eXploring
Inter-Regional and International Cooperation
in Indonesia

Chief Editor:
Sariyatun, Johan Richard Weintré, et.al

Pramudita
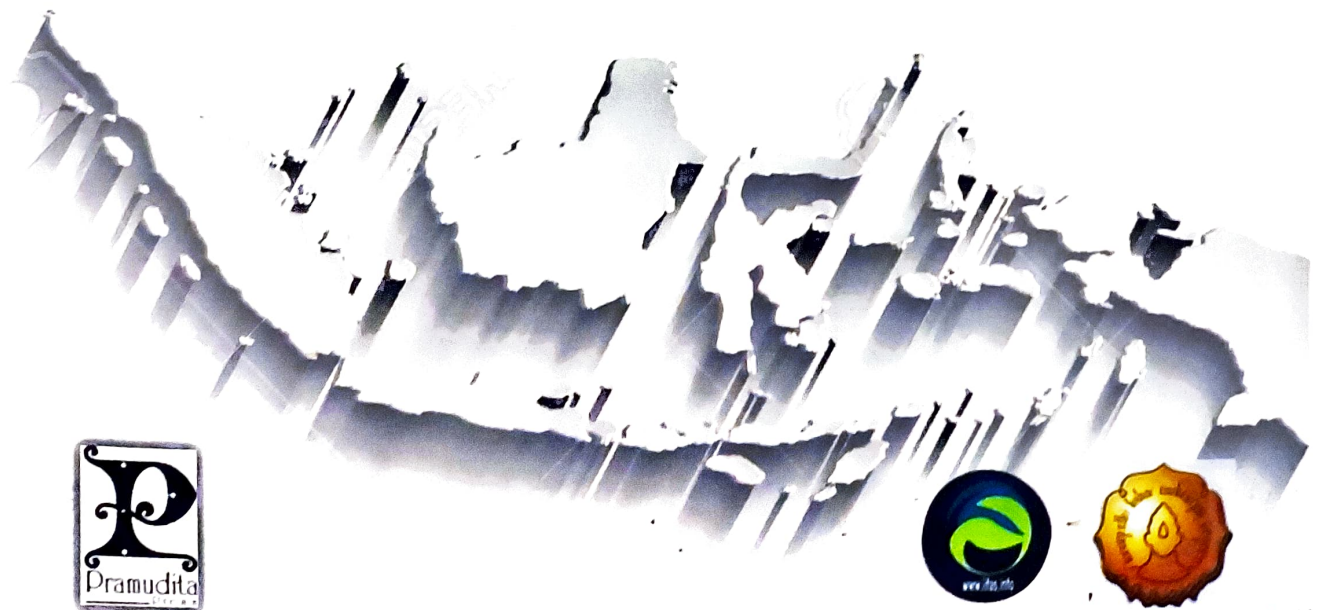
Surakarta, Indonesia, 27-28 April 2016

Exploring Inter-Regional and International Cooperation in Indonesia

Sariyatun, Johan Richard Weintré, et. al

Exploring Inter-Regional and International Cooperation in Indonesia
The 2016 International Indonesian Forum for Asian Studies (IIFAS) Conference
in collaboration with SebelasMaret University (UNS)

Gender Perspective in Social Science Learning in Elementary School

Suswandari

Lecturer of Prof.DR. HAMKA Muhammadiyah University of Jakarta. Observer of Gender issue in Education and Organizer of Integrated Service Center for Woman and Children Empowerment in DKI Jakarta Province

A. Introduction

Social relation between human beings based on gender justice and equality still becomes discourse and strategic issue in achieving an actually democratic life, particularly in developing countries. Global Gender Gap Report's recent report cited by World Economic Report (Media Indonesia, 2015) [65] stated that:

> *...economic opportunity gap between man and woman in one last decade only narrowed by 3%, so that 118 more years will be taken for the women to achieve equality with the men. Global Gender Gap Report studied 145 countries through four pillars: health, education, economic opportunity, and political opportunity with the result showing that women has 96%, 95%, 59%, and 23% opportunity compared with the men's for those four categories. It can be seen that the opportunity for economic and political equality has a very large gap. Education aspect has 4% gap, as the number of women pursuing education up to university level increases.*

The citation above confirms gender justice and equality phenomenon that has not been able to cover all aspect yet. Economic and politic aspects become two big problems currently, while education aspect has achieved very significant improvement. Nevertheless, women participation in education improves; it is not enough to be viewed from quantity aspect. Quality process of education as transfer of knowledge and transfer of culture becomes an important part that cannot be abandoned. Successful education process is believed as capable of boosting other aspects of human life including economic, politic, and health. For that reason, in relation to the attempt of generating a new high-quality generation including good gender justice and equality values, it should be implanted continuously into daily life, including education particularly learning process at elementary school level in Social Science education.

---

[65] "Terseok-Seok mengejar Kesetaraan. *Media Indonesia*, Friday November 20, 2015

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

375

Gender equality perspective problem in education area, particularly through learning process, has been an academic study in the attempt of finding gender-equality education formula as a part of mutually appreciating character value without discriminating gender to participate actively in development. Meanwhile, school as an education institution participates in confirming gender-biased culture, whether in learning activity, learning verbal communication and learning textbook used. Gender justice value and equality is a part of universal human values that should be an important issue in a variety of learning process activity, and one of which is through Social Science subject in elementary school. In relation to this, the thought and idea to integrate gender values through Social Science in the attempt of creating student character I will address in this work is divided into four main focuses: gender perspective in social construction, essence of Social Science learning in Elementary school, character education and integration of gender equality values into Social Science Learning in student character establishment as elaborated below.

Boisterous global effect leads to the changing attitude and interaction behavior of Indonesian nation currently. A variety of information media show attitude and behavior far differently from Indonesian character. For example: murder, robbery, violence at school and within society, corruption, hedonism behavior, luxury, cheating, dispute among political party elites and others much different from the expected nationality values. The discussion about nation character in a nationality identity framework is always interesting and attracting people's attention. Why? Because a nation's character becomes a sign or identity of nationality as important identity to say who, where come from, who behaves how, that are finally will be measured using universal values named kindness, decorum, moral, amoral, insulting or not insulting other, and even referred to Human Rights value recognized in the world.

B. Gender Perspective in Social Construction

The word gender is a new vocabulary talked about widely in Indonesia in 1990s. Even until 1998 the word gender had not entered yet into Indonesian Language Big Dictionary. This term is commonly used particularly in Women Empowerment Ministry. The word gender, according to Nazarudin Umar (1999), derived from English *gender* meaning sex. In *Webster's New World Dictionary*, gender is defined as the visible difference between men and women viewed from value and behavior aspects. Then, *Women's Studies Encyclopedia* (1984: 561) explains gender as a cultural concept attempting to make distinction in the term of role, behavior, mentality, and emotional characteristics between men and women developing within society. Mary Wollstonecraft is recognized as the first one to state gender as a social characteristics in 1792 (Wood, 2001). Meanwhile Lips (1984: 561) defines gender as cultural expectations for men and women.

