and approach used in the curriculum have a direct impact on the mindset of the younger generation. In the context of gender mainstreaming (PUG), the ideal curriculum should not only integrate gender issues thematically but also promote the transformation of social relations between men and women through teaching methods, learning materials, and teacher-student interactions in the classroom. In Indonesia, national policies such as Presidential Instruction No. 9 of 2000 have emphasized integrating gender across all sectors, including education. However, many schools still treat the curriculum as an administrative document without substantial changes in teaching practices. Gender equality values often appear only as a small part of the material, without critical pedagogical strategies aimed at dismantling deeply rooted gender biases. Therefore, this study focuses on how gender mainstreaming policies are translated into the high school curriculum and how the curriculum can internalize equality values in daily school practices.

Furthermore, the curriculum in Indonesia still produces gender stereotypes. Fitriani (2019) found that Indonesian language textbooks at the secondary school level often depict men in dominant roles, such as leaders, decision-makers, or breadwinners, while women are frequently portrayed in domestic roles, such as housewives or caregivers. These findings support the assumption that teaching materials are not yet free from gender bias. Rachmawati and Priyanto (2020) reinforce this argument by showing that there is still a lack of intensive training for teachers to implement gender-responsive teaching methods in the classroom. This results in teachers' approaches to students often reinforcing patriarchal norms. In arts education, Kusnanto et al. (2023) found that masculine and feminine stereotypes are still prevalent in student art evaluations, limiting space for gender-neutral creative expression. Meanwhile, Al Ghifari (2024) emphasizes the importance of building curricula based on gender justice and equality principles as a foundation for an inclusive education system but also notes that such initiatives often fail to be implemented due to a lack of political will and institutional capacity.

The local level conditions reveal a complex dynamic. Studies in the context of Depok City, an urban area with cultural diversity and various social backgrounds, show that although some schools have adopted gender equality principles in their internal policies, teaching practices are still largely influenced by conservative and patriarchal values. Hendarwati et al. (2023) revealed that the gender approach in "green" school programs based on environmental themes in Depok remains symbolic, with gender perspectives only serving as an add-on without systemic and structured mechanisms. Adya Putra et al. (2025) further highlight key obstacles in implementing gender mainstreaming (PUG) in schools, such as cultural resistance from the school community, low teacher capacity, and the absence of continuous supervision or monitoring from the local education office. Therefore, there is a gap between national macro-level policies and micro-level realities at the school level, particularly in urban areas like Depok, which face challenges translating policies into pedagogical practices that build gender awareness and equitable student experiences.

In the literature for this study, the importance of a critical evaluation of three decades of global gender mainstreaming policies is thoroughly discussed by Kataeva et al. (2023). The study uses a bibliometric approach to map the evolution of gender mainstreaming discourse and practices from an academic perspective, showing that while there has been progress in terms of concepts and publication volume, many PUG implementations are still trapped in symbolic approaches and have not been deeply integrated into institutional practices. The study emphasizes that education plays a central role in transforming societal gender awareness. However, it also becomes a complex arena due to tensions between formal policies, institutional capacity, and socio-cultural resistance. The recommendations from this study include the importance of an interdisciplinary approach based on empirical data when designing PUG strategies that can adapt to local contexts.

Meanwhile, a study by Tigayanti et al. (2014) shows how PUG policies, although translated into various school programs, do not always lead to significant changes in school culture. The study found an imbalance between teachers' normative understanding of gender equality and their practices in the classroom. Teachers still tend to ignore gender issues because they feel they lack the capacity or believe these issues are irrelevant to the learning context. Additionally, obstacles such as insufficient funding, low supervision from the education office, and the dominance of conservative social values among parents present serious barriers to the implementation of PUG programs in schools. These findings reinforce the urgency of developing a new, more participatory, community-based approach to PUG implementation so it does not remain merely a policy document. Based on various analyses and previous studies, this research aims to fill the gap in research related to the effectiveness of gender mainstreaming in the high school curriculum in urban areas like Depok. This study aims to identify the supporting and hindering factors in implementing PUG and analyze its impact on increasing awareness and gender equality practices in the school environment. Thus, this study is expected to contribute significantly to developing an education curriculum that is inclusive in documentation and transformative in practice.

