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Is gender studies absent in the Civic Education curriculum in higher education?

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Abstract

This research aims to describe the position of gender studies in the curriculum of civic education study programs in universities. This research was conducted at several universities that have civic education study programs. The research used a qualitative descriptive approach and data collection techniques through interviews, observation, and documentation, while the data analysis technique used triangulation to obtain data validity. The results of the research found three things. *First*, the four universities that were the objects of this research developed curricula according to the provisions of the Ministry of Education and Culture. *Second*, there are explicitly no courses related to gender studies in the civic education curriculum at these universities. However, several lecturers try to bring gender issues into the learning process as a study case. *Third*, there are many challenges in integrating gender studies into the citizenship education curriculum, one of which is the expertise of civic education lecturers who cannot teach about gender. To overcome the challenges of integrating gender studies into the civic education curriculum, it is crucial to advocate for including gender studies to ensure comprehensive coverage of gender issues. This advocacy is a call to action for all involved in civic education. As well, developing strategies to integrate gender issues into existing courses through case studies, discussions, and projects can enrich the learning process.

Keywords: civic education; curriculum; gender studies.

Introduction

Who is responsible for addressing gender issues? According to The Inter-agency Network for Education in Emergencies (INEE, 2010), we are all responsible for addressing gender issues.



As educators and policymakers, our task is to ensure that the education we provide meets the needs of all girls and boys and adolescent girls and boys equally. Gender issues cannot be separated from the concept of citizenship. According to Segal (1991), in her paper titled *Is Citizenship Gendered?* The absence of gender discussion in the theoretical writings and concepts of citizenship written by Turner (1990) and Mann (1987) causes problems in understanding gender-related citizenship. Segal states that "gender is absent from many discussions of citizenship." In addition to Segal (1996) adds that the mainstream debate on citizenship proceeds with indifference to feminist interdisciplinary deconstructions of citizenship as male and analyses of the different relationships between women and men with public and private life. This raises issues that can be seen in several aspects, namely political participation, education, employment, and other rights that still need to be equal between men and women as citizens.

For citizens who are smart and good, one of the indicators is having gender awareness for the realisation of gender equality. Therefore, this can be pursued through civic education to promote gender equality. According to Arnot (2003), civic education contains potential challenges for gender equality education. Considering that in civic education, students are taught about rights and obligations, human rights, democracy, and politics, gender studies examine the roles, behaviours, and social impacts of gender. Thus, the relationship is clearly aimed at promoting an inclusive and fair society by addressing issues of gender equality, representation, and empowerment through the lens of civic education.

According to Winaputra (2015), civic education is described as an integrated knowledge system that serves as a means of democratic education containing three conceptual-interactive/holistic dimensions, namely citizenship studies, in the form of scholarly research and development in citizenship, programs/instruments of citizenship curriculum, which take the form of curriculum and citizenship education learning in formal or informal education, and citizenship practices. Therefore, it is fitting for gender studies to be included in citizenship studies taught through civic education. This makes civic education play a role in promoting gender studies by integrating gender studies into the curriculum.

As a study program, civic education at a university certainly has a mature curriculum to prepare its graduates according to the graduate profile. One of the graduate profiles of the civic education program is to make students become civic education teachers in schools with competence. Through the curriculum, it is hoped that gender studies can be integrated into civic education in courses that intersect with gender studies, such as Human Rights courses that can integrate discussions on women's rights. In the Democracy course, the values of equality between men and women as citizens can be integrated. This is important because later, students in this program will become civic education teachers in schools who can promote gender awareness and gender equality. According to Nogueira et al. (2013), gender inequality can be addressed through active good practices and democratic citizenship, which can be learned in schools along with formal curriculum content. This is in line with a study by Damanik and Saliman (2023), which examines the model of sex education integrated into the curriculum, which has a positive impact that is expected to increase students' mindset through responsive sex education, foster literacy about sexual differences, and teach respect for the opposite sex.

However, based on initial observations, it was found that gender studies as a course in the civic education program at four universities (Universitas Negeri Jakarta, Universitas Negeri Malang, Universitas Lambung Mangkurat, and Universitas Buana Perjuangan Karawang) are not seen as standalone courses. Additionally, the Lesson Plan (RPS) in some courses that intersect with gender studies are also not apparent. However, Banks and Banks (Sada, 2016) stated it is important to address gaps in teachers' gender perspective to improve Civic Education subjects oriented to secondary schools to cope with issues of equity, social justice and critical action-orientated frameworks to gender education". Suppose the competence as a civic education teacher in junior high and high schools requires an understanding of gender

studies. In that case, it is only right that gender studies be integrated into the civic education curriculum at the university level. Therefore, researchers are interested in exploring the existence of gender studies in the curriculum of the civic education program further. This is because the intersection between civic education and gender studies encourages an understanding of social justice, human rights, and inclusive citizenship within an inclusive gender framework, including educating individuals about the importance of gender equality, promoting respect for diverse gender identities, and encouraging active participation in addressing social and political issues related to gender.