Departing from a variety of opinions above, it can be inferred that gender is a concept used to identify the difference between men and women viewed from social-cultural aspects. In other words, gender in social cultural interaction defines the relation between men and women from non-biological aspects, that is, social-cultural relationship between men and

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

376

women affected by its society structure. Ivy and Backbund (1994) confirmed that such the gender-based relation is constructed by natural fact of social-cultural relation. The effect of this social relation building on gender concept is the emergence of social roles distinguished by male and female sexes. If related to physical condition and social-cultural environment, the stigmas of men's and women's role appear. Because of his strong physique, men master public domain. Meanwhile, because of her weak physique, women are shackled in such domestic activities as taking care of children, cooking, sweeping, washing, and etc. Conventionally, women are suitable for being house caretaker only, coffee maker at workplace, and meeting the men's needs. In this case, Suzanne Staggenborg (2003: 12-13) stated that in the attempt of meeting the men's need, the women often do not care about their own need.

The constraint of gender-based social relation is persistent because many powers confirm it including political, cultural, and social and economic powers. For example, in Javanese cultural concept, a variety of myths for women generates "*swargo nunut neroko katut, esuk dadi theklek, wengi dadi lemek*" concept. This can be interpreted that "women will reach the heaven as the symbol of happiness and the hell as the symbol of misery dependent on their husband. Women do not have independency and right to determine their own fate. Then, women become a figure who should do any house chores in the morning, because *theklek* is a metaphor of footgear for Javanese culture. Meanwhile, *lemek* is a metaphor of bed cover, so the women only become bed cover for their husband at night. It is confirmed with the appearance of other metaphors in culture such as "*good*

mother, good caretaker, model mother, friendly women, weak women, women were colonized by men since a long time ago and etc (Suzanne Staggenborg: 13).

Such the construction of social relation between men and women structurally results in partition/distance between men and women on the end of which women are marginalized by the existing social-cultural relation structure. In other words, women were subordinated to men's power and domination. Consequently, the position of women becomes more retarded in the existing social building participation. More tragically, the classical Greek philosophy did not position the women as citizen, stakeholders in policy or government was only given to men. Women is considered as equal to slave considered as non-citizen or sub-citizen (Elshtain, in Ben Agger, 2005: 200). They could not participate in public life. Women are underestimated in work realm, including in domestic work, and waged labor domain.

Gender culture as reflected on the society reality socialized through learning process at school, as the continuation of socialization conducted by family and society. For example in textbook, the sentence "*ibu memasak di dapur, ayah pergi ke kantor, Wati ikut ibu ke pasar, Anto membantu ayah di kebun* (Mother is cooking in the kitchen, father goes to office, Wati follows mother going to the market, Anto helps father in the garden" (Muthaliin, 2001). This sentence represents dichotomy of job division based on sex and other biased-gender example in learning process, growing injustice in social interaction. This manifestation of injustice against women (Mansour Faqih, 2003) in long term results in marginalization, subordination, and stereotype cultures,

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University
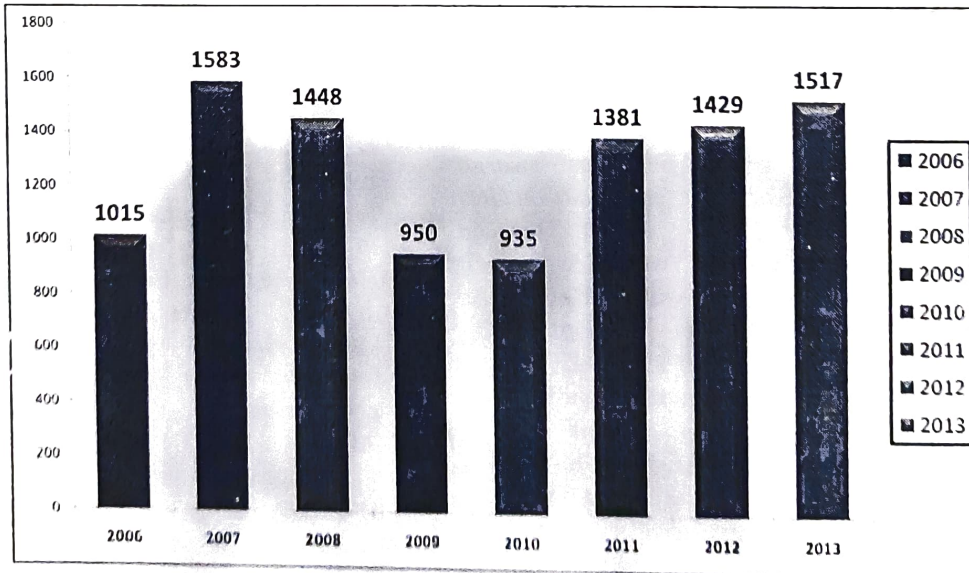
377

various forms of violence and double burden the women should assumed when she he should participate in public domain. It is of course unfavorable in national development.

The shift of meaning about the importance of equal relation between men and women in this global era becomes a strategic issue in the attempt of building women participation as new stronger character in independency culture between men and women called gender mainstreaming. Gender justice and equality issue in Indonesian development policy still becomes an important part in the attempt of improving women participation in development concretely. Indeed, the development policy raising women issue has been implemented since almost 30 years ago. However in its development, justice and inequality values is expected to get actual

portion. It can be observed from the increasing number of violence against women with its varying forms. For example: either physical or psychological domestic violence, sexual abuse either physically or verbally, economic negligence, women slavery, women trafficking, prostitution and etc. Such these cases occur throughout Indonesian area and DKI Jakarta occupies the first rank. A variety of factors can trigger the violence, ranging from economic problem, low education, changing lifestyle, changing role in family, extreme domination attitude and etc. The concrete representation of violence with the women as victim, handled by *Pusat Pelayanan Terpadu Pemberdayaan Perempuan dan Anak* (P2TP2A) Integrated Service Center for Women and Children Empowerment along with its work partner can be seen in the table below.

Table 1

Data of women becoming the victim of violence handled by P2TP2A of DKI Jakarta Province Along its Work Partner

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

378

Such the condition is clearly favorable to development. For that reason, the government, through its policy, attempt to prevent and to deal with it. Regarding this, *World Commission On The Social Dimension of Globalization* (2004) mentioned that to implement an ideal development process, a concept called *promote gender equality and empower women* is needed, because many women are left behind the men, particularly in the term of access to secondary and high education. Gender injustice and inequality is one of constraints in development. It can be seen from the life within family, society and state.

C. THE ESSENCE OF VALUES IN SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOL

A study on women in development as suggested above is up-to-date Social Studies. The discussion of Social Studies and Social Science (thereafter called Social Sciences) basically addresses human life with its all aspects as social creature including dynamic interaction between men and women. It is because the objective of Social Studies is human being in daily life in its interaction with nature and surrounding environment, time, his diverse fellows, human activity in the attempt of fulfilling need, society organization system, cultural system and social order within it (Suswandari and Toto Istiarto, 2014). The fundamental idea of Social Science Education within society departs from basic concept of Social Science Education designed using Social Science and education help. For that reason, the concepts existing in Social Science Education is internalized into students at school and society in the attempt of establishing character and clear national identity.

Social Science Education derives from the term *social studies* developing in United States of America. Viewed from historical and epistemological aspects, the term social studies is coined by Edgar Bruce Wesley in 1937 explaining, "..."...the *social studies are the social sciences simplified for pedagogical purpose*". (Barr, Barth, and Shermish 1977), meaning that the social studies are social sciences simplified for education purpose. This definition was then standardized into "*The united states of educationist standard terminology for curriculum and instruction* as follows: "the social studies comprised of those aspects of history, economic, political science, sociology, anthropology, psychology, geography and philosophy which in practice are selected for instructional purposes in schools and colleges". It could be translated that social studies contains the aspects of historical, economic, political, sociological, anthropological, psychological, geographical, and philosophical sciences that in practice is selected for learning purpose at school and college The theme of study in Social Science Learning is connected to a variety of phenomena occurring within society whether in the past, in the present or the tendency to occur in the future.