METHOD

This research uses a descriptive qualitative method, which, according to Sugiyono (2022), is based on postpositivist philosophy. This method is used to study the natural conditions of the object, with the researcher acting as the primary instrument in the research process (Febriana et al., 2024). The study adopts a case study approach to analyze the supporting and hindering factors in implementing gender mainstreaming in the education curriculum at high schools in Depok and its impact on improving gender equality within these schools.

The subjects of this research involve the factors influencing the implementation of gender mainstreaming in the education curriculum at high schools in Depok, focusing on an in-depth analysis of the policies and practices implemented at these schools.

Data collection was carried out using the library research method. Library research, also known as literature review or document study, is the process of collecting, reading, understanding, and evaluating various sources of literature and research findings relevant to the research topic to be studied (Amruddin, 2022).

Data analysis in this study uses the interactive data analysis method proposed by Miles and Huberman. According to Saleh, qualitative data analysis is carried out in three main stages: data reduction, data presentation, and conclusion (Qomaruddin & Sa'diyah, 2024). Secondary data collection and analysis were conducted between May and June 2025.

RESULTS AND DISCUSSION

Result

This study shows that the implementation of Gender Mainstreaming (PUG) policies in the education curriculum at high schools in Depok is supported by the local government through Mayor Regulation No. 6 of 2017, which provides a legal foundation for schools to design gender-responsive programs. Several schools have responded by conducting teacher training and developing learning materials incorporating gender equality values. However, its implementation is not yet widespread, as it heavily depends on the commitment of school principals and the internal readiness of each school.

The role of teachers is crucial in the success of PUG in schools. Teachers who understand gender equality issues well tend to deliver lessons in a fair, inclusive, and empowering way for all students, without gender discrimination. However, there are still some teachers who lack a critical understanding of gender concepts and, sometimes unknowingly, perpetuate gender stereotypes during the learning process, limiting the participation of female students. This becomes a challenge in creating an equitable learning environment.

Support from parents and the surrounding community also plays a significant role. Schools that are actively supported by parents, especially in encouraging girls' participation, tend to be more progressive in implementing gender equality values. In contrast, cultural resistance in specific social environments, which still holds traditional views on women's roles, hinders the implementation of inclusive approaches in schools.

In terms of curriculum and teaching materials, gender bias is still found, both explicitly and implicitly. The curriculum has not yet been fully adapted to eliminate depictions of men as prominent figures and women in domestic roles. Furthermore, teachers often lack technical guidelines to develop gender-sensitive teaching strategies, resulting in suboptimal implementation of PUG in teaching practices, exacerbated by unequal treatment of male and female students in the classroom.

Budget limitations become a significant obstacle in the implementation of PUG. Schools that lack funds cannot conduct teacher training, provide gender-neutral teaching materials, or run gender equality-based educational programs. Although there is goodwill from stakeholders, these resource constraints hinder the transformation of gender equality values in daily teaching practices.

Nevertheless, there have been positive impacts in some high schools, such as increased participation of female students in organizations, greater confidence in expressing opinions, and active involvement in both academic and non-academic activities. Some teachers have started using inclusive teaching approaches, and certain schools have begun formulating internal anti-discrimination policies based on gender. This shows that with consistent implementation and comprehensive support, the curriculum can effectively create an equitable and fair educational environment.

However, in general, the implementation of PUG remains sporadic and not comprehensive. Many schools only accommodate PUG administratively, such as incorporating gender equality values in their vision and mission without fundamental changes in teaching methods or school culture. This highlights that transforming gender equality values in education requires more than written policies; it also demands continuous training, active supervision, paradigm shifts among educators, and broad cultural support from the school community.

