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Gender and Education

Character Education of Adolescent Model Based on Gender Equality and Social Inclusion (GESI) Through Curriculum Development in the New Normal Era (a Study in Malang Regency, East Java)

Keppi Sukesi, Iwan Nurhadi, Jedda Ayu Ingrida
Universitas Brawijaya

This study was conducted for one year to discover a model of youth character education based on gender equality and social inclusion through strengthening the school curriculum in the new normal, especially in the Malang Regency, East Java Province. To this end, the procedures of the present research covered: 1. mapping the pattern of youth character education in secondary schools in Malang district, 2. analyzing the parenting patterns of adolescents in the family, 3. analyzing gender issues and social inclusion in adolescents' education, 4. formulating GESI-based character education model for youth in villages and cities in Malang district pertinent to new normal. The study followed qualitative approach through action research by collecting primary data via online-focused discussions, in-depth interviews with key informants, observations, and extracting secondary data on relevant agencies through online surveys. Analysis of the data used are: 1. Qualitative descriptive analysis; 2. Contextual analysis for rural-urban; 3. Textual analysis for curriculum; 4. Gender analysis and social inclusion. Based on the data analysis, the present study had arrived at some interpretative points. First, the character education of adolescents in the secondary level in Malang regency is similar between the village and urban. Second, the results showed that the pattern of fostering adolescents in families both in the city and in the village still shows gender bias. In the city, parents are more authoritarian, meaning that they applied stricter control over their children. In addition, it found a shift in parental attention to girls and boys. Third, the gender issue and inclusion in character education of adolescents have not been fully understood, although some aspects have been applied in everyday life. In addition, the perspective of social inclusion is also considered important in caring for children with special needs. Lastly, the GESI-based character education model is indispensable for teenagers in both urban and rural areas. Furthermore, in the new normal era, understanding infectious diseases need to be independent subjects at the secondary level.

Keywords: Character Education; Youth; GESI; Curriculum