In education curriculum policy in Indonesia, the objective of Social Science education at school is to be students as the good citizen, with a variety of character with spiritual dimension, personal, social, and intellectual (Soedarno Wiryohandoyo, 1997). Meanwhile, the objective of Social Science learning developed by NCCS aiming for the development of knowledge and information, attitude and values and social skill including social activity, working and learning group work and intellectual skill (Jarolimelc, 1986). Meanwhile, Awan

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

379

Mutakin (1998) stated that the objective of Social Science education is to develop the students in order to be sensitive to social problems occurring within society, have positive mental attitude to improving any gap occurring and skillfully dealing with any daily problems occurring befalling both themselves and society. Referring to National Education System Act of 2003, the objective of Social Science is formulated as follows:
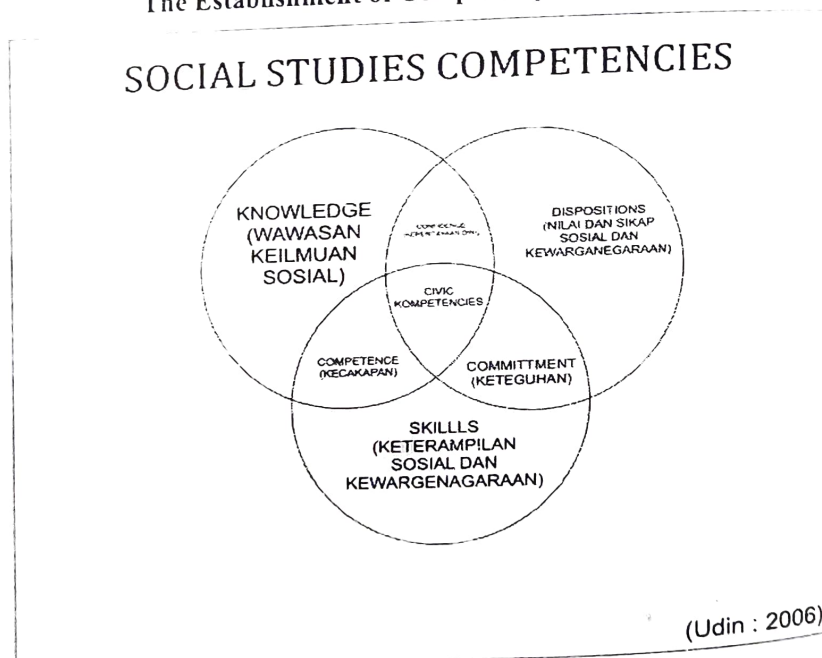
"Creating developmental human holding on Pancasila, healthy either physically and mentally, having knowledge and skill, able to develop creativity and responsibility, to grow democratic and tolerant attitude, to develop high intellectuality and having noble character, loving his nation and loving his fellow human being according to the provision mentioned in UUD 1945 (1945 Constitution)".

For more detail on the contribution of Social Science to Character Establishment, see the figure below.

Figure 2

The Establishment of Competency in Social Studies

SOCIAL STUDIES COMPETENCIES

KNOWLEDGE (WAWASAN KEILMUAN SOSIAL)

DISPOSITIONS (NILAI DAN SIKAP SOSIAL DAN KEWARGANEGARAAN)

CIVIC KOMPETENCIES

COMPETENCE (KECAKAPAN)

COMMITTMENT (KETEGUHAN)

SKILLLS (KETERAMPILAN SOSIAL DAN KEWARGENAGARAAN)

(Udin : 2006)

The term of Social Science has been used in education curriculum in Indonesia since 1975. However, at that time, a variety of terms was used including: Social Studies, Social Sciences and some people called it Social Science and it is standardized until today. Republic of Indonesia National Education Minister's Regulation Number 22 of 2006 about Standard Content for elementary and secondary education contains Social Science Education as one of subject Science Education as one of subject given from SD/MI/SDLB (Elementary School) to SMP/MTs/SMPLB (Junior High School). At Elementary School level, Social Science subject contains Geography, History, Sociology, and Economy materials. Through Social Science subject, the students were

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

380

directed to be a democratic and responsible Indonesian citizen and a world citizen loving peace.

Social Science subject is designed to develop knowledge, understanding, and analytical ability against social condition of society in entering into a dynamic society life. Social Science subject at Elementary School was organized systematically, comprehensively and in integrated manner by integrating Social Science concepts as the material source of Social Science corresponding to the contextual themes existing within society. Through such the approach, students are expected to obtain broader and deeper understanding integrated holistically into corresponding science field. Considering the minister regulation's demand, it can be seen clearly that Social Science is a subject oriented not only to intellectual but also to attitude and skill development.

Numan Somantri (2001) confirmed that Social Science in learning is a synthetic discipline attempting to organize and to develop the substance of social science and psychological substance naturally for education objective. It means that Social Science material not only synthesizes the relevant concepts between education and social sciences, but also correlates it to a variety of social societal, nationality, and state problems including those related to women participation in development.

Social Science and value educations are two sides of coin in an intact unity in the attempt of creating the students' character as the next resource. Basic values of Social Science learning become the spirit of character establishment that will be reflected on typical behavior, attitude, thought and character featured. Value education through Social Science learning is ensured to implant positive values, to avoid students from existing negative values. The representation of positive value implanted to apply and negative value to avoid can be observed in the table below:

Table 1

Positive and Negative Values

Positive Values implanted to do and to develop	Negative Value informed to avoid
Good deed, trusteeship, anticipative, positive thinking, hard work, civilized, doing the true action bravely, taking risk bravely, disciplined, having good personality, futuristic thinking, modest, energetic, constructive, expressing gratitude, responsible, tolerant, wise, smart, thorough, democratic, dynamic, efficient, empathic, persistent, parsimonious, sincere, honest, having noble quality, committed, cooperative, cosmopolitan (going global), creative, simple, independent, humane, self-	excessive with physical character had, proud of certain sex (gender), distinguishing the self by ethnic, race, and religion, anti-risk, lavish, lie, prejudice, uncivilized, fraudulent, careless, sentimental, envy, selfish, calumny, feudalistic, power-oriented, spite, breaking the promise, having bad appearance, stubborn, treacherous, locality, stingy, infidel, consumptive, coarse, racist, tricky, forgetting oneself, neglected, hypocrite, lazy, underestimating, materialistic, trusting other easily, transcending group,

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

381

introspecting, loving science (knowledge), appreciating others' work, appreciating health, appreciating others' opinion, appreciating time, patriotic, forgiving, generous, service, self-controlled, productive, diligent, friendly, beautiful feeling, affection feeling, binding feeling, shy feeling, sense of belonging, self-confident, sacrificing, modest, patient, spirit of commonness, loyal, mentally ready, just, respecting, reasoning, orderly, decorous, sportive, decent, complying with norm, fear of guilty, tough, submitting to God, stiff, zealous, making promise, opened, persevering, and similar

affected easily, tempted easily, inferior, disparaging, abusing, blaming, gossiping, uncaring, authoritarian, bad tempered, revenge, resentment, pessimistic, coward, insulting, trouble maker, provocative, apathy, cheerful, arrogant, greedy, secular, haughty, introverted, in hurry, dependent, nonsense, narrow-minded, and similar.