Discussion

1. Supporting and Hindering Factors in the Implementation of Gender Mainstreaming in the Education Curriculum at High Schools in Depok

Gender issues, as an important public discourse related to partnerships and social justice between men and women, demand the integration of gender equality in all areas of development, including education (Tigayanti et al., 2014). In education, this is realized through Gender Mainstreaming (PUG) policies aimed at eliminating discrimination and achieving equality from planning to implementing the curriculum. However, achieving the goals and execution of PUG in high schools, including those in areas like Depok, faces various supporting and hindering factors that affect the success of implementing PUG in the education curriculum at high schools in Depok. Therefore, several factors support and hinder the implementation of gender mainstreaming in the education curriculum at high schools in Depok.

One of the main supporting factors in implementing Gender Mainstreaming (PUG) in the education curriculum in Depok High Schools is the local government's strong commitment. The government provides policy and budgetary support for PUG programs that encourage schools to implement gender equality principles in learning. According to Khoiroh (2015), the commitment to PUG implementation in Depok is formulated in the Mayor Regulation No. 6 of 2017 on Gender Mainstreaming Guidelines in Depok City (Rahmawati et al., 2024). This support is also reflected through teacher training and the provision of gender-sensitive teaching materials. This shows the government's commitment to prioritizing PUG as a strategic element in human resource development.

The role of teachers as learning resources and guides is vital in instilling gender equality values (Sari et al., 2024). Teachers who deeply understand Gender Mainstreaming (PUG) concepts and gender

issues can design and deliver inclusive and non-discriminatory teaching materials. Teachers' active involvement in integrating gender equality values into every aspect of teaching enables students to understand the importance of respecting and applying gender justice principles in daily life. Furthermore, educational staff who are aware and committed to gender equality also support the successful implementation of PUG in the curriculum because they act as change agents who can influence the overall school environment. Teachers, as sources of learning and guidance, are a critical factor as they are directly involved in applying the curriculum in the classroom.

Support from the wider community, especially parents, is an important factor in supporting the implementation of Gender Mainstreaming (PUG) in education. As Pomerantz and Wang (2009) explain, parental involvement plays a crucial role in academic achievement and the formation of children's self-image, especially for girls. Their research shows that active parental support for girls' education helps build confidence and aspirations that support gender equality principles (Mu, 2025). Moreover, when the social environment around the school holds a positive understanding of gender equality, it enhances acceptance and support for curricula that integrate gender issues. Parents who support their children's education with gender equality principles indirectly encourage them to accept and implement those values daily.

Furthermore, the relevance of implementing gender mainstreaming policies at the local level is also reflected in a study on implementing Gender Mainstreaming (PUG) Policies in Education in Bogor City by Azmy and Pertiwi (2021). This study shows that although the Bogor City Government has set regulations through Mayor Regulation No. 42 of 2017 on PUG Implementation Strategies, its implementation in the education sector has not been optimal. Obstacles appear in various aspects, such as weak coordination between institutions, limited policy socialization to educational practitioners, and the limited capacity of human resources who understand gender perspectives substantively. The study also highlights that many implementers in the field—including teachers and school managers—still understand PUG in a narrow and formalistic manner. Hence, its implementation tends to be symbolic and does not lead to structural changes in the school environment. Existing programs are more administrative and have yet to touch on systematic integration in the curriculum or teaching practices. These findings align with other literature emphasizing that the success of PUG depends heavily on institutional willingness, strengthening teacher training, and transforming the education bureaucracy into a more inclusive system. Therefore, it is important to investigate how PUG implementation dynamics unfold in other urban areas like Depok, which shares similar social and institutional complexities but with potentially different approaches.

On the other hand, one of the major hindering factors is the noticeable disparity related to the curriculum, teaching materials, and educational processes that are not fully responsive to gender needs and perspectives (Jahidi, 2004). The applied curriculum tends to be gender-insensitive and has not been able to eliminate gender-based stereotypes or discrimination in both content and delivery methods. Moreover, the educational process in schools still does not provide equal opportunities for girls to participate or take part actively in educational decision-making. Additionally, the educational process in schools continues to limit opportunities for girls to participate actively and play a role in decision-making, resulting in low female involvement in strategic positions and educational policies. This issue is exacerbated by the lack of understanding and awareness among education practitioners about the importance of integrating gender into the curriculum.