The benefits of this research are multifaceted. *First*, it will highlight the current gaps in the civic education curriculum regarding gender studies, prompting curriculum developers to address them. *Second*, it will provide policymakers and educational institutions with insights on incorporating gender studies to promote a more inclusive and equitable education system. *Third*, the research findings will aid civic education lecturers in enhancing their teaching methodologies by integrating gender perspectives, thus preparing students to become more socially conscious and responsible citizens. Lastly, this study will contribute to the broader academic discourse on gender studies and civic education, providing a foundation for future research. The main problem of this research is investigating the existence and integration of gender studies in the civic education curriculum at several universities in Indonesia. This research contributes to the development of civic education science by providing empirical evidence on the current state of integration of gender studies within civic education programs. It offers a comprehensive analysis of the challenges and potential strategies for incorporating gender perspectives, thereby enhancing the theoretical and practical understanding of civic education. Furthermore, the study underscores the importance of gender equality in fostering inclusive citizenship and social justice, which are core principles of civic education.

Method

This study aims to determine the presence of gender studies in the curriculum of civic education programs at the university level. This research uses a qualitative method with a descriptive approach. According to Creswell & Creswell (2017), a qualitative research design is suitable when exploring a phenomenon in depth, understanding participant perspectives, and studying a specific setting or population. Data collection for this study uses interview techniques, observation, and document analysis. The informants in this study are four lecturers from civic education programs at several universities, namely Universitas Negeri Jakarta, Universitas Negeri Malang, Universitas Lambung Mangkurat, and Universitas Buana Perjuangan Karawang. Observation involves directly observing activities in the classroom when lecturers are teaching to determine whether there are efforts to integrate gender studies. A documentary study is needed to analyse the curriculum related to gender studies in the civic education program. Data analysis in this study will involve three main stages: reduction, presentation, and conclusion drawing. The data reduction stage will involve organising, simplifying, and translating raw data from interviews, observations, and document analysis.

Result and Discussion

1. Civic Education Study Program curriculum

Civic education in Indonesia is an important part of the national curriculum and aims to cultivate knowledge, skills, and citizenship values among students. At the university level, civic education has many program names depending on the university. Universitas Negeri Jakarta (UNJ), Universitas Lambung Mangkurat (ULM), and Universitas Buana Perjuangan Karawang (UBP Karawang) name their programs Pancasila and Civic Education (PPKn). Universitas Negeri Malang (UM) names its program Law and Civic Education (HKn). At the Universitas Pendidikan Indonesia (UPI), civic education is called civic education (PKn). These different names are influenced by the curriculum developed within each university's program. For example, in the UM HKn program, legal courses are more dominant than those in other

fields, such as politics and other social sciences. However, the graduate profiles of these universities remain the same, one of which is to make students become Pancasila and civic education teachers at the school level. Therefore, the civic education curriculum in Indonesia should be designed to enhance understanding of democracy, human rights, citizenship, national identity, and so on.

The Pancasila and Civic Education (PPKn, or *PCE in English*) study program graduates students to become PPKn teachers, among others. According to Winaputra (2015), there are three forms of its study as a program: (a) civic education as a compulsory course, (b) civic education as an integrated knowledge system, and (c) civic education as an educational program for educators. In civic education as an educational program for educators, educational institutions such as teachers' universities in Indonesia open such study programs. In a study program, there is certainly a curriculum that must be developed following the times.

Case and Huisman (2015) state that the curriculum approach is interactive. Thus, the curriculum in a study program becomes an essential vehicle for lecturers and students to achieve the learning outcomes that have been formulated ultimately. The curriculum of the Pancasila and civic education program at UNJ is designed to refer to national higher education standards. According to Mr. FA, there are several things to consider when developing the curriculum of the PCE program at UNJ. He explained that in developing the curriculum, there are several processes. *First*, we refer to the agreement of Civic Education throughout Indonesia (AP3Kni/ Indonesia Association of Pancasila and Civic Education Professionals). The PCE program at UNJ has the same core as the Civic Education Study Program throughout Indonesia. *Second*, adjusting to the qualifications of lecturers in the PPKn program at UNJ, for example, in the PPKn program at UNJ, there has been a reduction in the field of legal studies, resulting in many course integrations (merging courses, criminal law, criminal procedural law, and criminology). Therefore, lecturers should be involved in determining these merged courses. Third, a team from the University will check the compatibility of the Graduate Learning Outcomes (*LO, CPL in Indonesia*) with the scientific vision. The scientific vision is derived into graduate profiles, checked against the CPL, and then derived back according to the scientific roadmap, which shows the lecturers' expertise in the PCE program, after which the courses emerge.