(Sjarkawi, 2008 dalam Supardi dan Saliman, 2014)

Those positive values above are developed and implanted through Social Science learning at school. Meanwhile, the negative values existing within life are informed to avoid. Social Science learning process combines proportionally values, attitude, knowledge and skill to provide the students with a supply to develop their potency, so that they are expected to have positive attitude, knowledge, and skill in their life. Value context in Social Science learning is intended to make the students understand themselves, serve and function as the members of society, sensitive to diversity and commons and committed to responsibility. At such the level, Social Science learning, according to Abbas (2014) is interlinked with character education.

Social Science learning in elementary school has four comprehensive dimensions: knowledge, skill, values and attitudes, and action. In knowledge dimension the students of Elementary School are given information and conception on the fact relevant to human beings in relation to spatial, temporal, and norm issues in the form of concept and generalization. Meanwhile, in skill dimension, the students of elementary school are trained to think critically, participate positively in social life, to communicate and to adapt. In value dimension, they are told to develop their behavior and faith that will be reflected on their thinking or action. Action dimension focuses on life skill within a complex community without triggering a problem.

Simply, the dimensions of Social Science learning in elementary school lead to what is called character. For that reason, the Social Science Learning process in elementary school has important function in character establishment.

Universally, character values contained in Social Science learning in elementary school becomes reference in implanting value order of interaction between human beings as the common life values in peace and harmony standing on the following pillars: *peace, cooperation, respect, freedom, happiness, honesty, humility, love, responsibility, simplicity, tolerance, unity.* Those universal values are then developed into 18 characters and become the policy in character education

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

382

in Indonesia as illustrated in the table below.

Regarding this, the representation of value dimension interrelationship is associated with the value content existing in Social Science learning as indicated in the figure below.

Figure 4

Representation of Interrelationship (Christine Pheeney, 2014)
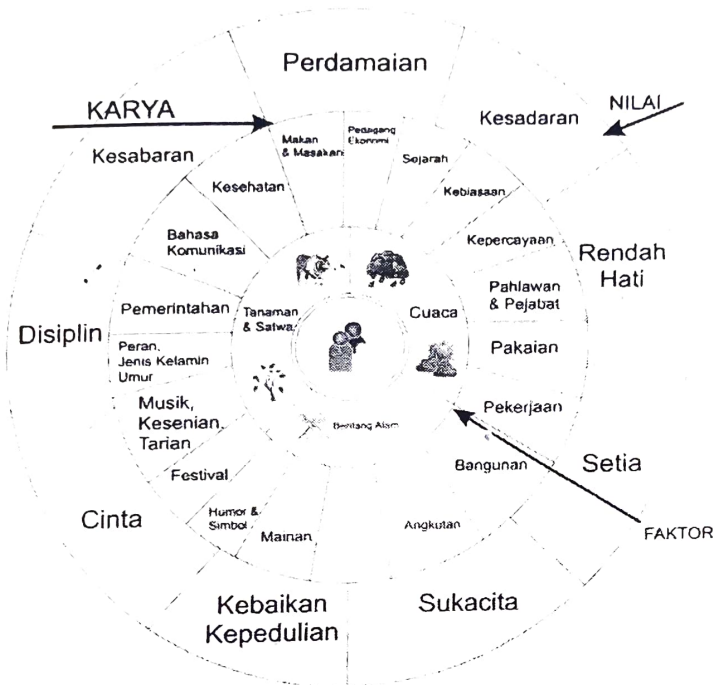
Notes:

Karya = Work

Perdamaian: Peace

Kesadaran : Consciousness

Nilai : Value

Rendah Hati: humble

Setia: loyal

Faktor: Factor

Suka cita: cheer

Kebaikan kepedulian: kindness, caring about

Cinta: love

Disiplin: discipline

Kesabaran: patience

Bahasa komunikasi: communicating language

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

383

Kesehatan: health

Makan & masakan: eating & meal

Pedagang ekonomi: economic trader,

Sejarah: history

Kebiasaan: habit

Kepercayaan: trust

Pahlawan & pejabat : hero & official

Pakaian: clothes

Pekerjaan: occupation

Bangunan: building

Angkutan: transportation vehicle

Mainan: toys

Humor & simbol : humor & symbol

Festival: festival.

Musik. Kesenian, Tarian: Music, Art, Dance

Peran. jenis kelamin, umur: role, sex, age

Pemerintah: government

Tanaman & satwa: flora and fauna

Cuaca: weather

Bentang alam: landscape

The 2013 curriculum as the correction measure for KBK (2006) and KTSP (2009) curriculums gives character education a larger portion at elementary education level (80% character, 20% knowledge). The 2013 curriculum is prepared to create a more competitive next generation by prioritizing attitude, knowledge and skill pillars as the manifestation of universal character values. Therefore, the 2013 curriculum characterizes the changing mindset about learning pertaining to whether graduate competency, learning material, learning approach, or learning process, including Social Learning given in integrated manner, integrated into scientific approach. The themes of learning in elementary school according to the 2013 curriculum can be observed in the table below.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

384

Table:

Learning Themes in the 2013 curriculum for Elementary School

(Christhine Pheeney, 2014)

No	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
1	Self	Living in concord	Love animal and plant surrounding	Togetherness is beautiful	Playing with surrounding objects	Save living organism
2	My hobby	Playing in my environment	Impressive experience	Keep saving energy	Events in life	Unity in diversity
3	My activity	My daily chores	Identifying weather and season	Caring about living organism	Living in concord	Prominent figure and inventor
4	My family	My school and I	Doing everything together	Various occupations	Being healthy is important	Entrepreneur
5	My Experience	Living cleanly and healthily	Many hands make light work	Appreciating the heroes' merit	Proud of being Indonesian	Public health
6	Clean, healthy and chic environment	Water, Earth and Sun	Friendship is beautiful	My country is beautiful		
7	Inanimate object, flora and fauna surrounding me	Taking care of animal and plant	Let us save energy for the future	My ideal		
8	Natural event	Safety at home and on the street	Behaving well in daily life	My residence area		
9			Preserving environment	Healthy and nutritious food		

The learning themes of elementary school as mentioned in the table above clearly focus on humanity values to develop in learning process in elementary school. The development of learning themes intended is conducted in integrated manner with other materials and incorporated into a holistic learning presentation. Such the integrated learning approach is relatively new in Indonesian learning history that so far has been conducted separately. For that reasons, this integrated learning approach needs teachers' intellectuality, creativity and dreams to always present innovative learning, as a part of mental revolution, particularly teachers' and students' mental

and other components. The 2013 curriculum is designed as the basic of mental revolution policy applied to education realm. Who should undertake mental revolution? All of school components including teachers, students, students' parents, administration staffs, headmasters, and etc.