Differential treatment by teachers based on gender is one of the main obstacles to the implementation of Gender Mainstreaming (PUG) in education. Not only does the teaching material still contain gender-biased values, but teachers also often give different responses to female and male students in various learning activities. This indirectly reinforces gender differences and discriminatory attitudes that can hinder the creation of gender equality and justice in the educational environment (Adnan, 2016). Therefore, it is important to increase teachers' awareness and understanding of gender concepts to create an inclusive learning environment that is responsive to the needs of all students,

regardless of gender. Thus, improving teachers' understanding and awareness of gender issues is crucial in achieving an equitable and supportive educational environment that fosters the development of all students without discrimination.

Budget limitations are a serious obstacle to implementing Gender Mainstreaming (PUG) in the high school education curriculum. Schools with limited funds struggle to allocate the necessary resources, such as teacher training, gender-oriented teaching materials, and other supporting programs. The lack of budget also impacts the development of educational infrastructure that supports the optimal implementation of PUG. This condition highlights the need for financial support from the government and related institutions to ensure that PUG programs run smoothly. This is in line with the explanation by Van Metter and Van Horn in Agustino (2008), which states that the availability of funds is crucial for the success of policy implementation. When competent human resources are available but inadequate funds are available, achieving public policy goals becomes a severe constraint (Tigayanti et al., 2014).

2. The Impact of Implementing Gender Mainstreaming in the Curriculum on Improving Gender Equality in High Schools in Depok

The implementation of Gender Mainstreaming (PUG) in the education curriculum in high schools in Depok has had a significant impact on improving gender equality. Gender mainstreaming integrated into the curriculum encourages changes in educational policies and begins to shape the behaviour, understanding, and school culture towards gender fairness. Implementing a gender-responsive curriculum has become an important medium for raising students' awareness and creating a school environment that values equality, reduces gender bias, and creates equal opportunities for both males and females to develop.

One of the tangible impacts of implementing PUG in the high school curriculum in Depok is the reduction of gender role stereotypes in learning and school activities. Teaching materials, which previously leaned towards bias by portraying males as leaders and females in domestic roles, are gradually corrected by presenting inspirational female figures in textbooks and case studies (Al Ghifari & Negara, 2024). This representation allows female students to see that they have the same opportunities to lead, excel, and participate in various fields.

Moreover, gender integration in the curriculum encourages the active participation of female students in strategic school activities. Some high schools in Depok have shown increased female student involvement in student council leadership, academic and non-academic competitions, and active engagement in class discussions previously dominated by male students (Mu, 2025). A more equitable learning environment also increases female students' confidence in expressing their opinions and developing their potential beyond the stereotypical roles they were previously confined to. Thus, implementing PUG has opened up wider opportunities for women in the school environment.

Teachers play a crucial role in ensuring that the impact of PUG implementation in the curriculum is fully realized (Pugach et al., 2020). Teachers who deeply understand gender equality can design non-biased teaching methods and encourage all students to participate actively without discrimination. Sari et al. (2024) emphasize that teachers trained in gender issues can facilitate open discussions on gender injustices and guide students in developing empathy and critical awareness of such issues. As a result, the classroom atmosphere becomes more inclusive and conducive to the development of all male and female students.

The strengthening of gender equality values in schools is also reflected in the increased collective awareness among students about the importance of fair and equal treatment. Male students realize that household chores and leadership roles are not exclusive to a particular gender. This condition aligns with the findings of Adya Putra et al. (2025), which show that gender mainstreaming in schools can change male students' mindsets to appreciate equality better and support female participation in school activities.

On the other hand, implementing PUG in the curriculum also contributes to encouraging changes in internal school policies. Some high schools in Depok have begun adopting gender-based anti-discrimination policies and providing spaces for students experiencing injustice to voice complaints through safe and structured channels. This indicates that gender mainstreaming does not just stop at the teaching materials but extends to the school's organizational structure, becoming more responsive to gender issues.