In the civic education program at UBP Karawang, the curriculum development follows the Curriculum Development Guidelines from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). According to Mr. YN, a needs analysis is conducted, but in addition to needs analysis, it is also synchronised with science and technology studies. The science and technology studies are then derived into the graduate profile. Of course, associations are also involved in curriculum development. Currently, a curriculum review is taking place at UBP Karawang.

Gender education can be a tool for students to analyse various gender-related issues related to politics, law, democracy, human rights, and the international world. As done by the Belarusian government, according to Shchurko (2018), gender education became a helpful tool for the government to simulate the processes of democratisation and liberalisation in front of an international audience. Considering that citizenship education is strongly related to teaching about democracy, democracy, and democracy (Winaputra, 2015), gender education can be one of the tools for maturing students in democracy. Teaching and learning materials play a strong role in shaping students' worldviews, as these materials transmit knowledge and present social and gender norms (Heslop, 2016).

2. The existence of gender studies in the Civic Education curriculum

Based on documentation data on the distribution of courses in the curriculum of the four civic education programs, there are no specific courses for studying gender studies. This absence of gender studies in civic education programs is a significant issue, as it hinders the

comprehensive understanding of citizenship and societal roles. However, Mr. YN, as the Head of the civic education program at UBP Karawang, stated that if the Gender Perspective course was initially included in the curriculum of the civic education program at UBP Karawang. The course was scheduled for the upper semesters but, unfortunately, has never been taught to civic education students at UBP Karawang because there was a revision to the curriculum which removed the course.

The curriculum developed by the civic education program at UNJ follows current issues, such as courses in the 21st century, English for Civic Education, Global Perspective of Civic Education, And Civic Journalism. Mr. FA added that the gender course is not separate, but he tries to incorporate gender issues into his courses by discussing gender issues in class through case studies. Similarly, in the HKn program at UM, Mr. MS explained that there are no courses related to gender studies. Like Mr. FA, he tries to bring gender issues into the classes he teaches through case studies that are currently being discussed, such as sexual violence on campus.

Mr. RP, as one of the lecturers in the civic education program at ULM, explained that gender studies as a standalone course is not included in their curriculum. However, he highlighted how the university continues to monitor gender-based sexual violence through the PPKS (Prevention and Handling of Sexual Violence) Task Force. Concrete evidence of how the campus is serious about preventing and handling cases of sexual violence is by providing information on its e-learning platform. University members who are victims of sexual violence can report to the PPKS Task Force through the hotline provided on the ULM e-learning page. Furthermore, Mr RP added that the PPKS Task Force at ULM is developing a module related to sexual violence and gender, which will be distributed to study programs within the ULM area.

From the research results, we can see that the absence of gender studies in the curriculum of civic education programs is an important note for university policymakers and citizenship experts. Catalunya (2019), in the results of its research project, asserts that mainstreaming gender into teaching will improve the quality of teaching and the social relevance of the knowledge, technology, and innovations produced. A gender perspective facilitates a deep understanding of all communities' needs, behaviours, and attitudes, avoiding partial interpretations based on men as universal subjects and essentialist views of men and women. Similarly, the Inter-agency Network for Education in Emergencies (INEE) (2019) states that education plays a crucial role in shaping boys' and girls' understanding of gender roles and responsibilities and their place in the world. Therefore, civic education, with its potential to promote gender equality, is of utmost importance.

Based on the Semester Lesson Plan (RPS) documents analysis for the Introduction to Political Science course at UNJ, no gender studies were found in the chapters or sub-chapters of the teaching materials for each meeting. However, in political science, gender studies are also a topic that should be considered in the semester lesson plan to be studied together. Gender in politics is a field of political science and gender studies that aims to understand the relationship between gender in society and political phenomena. Political science instructors in the civic education program can integrate gender studies such as feminist theories advocating for women's political rights, women in politics, gender and political theory, gender and public policy, and women's movements. The RPS has a chapter on the Electoral System and Political Parties in Indonesia. Gender studies integrated into this sub-chapter include women's political participation and the party system, which still considers women as instruments to fulfil the quota for women during elections. Chafetz and Dworkin argue that "at the turn of the twentieth century, women across many countries had to contest established beliefs that politics was a man's domain" (Paxton et al., 2007). Indonesia is one of the countries that still believes that the political world can only be run by men. Wahyudi (2018) asserts that the issue of citizen (women) involvement in politics in Indonesia has long been a concern, especially for those advocating gender equality. Referring to Law Number 7 of 2017 concerning General Elections, Article 173 paragraph (2) letter e explains that including at least 30% (thirty per cent)

representation of women in the central level political party leadership for the general election of members of the DPR, Provincial DPRD or DPRD in Districts/Cities.