Social Science learning is the learning of human problems with entire complexity encountered and designed using contextual approach. One social-humanity issue emerging today is gender (men and women) justice and equality. Some studies conducted by Muthaliin (2001) in Surakarta, Sugiharti (2003) in

International Indonesian Forum for Asian Studies (IIFAS)
Second Conference of the International Indonesian Forum for Asian Studies
and the Post Graduate School of Education Sebelas Maret University

385

Malang, Suswandari, et.al., (2010) to study biased gender at schools stated that learning activity at school even confirms the biased gender due to teachers' and headmaster's limited understanding on gender justice and equality perspective in learning. Such the condition is exacerbated with teaching learning still indicating bias, including its learning process and activity. This condition indirectly impacts on the more strongly biased gender behavior among students in doing daily activities.

The 2013 curriculum as the one building on the implantation of values and character becomes a very strategic gate to integrate gender equality values into learning in order to create equal personality and behavior without discriminating gender that will lead to the changing effect through the spirit of appreciating each other and growing the feeling of peace and harmony earlier. The integration of gender equality values into Social Science learning process is a very appropriate concept, because the basic values of Social Science Learning focusing on humanity value can run along with the gender equality concept discussing humanity in relation to the relationship between men and women in the attempt of creating the nation character. The integration of gender equality values into Social Science Learning can be defined as the attempt of integrating, including, and applying equality values to all of interacting activities, except to inherent matters as God's reward and irreplaceable thing. Equality values between men and women are implanted as good and correct values in the attempt of creating and building students' "character" and personality corresponding to the national identity, as elaborated in 18 values of Indonesian character. These values are included and developed, and become main issue in learning themes in elementary school to enrich the basic material study in learning.

The procedure of integrating the gender equality values into Social Science Learning in elementary school can be done as follows:

1. Teacher agrees the meaning of learning to be developed. It is because the different meaning understanding will affect the quality of value integration contained in the character to be built. For example, when teacher's understanding on gender has not achieved consensus, it is possible to mention different activities for boys and girls in social activity, in teaching with the theme of my activity in the 1st grade.
2. Teacher has a good gender perspective and understands in-depth the content of curriculum as guidelines in learning activity.
3. Teacher has creativity, competency, sincerity and perseverance to implement learning activity with recent and locality contextual approach in the attempt of approaching the social problem close to the students' experience corresponding to psychological development.

DESIGN OF GENDER EQUALITY VALUE INTEGRATION MODEL

Learning model design presented in this work represents the systematic procedure in organizing Social Science learning activity by integrating gender equality values in the attempt of building the student character,\ that can be used as reference in actual learning implementation. Before explaining the intended learning model, the aspects of Social science learning model design is presented first that integrates gender equality values as illustrated in the table below.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

386

Table:

Aspects of Gender Equality Values Integration in Learning

No	Component	Indicator
	Standard Competency and basic competency	a. Is formulated clearly, to prevent multi-interpretation from occurring.
		b. Is formulated thematically, integrated referring to learning process and outcome representing equality
		c. Is formulated logically and chronologically confirming equality values.
	Learning material development and organization	a. Material breadth and depth by considering psychological aspects of students and meeting the need for equality values
		b. The elaboration of material is conducted logically and chronologically and considering non-biased gender recency and locality.
	Learning media development	a. Is adjusted with the context of theme taught
		b. Using picture, presenting the pictures meeting the criteria of gender equality value
		c. Using printed and electronic media facilitating learning process and preparation of non biased-gender media use.
	Learning Source Determination	a. The compatibility of learning source to the competency to be developed by considering the aspects of gender justice and equality.
		b. The compatibility of learning source to students' psychological development level.
		c. The compatibility of learning source to the gender-sensitive learning environment of students
	Determining learning measures	a. Opening learning with activity representing gender equality.
		b. Learning process represents a gender-sensitive action
		c. Closing learning with non-biased activity. The sample sentence is "to close this lesson, let's pray, the boy leads.
	The way of motivating the	a. Involving both male and female students

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

387

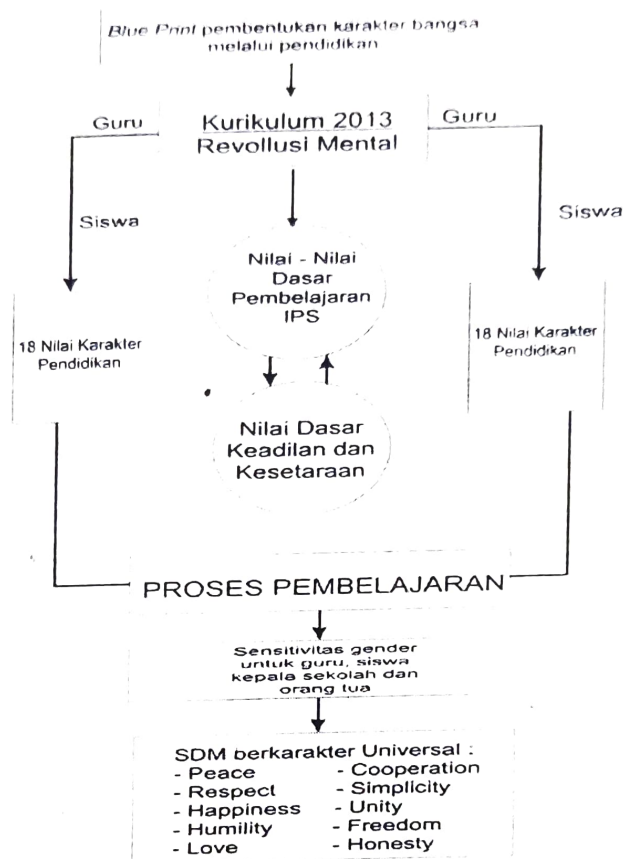|	equally
students	b. Not using biased-gender words. For example: "Come on Ali, come to the front, don't be afraid". Or "let's clean the classroom, the girls sweep the floor and the boys take water", and etc.
	c. Asking question justly to both male and female students.
Improving participation in learning activity	a. The organization of group or students' seat not always by sex (gender)
	b. Giving assignment by considering the need for gender equality.
	c. Giving the students the opportunity of expressing opinion by considering gender need.

After learning aspects could have been understood, the model design offered is as follows:

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

388

Figure 5

Interrelationship between the components of Gender Equality Values Integration into Social Science Learning

Blue Print pembentukan karakter bangsa melalui pendidikan

Guru — **Kurikulum 2013 Revollusi Mental** — Guru

Siswa — Siswa

Nilai - Nilai Dasar Pembelajaran IPS

18 Nilai Karakter Pendidikan

18 Nilai Karakter Pendidikan

Nilai Dasar Keadilan dan Kesetaraan

PROSES PEMBELAJARAN

Sensitivitas gender untuk guru, siswa kepala sekolah dan orang tua

SDM berkarakter Universal :
- Peace   - Cooperation
- Respect   - Simplicity
- Happiness   - Unity
- Humility   - Freedom
- Love   - Honesty

Notes:

Blue Print of nation character building through education

Teacher - 2013 Curriculum – Teacher

    Mental Revolution

Students   Students

18 values of education character

Basic Values of Social Science Learning

18 values of education character

Basic values of justice and equality

Learning Process

Gender sensitivity for teacher, students, headmaster and parents

Human Resource with Universal Character

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University

389

- Peace
- Respect
- Happiness
- Humility
- Love
- Cooperation
- Simplicity
- Unity
- Freedom
- Honesty

The integration of gender equality values into Social Science Learning to build the student character requires good learning plan including learning environment arrangement in order to develop sensitivity, flexibility, democratization, and responsiveness of students to what required in learning. The design of gender equality values integration into Social Science Learning was conducted after examining the formulation of competency the students have to master. In this case, teacher should have a good gender-perspective in learning. Then, in any learning stage, the relevant character values are included into basic material of learning discussed. For the integration of equality values into Social Science learning to be able to build student character, the learning strategy with following characteristics (Ani Gufron, 2014) is required:

1. The use of learning method that can formulate competency and character values contained in competency formulation by empowering multiple intelligences.
2. Learning is implemented using contextual approach.
3. Learning runs interactively, inspiringly, joyfully, in motivating, challenging, and conducive learning climate.
4. Learning activity is oriented to the gender-sensitive students.