However, the positive impacts of PUG implementation are not yet felt evenly across all high schools in Depok. Hendarwati and Setiyawan (2023) highlight that many schools implement PUG symbolically without significant changes in daily classroom practices. Some teachers still use gender-biased approaches, either consciously or unconsciously, and some schools have yet to provide gender-responsive teaching materials. This shows that the formal commitment of the local government to implement PUG needs to be continually encouraged to ensure consistency in its implementation at the school level.

In addition to cultural resistance, which remains strong in Depok's society, there is also a challenge in changing gender paradigms in the educational environment. Often, despite the curriculum being adjusted, the mindset of parents and the surrounding community still retains traditional views that place women in subordinate roles. Support from families, especially parents, becomes an important factor in strengthening or hindering the success of PUG implementation in schools (Mu, 2025). If parents do not support the active participation of their daughters in school, the potential positive impact of PUG will be less than optimal.

In addition to cultural obstacles, limited budgets and the lack of ongoing teacher training also limit the broader positive impact of PUG implementation. As explained by Van Metter and Van Horn in Agustino (2008), the availability of resources is crucial to the success of policy implementation. Schools with insufficient funds to conduct training or provide appropriate teaching materials often struggle to translate PUG into daily teaching activities.

Implementing PUG in the curriculum in high schools in Depok has made a real contribution to shaping a more equitable and gender-just educational environment. Its positive impacts include increased female participation in various school aspects, reduced gender stereotypes in teaching materials, changes in student mindsets, and establishment of internal policies supporting equality. However, to expand these impacts, it is necessary to strengthen teachers' capacity, ensure adequate funding, and encourage active family and community involvement in consistently supporting the implementation of a gender-just curriculum.

CONCLUSION

Implementing Gender Mainstreaming (PUG) in the curriculum within high schools in Depok has shown significant positive impacts in raising awareness and acceptance of gender equality values. These impacts are evident in several aspects, such as the reduction of gender stereotypes that often hinder equality and the increased active participation of female students in various school activities, including leadership roles and extracurricular activities. Moreover, implementing PUG also creates a more equitable and inclusive learning environment where every student, regardless of gender, feels valued and has equal opportunities to develop.

However, despite the visible positive effects, implementing PUG in the education curriculum in high schools in Depok is not yet fully widespread. Several challenges remain in the implementation process, such as limited available resources, a lack of understanding and skills among teachers in incorporating gender values into their teaching, and deeply rooted cultural resistance in some parts of the community. Therefore, to ensure the success and sustainability of PUG implementation, it is crucial to strengthen the commitment of all relevant stakeholders, enhance teachers' capacities through ongoing training, and provide adequate support through supportive policies and sufficient funding.