5. Using a variety of learning settings to realize the character values as mentioned in competency formulation.
6. Creating class dynamic in the nuance of implementing the gender-responsive character values.

Those responsible for the successful gender-responsive character learning process through Social Science learning are:

1) Teacher as the starting point of learning. R. Murray Thomas's study on *"The Prestige of Teacher in Indonesia"* in 1962 stated that Indonesian teacher at that time was a model, peculiar (special) leader (role model) with substantial effect on the society (Ifa Misbah, 2014). It means that the role of teacher in education realm is very important, and culturally Indonesian people put teacher as a role model (leader).
2) The participant students learn with their uniqueness and will be developed for their character, to be primary resource input in learning.
3) Headmaster responsible for school organization climate.
4) Students' parents and expectation for learning activity in school.

Their role and activity in character-based learning attempt can be observed in detail in the table below.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

390

Table:

The role of teacher, students, headmaster and students' parents in building character

No	Important Elements of Learning Activity	Activities To Do
	TEACHER	a. Has broad insight and knowledge on basic concept, essence, objective, and characteristic of Social Science Learning in Elementary School.
		b. Has good insight into gender perspective on education
		c. Masters and develops skillfully the curriculum of Elementary School become the presentation of Elementary School's learning meeting the need for gender equality.
		d. Masters value and character as an important part in learning and can implant it to the students in various methods.
		e. Able to be role model for his/her students, involving: speech, mindset, behavior, the way of dressing, the way of motivating, and etc.
	Students	a. Is required to participate actively in explaining, developing, and implementing character values formulated in competency
		b. Learn creatively and innovatively
		c. Respect all members of school without gender discrimination
		d. Has sense of belonging in school activity
		e. Attends social and technological development
	Headmaster	a. Ensures learning atmosphere and learning upholding humanity values without distinguishing activity by sex (gender), including a variety of rules, learning environment and learning infrastructure.
		b. Searches for new information actively about many things relevant to character development
		c. Provides a variety of learning facilities supporting the integration of character values into learning activity
		d. Supports the integration of character values in order to achieve the success.
	Students' parents	a. Have awareness of the importance of character

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

391

values for their children

b. Provide a variety of learning facilities their children need for growing and developing character values

c. Make synergy with school management when dealing with learning problematic.

Based on the table above, it can be found clearly that the integration of gender equality values into Social Science in building the student character requires a mature planning by involving many parties sustainably. Moreover, gender issue is closely related to cultural problems entrenched into Indonesian people's life. For that reason, through mental revolution, constituting the revolution of mindset change in social interaction, often colored with biased-gender nuance, Social Science learning activity can bring about new interaction form change with equality. In this context, a new thinking arises about the woman in order to participate more independently within society for development. The women's independency mentality becomes stronger, enabling them to appreciate themselves to develop their potency and to make choice according to their stance in achieving a better life with the spirit mutual cooperation in the philosophy of *silih asih, asah dan asuh* (loving, educating and taking care of each other) and culture of serving each other corresponding to their own capacity toward peaceful and harmonious family, society, nation, and country.

CONCLUDING REMARK

In conclusion, I underscore that Great Indonesia is the one with strong character and not affected easily by rapid social change. The implantation of Indonesian self-identity can be done formally only through education method packaged by professional teachers. Character education needs role model and habituation and certainty holding on only the correct norm and ethic.

Idea of gender equality and justice has been a mainstream in the document of education policy used as the umbrella in making revolution of biased-gender learning implementation still running in school, particularly elementary school. Through this policy, all of school components are supported to make learning innovation by considering male and female students' need equally to build the students' personality and character of respecting, loving, and emphatic to each other and the attempt of implanting new values in social interaction in Indonesia without sex (gender) discrimination. Education system should be involved in the attempt of building a cultured Indonesian identity upholding nationality values without ethnic, race, religion, and gender discriminations.

The existence of 2013 curriculum as a part of mental revolution in education has presented a more opened and democratic new mindset for education and learning actors. Eighty percents (80%) of 2013 curriculum at elementary school level is focused on character development and attitude development, and 20% on knowledge, with an assumption that it is on elementary school level that values and characters as nation's generation should be grown, developed and confirmed at higher education level along with deepening of knowledge. The 2013 curriculum in elementary school prioritizes integrative thematic approach in all subjects characterized with the emergence of learning themes upholding humanity values. These themes are different from the main theme in Social Science concept used so far for learning in elementary school. In the attempt of developing those themes and then learning material presentation, it is wise for a teacher as the starting point of learning in the classroom to integrate values of gender justice and equality into entire learning activity.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

392

Learning plan is organized by considering the need for gender equality to develop equally in actual peace and harmony. When such the learning circumstance can be realized, a variety of violence occurring recently in education scope can be minimized, and even we can say *"zero tolerance to violence in education activity"*. And the learning circumstance in peace and harmony is brought into reality that in long term will be character and identity of Indonesia nation amid the arrogant global world today. For Indonesian women, let's get up and come up to catch our retardation by keeping Indonesian women's self identity with strong character and great mother for family all at once. The dual role we have so far can be addressed with our intelligence in managing time as great as possible. The character of women we have will be our strength to participate actively in this development. And for men, please trust us that we (women) are not your competitor in life. Make me your partners in development according to ability we have toward the Great Indonesia in peace and harmony.

REFERENCES

Abbas, Ersis Warmansyah. (2014). *Kurikulum Pendidikan IPS Berbasis Pendidikan Karakter*. Bandung: NSM

Abdul Aziz Wahab. (2005). *Materi Perkuliahan Inovasi Pendidikan*. Jurusan Pendidikan IPS S3 UPI Bandung.

A.Heison. (1990). *Thingking About Women* . New York: Macmillan Publishing.

Agger, Ben. (2005). " Ctitical Social Theories : An Introduction ". Alih Bahasa : Nurhadi. *Teori Sosial Kritis : Kritik, Penerapan dan Implikasinya*. Yogyakarta: Kreasi Wacana.

Anderson , Margaret, L. (1983). *Thingking About Women: Sociological and Feminist Perspektif*. New York : Mac Millan Publishing.

Ani Widyani Soetjipto. (2005). *Politik Perempuan Bukan Gerhana*. Jakarta : Kompas.

Ani, Gufron. (2014). "Integrasi Nilai-Nilai karakter Kebangsaan dalam Pembelajaran". *http//www.uny.ac.id*

Arief Budiman. (1985). *Pembagian Kerja Secara Seksual*. Jakarta : Gramedia

Astuti, dkk. 1999. "Bias Gender dalam Buku Pelajaran Bahasa Indonesia". Dalam *Jender*, vol I no I. Juli. Yogyakarta :PSW UGM.

_____. (2007). *Metode dan Model Model Mengajar Ilmu Pengetahuan Sosial*. Bandung : Alfabeta

Ashkenas, Ron. (et. al). (2002). *The Boundaryless Organization : Breaking The Chains of Organizational Structure*. San francisco. Jossey- Bass.

B.C. Potgieter. (2003). *Exploring Leadership and Organization for Change and Innovation in Higher Education*. http//herdsa

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. (2013). *Implementasi Pembelajaran Tematik Terpadu*.

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. (2013). *Konsep Pembelajaran Tematik Terpadu*.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

393

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. (2013). *Kurikulum 2013 Kompetensi Dasar SD/MI.*

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. (2013). *Elemen Perubahan Kurikulum 2013.*

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan. (2013). *Rasional Kurikulum 2013*

Banks, James A.and Ambeose A. Clegg Jr. (1999). *Teaching Strategies for The Social Studies : Inquiry, Valuing, and Decision Making*: New York : Longman.

Baker, Chris. (2006). "Cultural Studies, Theory and Practice". Alih Bahasa : Nurhadi. *Cultural Studies Teori dan Praktik*. Yogyakarta: kreasi wacana.

Barr, Barth and JC Shermis,SS.(1977). *Defining The Social Studies.* Virginia National Council for The Social Studies.

Bhagwati, Jagdish. (2004). *In Defense of Globalization.* Oxford University Press- New York.

Bellog, Hilaire. (1956). *The French Revolution.* London : Oxford University Press.

Brundtland, gro Harlem. (1987). Our *Common Future : World Commision On Environment and Development.* Oxforf : New York University

B.C. Potgieter. (2003). *Exploring Leadership and Organization for Change and Innovation in Higher Education.* http//herdsa

Blood, Robert O, Jr and Donald Wolfe. (1960). *Husban and Wifes: the Dynamic of Marriage Living.* New York : The free Press.

Christina S Handayani dan Ardhian Novianto. (2004). *Kuasa Wanita Jawa.* Yogyakarta: PT LkiS Pelangi Aksara.

Christine Pheeney. (2014). "Cooperative Spirit ". *International Conference on Character Education.* Universitas Lambung Mangkurat Kalimantan Selatan

Daoed Joesoef. (2014). "Pendidikan dan Kebudayaan". *Kompas.* 7 November

Dayanti, Liestianingsih Dwi. 2011. "Wacana Kekerasan dan Resistensi Perempuan dalam Film Karya Sutradara Perempuan". Dalam Jurnal *KAWISTARA*, Vol 1 no 2.

Dieter ever, Hans dan Yuarsi, Susi Eja. 1994. "Segmentasi Pasar Tenaga Kerja: Kasus di Padang dan Yogyakarta". Paper Seminar Bulanan PPK-UGM.

Dini, NH. (2001). "Perempuan Indonesia dalam Sorotan Budaya". *Jurnal Visi Tahun II Universitah Muhammadiyah Jakarta.*

Doni Koesoema. (2014). "Menunggu Gebrakan Pendidikan". *Kompas* Kamis 12 November.

Drake, Christine . (tanpa tahun). *National Integration in Indonesia.* University of Hawai Press Honolulu.

Egawati. 2011. Resistensi Perempuan Bali Terhadap Dominasi Patriarkhi Dalam Novel Seroja Karya Sunaryoko Basuki Ks. Tinjauan Kritik Sastra Feminis. (tesis). Yogyakarta: Univ Gadjah Mada.

Fakih, Mansour. (2005). *Analisis Gender dan Transformasi Sosial.* Yogyakarta: Pustaka Pelajar.

Graddol, David dan Swann, Joan. 2003. *Gender Voices.* Pasuruan: Pedati

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

394

Gandhi, Leela. (1998). " Postcolonial theory A Critical introduction". Alih Bahasa. Yuwan Wahyutri dan Nur Hamidah: *Teori Postkolonial: Upaya Meruntuhkan Hegemoni Barat*. Yogyakarta: Qalam.

Glazer Nathan and Daniel P. Moynihan. (1981). *Ethnicity Theory and Experience*. Cambridge: Harvard University Press.

Geertz, Hildred. (1983). *Keluarga Jawa*. Jakarta: Grafitti Press

Dickinsons, Lows. (1952). *Revolution and Reaction in Modern France*. Indiana The University of Rotredame.

Direktorat Pembinaan Pendidikan Tenaga Kependidikan. (2005). *Peningkatan Kualitas Pembelajaran*. Modul Pelatihan.

Dryden, Gordon dan Jeanette Vos. (1999). *The Learning Revolution*. Selandia Baru

Everett S. Rogers. (1995). *Diffusion of Innovations*. New York : The Fref Press.

Everett S. Rogers and Shoemaker F. Floyd. (1971). *Communication of Innovation A Cross Cultural Approach*. New York : The Free Press.

Ernest R. House. (1974). *The Politic of Educational Innovation*. USA: MC Cutchan Publishing Company

Fenton, Elvin. (1967). *The New Sosial Studies*. New York: Holt & Rinehart and Winston Inc.

Fukuyama, Francois. (2004). " The End of History and The Last Man. Alih Bahasa : M.H. Amrullah: *Kemenangan kapitalisme dan Demokrasi Liberal*. Yogyakarta : Qolam.

Giddens, Anthony. (2002). " The Third Way The Renewal of Social Democracy". Alih Bahasa : Ketut Arya Mahardika . *Jalan Ketiga: Pembaruan Demokrasi Sosial* . Jakarta: PT SUN

_____. (1990). *The Consequences of Modernity*. Stanford University Press.

Harrison, Lawrence E and Samuel P Huntington. (2000). *Culture Matters*. Basic Books : A Member of the Perseus Books Group.

Hirst, Paul and Grahame Thompson. (2001). *Globalisasi Adalah Mitos*. Jakarta: Yayasan Obor Indonesia.

HAR Tilaar. (1999). *Beberapa Agenda Reformasi Pendidikan di Indonesia Dalam Perspektif Abad 21*. Magelang. Tera Indonesia.

International Forum on Globalization. (2003). *Globalisasi Kemiskinan dan Ketimpangan*. Yogyakarta: Pustaka Rakyat Cerdas.

Idris HM Noor (2005). " Sebuah Tinjauan Teoretis Tentang Inovasi Pendidikan d. Indonesia" *Portal Informasi Pendidikan di Indonesia*. Balitbang Dikdasmen DIKTI

Ifah H Misbach. (2014). "Potret Guru Indonesia". *Kompas*. 17 September

Irwan Abdullah. (2006). *Sangkan Paran Gender*. UGM : Pusat Penelitian Kependudukan

Ivy, Diana K & Phil Backlund. (1995). *Exploring Gender Speak: Personal Effectiveness in Gender Communication*.

Jacobsen, David A, Paul Eggen dan Donald Kauchak. (2009). *Methods For Teaching : Promoting Student Learning in K 12 Classrom*. USA : New Jersey.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

395

J. Drost. (2000). "Proses Pembelajaran Masa Kini dan Masa Mendatang". Dalam A. Atmadi dan Y Setiyaningsih. *Transformasi Pendidikan Memasuki Milenium Ketiga*. Yogyakarta: Kanisius dan Sanata Darma

Johnson, Elaine B. (2002). "Contextual Teaching and Learning : What It Is and Why It's Here to Stay". Alih bahasa : *Contextual Teaching and Learning Menjadikan Kegiatan Belajar Mengajar Mengasyikkan Dan Bermakna*. Bandung: MLC

Joko, Widodo. (2014). "Revolusi Mental". *Kompas*. Sabtu 10 Mei

Joyce Bruce, Marsha Weil dan Emily Calhaun. (2000). *Models Of Teaching*. Allyn and Bacon.