REFERENCES

- Adnan, E. (2016). Meningkatkan Peran Guru Untuk Kehidupan Keluarga Dan Masyarakat Yang Harmonis. *Jurnal Ilmiah PGSD*, 10 (2), 1-5. <https://journal.unj.ac.id/unj/index.php/pgsd/article/view/8036>
- Adya, F. N. P., Chandra, N. D., Mansoer, M. F., & Ummah, A. (2025). Transforming Education through Gender Mainstreaming: Improving Access and Equity. *Journal of Feminism and Gender Studies*, 5(1), 85-93. <https://doi.org/10.19184/jfgs.v5i1.48586>
- Al Ghifari, M. K., & Negara, P. D. (2024). Developing gender responsive curriculum to build inclusive education in Indonesia. *Widya Gama Law Review*, 1(3), 36-47. <https://doi.org/10.31328/wglr.v1i3.639>
- Amruddin. (2022). *Metodologi Penelitian Kuantitatif dan Kualitatif*. Jawa Barat: Cv. Media Sains Indonesia.
- Febriana, I., Simamora, E., Hombing, E. U. B., Siahaan, K. S. A., Muntaza, K. R., & Manalu, M. E. (2024). Penyerapan Bahasa Gaul Dalam Bahasa Indonesia Pada Iklan dan Pemasaran Produk. *Jurnal Intelek Insan Cendikia*, 1(7), 2791-2797. <https://jicnusantara.com/index.php/jiic/article/view/970>
- Fitriani, N. (2019). Analisis representasi gender dalam buku teks pelajaran Bahasa Indonesia SMA. *Jurnal Gender dan Anak*, 5(1), 45-58. <https://eprints.umm.ac.id/id/eprint/13899/>
- Hendarwati, E., & Setiyawan, R. (2023). Implementation Of Gender And Ecology Mainstreaming Policies At Sekolah Penggerak And Eco Green Schools In Surabaya: Ecofeminism Study. *International Proceeding of Community Services*, 3(1), 1093-1100. <https://ijersc.org/index.php/go/article/view/705>
- Jahidi, I. (2004). Gender Mainstreaming di Bidang Pendidikan: Antara Peluang dan Tantangan. *Mimbar: Jurnal Sosial Dan Pembangunan*, 20(3), 327-341. <https://doi.org/10.29313/mimbar.v20i3.145>
- Kataeva, Z., Durrani, N., Izekenova, Z., & Roshka, V. (2024, November). Thirty years of gender mainstreaming: Evolution, development, and future research agenda through a bibliometric approach. In *Women's Studies International Forum* 107 (103010), 1-13. <https://doi.org/10.1016/j.wsif.2024.103010>
- Kusnanto, R. A. B., Pudji Astuti, T. M., Hartono, H., Prambudi, D. D., & Syakir, S. (2024). Pengarusutamaan Gender dalam Pendidikan Seni. *Jurnal Perspektif Pendidikan*, 18(2), 162-16. <https://doi.org/10.31540/jpp.v18i2.3306>
- Mu, Y. (2025). The Role of Family Education in Shaping Gender Roles: Insights from Empirical Case Studies. *International Journal of Education and Humanities*, 18(1), 200-203. <https://doi.org/10.54097/xvb3a389>
- Pugach, M. C., Blanton, L. P., Mickelson, A. M., & Boveda, M. (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education*, 43(1), 85-103. <https://doi.org/10.1177/0888406419883665>
- Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, 1(2), 77-84. <https://doi.org/10.52620/jomaa.v1i2.93>
- Rachmawati, D., & Priyanto, A. (2020). Minimnya Pelatihan untuk Guru dalam Menerapkan Metode Pembelajaran Responsif Gender. *Jurnal Pendidikan dan Gender*, 5(2), 123-135.
- Rahmawati, R., Subagja, I. K., Hakim, A., Ermanto, C., & Ali, A. (2024). Praktik Baik: Evaluasi Pengarusutamaan Gender Kota Depok Provinsi Jawa Barat. *Mutiara: Multidiciplinary Scientifict Journal*, 2(6), 443-451.
- Sari, D. A. N., Sukaryadi, T. I., & Harmawati, Y. (2024, July). Penanaman Nilai Kesetaraan Gender pada Siswa melalui Peran Guru di SMK Gamaliel 1 Madiun. In *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (Senassdra)*, 3 (2), 374-386. <https://prosiding.unipma.ac.id/index.php/SENASSDRA/article/view/5890>
- Suryani, A. (2021). Kebijakan pengarusutamaan gender dalam kurikulum nasional Indonesia: Studi literatur. *Jurnal Pendidikan dan Kebijakan Publik*, 7(2), 112-126.

- Teshome, S. W. (2025). Addressing Gender in Higher Education Exit Exams: A Systematic Literature Review. *Journal of Gender and Millennium Development Studies*, 2(1), 63–73. Retrieved from <https://ojs.aeducia.org/index.php/jgmds/article/view/79>
- Tigayanti, E., Soeaidy, M. S., & Nurpratiwi, R. (2014). Implementasi Kebijakan Pengarusutamaan Gender (PUG) Bidang Pendidikan di Kota Malang (Studi Kasus SMA 8 Malang). *WACANA, Jurnal Sosial dan Humaniora*, 17(3), 201-208.
- UNESCO. (2020). *Gender equality in and through education: Global education monitoring report*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/gem-report/en/2024genderreport>