Kementerian Pendidikan dan Kebudayaan. (2013) *Tema 1 Diriku. Buku Tematik Kurikulum 2013 Buku Guru SD/MI Kelas 1*. Jakarta. Kementerian Pendidikan dan kebudayaan.

Kementerian Pendidikan dan Kebudayaan. (2013) *Tema 1 Diriku. Buku Tematik Kurikulum 2013 Buku Siswa SD/MI Kelas 1*. Jakarta. Kementerian Pendidikan dan kebudayaan

Kementerian Pendidikan dan Kebudayaan. (2013) *Tema 1 Indahnya Kebersamaan. Buku Tematik Kurikulum 2013 Buku Siswa SD/MI Kelas 4*. Jakarta. Kementerian Pendidikan dan kebudayaan.

Kleden, Ignas. (2014). "Menerapkan Revolusi Mental". *Kompas*. Kamis 25 September

Lickona, Thomas. (2012). "Educating For Character: How Our Schools Can Teach and Responsibility". *Mendidik Untuk Membentuk Karakter : bagaimana sekolah Dapat Memberikan Pendidikan Tentang sikap Hormat dan Bertanggung Jawab*. Alih bahasa : Juma Abdu Wamaungo. Jakarta : Bumi Aksara.

Levy, Rezin. (1971). *The Family Revolution in Modern Culture*. New York. Strauss Giroux Inc.

Lips, Hilary M. (1994). *Sex & Gender an Introduction*. California London Toronto: Mayfield Publishing Company.

Lindsey, Linda L. (1990). *Gender Roles: a sociological Perspective*. New Jersey: Prentice Hall.

Longsdon, M. 1985. "Gender Roles in Elementary School Teks in Indonesia" dalam Women in Asia Pacific. Hawaii; The Women's Studies Program, University of Hawaii.

Luh Ayu Saraswati . (2000). " Kekerasan Negara, Perempuan dan Refleksi Negara Patriarkhi ". Dalam Nur Iman Subono. *Negara dan Kekerasan terhadap Perempuan*. Jakarta : yayasan Jurnal Perempuan. Universitas Negeri Yogyakarta.

Marsigit. (2013). "Pendidikan Karakter Melalui Pembelajaran Matematika ". Pidato pengukuhan Guru Besar di depan Sidang rapat Terbuka

Mosse, J.C. (1993). *Gender dan Pembangunan*. Terjemahan : hartian Silawati. Yogyakarta : Pustaka Pelajar.

Muhadjir M. Darwin. (2005). *Negara dan Perempuan Reorientasi Kebijakan Publik*. Yogyakarta. Grha Guru Press.

Muthali'in, A. 2001. *Bias Gender dalam Pendidikan*. Surakarta: Muhammadiyah University.

Murray, Alison, J. (1994). " No money, no honey a study of street traders and prostitutes in Jakarta". Alih Bahasa: Nasyith Majidi. *Pedagang Jalanan dan Pelacur Jakarta: Sebuah kajian antropologi Sosial*. Jakarta: Pustala LP3ES.

Musdah Mulia dan Anik Farida. (2005). *Perempuan dan Politik*. Jakarta : Grammedia.

Musdah Mulia, Siti dan Ira D Aini. (2013). *Karakter manusia Indonesia: butir Butir Pendidikan karakter Untuk Generasi Muda*. Bandung: Nuasa Cendekia.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate School of Education Sebelas Maret University

396

Masykur, Arif Rahman. (2013). *Kesalahan-Kesalahan Guru Dalam Mengajar*. Jogjakarta: Laksana.

Micklewait, John and adrian Wooldridge. (2000). *The Challenge and Hidden Promise of Globalization*. New York: Crown Publishers, Ramdon House, Inc.

Martorella, Peter H. (1985). *Elementary Social Studies*. Little Brown, Toronto.

Mukminan. (1998). *Belajar dan Pembelajaran*. IKIP Yogyakarta.

Napitupulu. (1998). *Belajar Untuk Hidup Bersama dalam Damai dan Harmoni*. Bandung: UPI.

Nasaruddin Umar, 1999. *Argumen kesetaraan Gender Perspektif al-Qur'an*, Jakarta: Paramadina.

Ohmae, Kenichi. (2002). "The End of the Nation State The Rise of Regional Economies. Alih Bahasa : Ruslani. *Hancurnya Negara Bangsa Bangkitnya Negara Kawasan dan Geliat Ekonomi Regional di Dunia Tak Terbatas*. Yogyakarta: Qolam.

Riggs, Fred W. (2002). " Globalization, Ethnic Diversity and Nationalism The Challenges for Democracies". *Annals AAPSS*. 581.

Rochiati Wiriaatmadja. (2003). "Pembelajaran IPS Pada Tingkat Sekolah Dasar". JPIPS. Bandung

Subhan, Zaitunah. (2002). *Rekonstruksi Pemahaman Jender dalam Islam*. Jakarta : El Kahfi.

Sudarwan Danim. (2003). Agenda *Pembaruan Sistem Pendidikan*. Yogyakarta: Pustaka Pelajar.

Sulasman dan Setia Gumilar. (2013). *Teori-Teori Kebudayaan*. Bandung Pustaka Setia.

Suyanto. (1998). "Aktualisasi Kompetensi dasar Dalam Kurikulum Ekonomi SMU ". *Makalah Seminar Ikatan Sarjana Pendidikan Indonesia*. Yogyakarta

_____. (2005). " Tantangan pendidikan IPS di Era Global". *Makalah Seminar Nasional PIPS* : UPI Bandung.

Sunyoto Usman. (1998). *Pembangunan dan Pemberdayaan Masyarakat*. Yogyakarta : Pustaka Pelajar.

Syaifurahman dan Tri Ujiati. (2013). *Manajemen Dalam Pembelajaran*. Jakarta: PT Indek.

Sylvia Walby. (1990). *Theori of Patriarchi*. Oxford : basil Bacon.

Tsing, Anna Lowenhouse. (1990). *Gender and Performance In Meratus Dispute Setllement*. Stanford University Press.

Trisakti Handayani dan Sugiharti. (2002). *Konsep dan Teknik Penelitian Gender*. Malang: Universitas Muhammadiyah.

Tim Yayasan Jati Diri Bangsa. (2011). *Pendidikan Karakter di Sekolah: Dari gagasan ke Tindakan*. Jakarta: PT Elex Media Komputindo.

Udin S Winataputra. (2001). " Reorientasi IPS Dalam Mengantisipasi Perubahan Sosial di Era Global". *Makalah Seminar Konggres HISPISI X*. Universitas Negeri Semarang.

_____. (2007). *Makalah Seminar Konggres HISPISI XI*. Universitas Sebelas Maret.

Yudi Latif. (2014). "Tricita Revolusi Mental". *Kompas*. Senin 15 September

Zamroni. (1997). " Mempersiapkan Kurikulum Abad XXI". *Educatio Indonesiae*.

Second Conference of the International Indonesian Forum for Asian Studies (IIFAS)
and the Post Graduate School of Education Sebelas Maret University
397