The integration of other gender studies can also be done through the Democracy course. In the practice of democracy, discussing public policy is inevitable. Therefore, it can be integrated with public policies based on gender equality. Policies made in a country must go through a process, one of which is through representation in parliament. Women's legislative representation is expected to create gender-responsive policies, ultimately leading to gender equality. Lovenduski (1998) argues that feminists criticise public policy analysis that follows general patterns in revealing androcentrism and produces evidence that gender bias quietly routinely leads policy analysts to poor science, where they make contradictory claims about women. Agreeing with what Ritter and Mellow (2000) stated that many scholarships in American Politics study various policies and laws related to women specifically, besides studying the influence of general policies and laws on women, namely in specific areas of policy concern, including health and sexuality, social welfare, and economic issues. Women are needed in parliament for the movement to advocate for women's issues in public policy (Paxton et al., 2007). Specific areas for the integration of gender studies into civic education programs include the study of gender roles in politics, the impact of gender on public policy, and the role of women in advocating for gender equality in public policy.

3. Challenges of Integrating Gender Studies into the civic education Curriculum

The challenge of integrating gender studies into the civic education curriculum is evident when looking at the distribution of courses in the curriculum, where gender studies are absent. Integrating gender studies into the civic education curriculum poses several challenges that must be addressed to ensure effective implementation and meaningful impact. One major challenge is the deep-rooted societal norms and stereotypes regarding gender roles and identities. These norms can resist change and may influence how the subject is perceived and taught in educational settings. According to Mr. MS, this occurs due to the patriarchal culture in the academic world. This is consistent with what Poyares (2023) stated. There are two problematic instances of patriarchal domination still present in higher education. First, a gender-based biological determinism of character traits indexed to masculinity or femininity, where good leadership, especially at the executive level, is understood as exercising "masculine" traits. The second problematic aspect created by the same gender-based biological determinism creates a misperception that women who are good at mentoring, advising, or fostering collaboration are merely exercising their natural character traits in the workplace. Also, based on research from De Simone and Pileri (2022) shows that "teachers' resistance to gender education is attributed to "hegemonic masculinity" and "essentialism," focusing on male feminization and naturalized gender differences". Verge et al. (2018) state that resistance to mainstreaming gender in higher education is entrenched in a web of gender-specific and gender-neutral academic informal rules.

Another challenge is the lack of resources and expertise in teaching gender studies. Many educators may not have sufficient training or knowledge in this area, making it difficult to incorporate gender perspectives into their teaching. Additionally, there may be a lack of suitable teaching materials and resources that address gender issues comprehensively and sensitively. This is similar to what Mr FA stated; he mentioned that the difficulty in teaching or integrating gender studies into the discipline of citizenship education is because the lecturers have their expertise, embedded expertise.

Furthermore, there may be resistance or pushback from various stakeholders, including parents, policymakers, and even students, who may not see the value or relevance of including gender studies in the curriculum. Overcoming these challenges requires a concerted effort to raise awareness about the importance of gender equality and to build support for integrating gender studies into civic education. Meanwhile, (Catalunya, 2019) emphasized that University education provides an ideal setting for the introduction of aspects that can and should be dealt

with in the curriculum, with participatory methodologies that contribute to reflection on and the analysis of preconceived ideas about gender equality, identifying the underlying causes of different types of discrimination against girls and women. So, it is natural for the civics Study Program in Indonesia to consider integrating gender studies into the civics curriculum through relevant courses. Therefore, the development of teaching materials for gender studies in civic education becomes something that must be considered because, according to Mathur & Thakur in Nasiwan, Wulandari, & Wijayanti (2023), books are a source of vast knowledge that can broaden insights.

Civic education faces the challenge of continually updating and exploring its knowledge. This is because civics are multidisciplinary, so they are inseparable from other social sciences that always discuss current issues, one of which is gender-related. "Is Citizenship Gendered?" is a question posed by Segal (1991), who criticizes the absence of gender discussion in citizenship studies in its theories. Therefore, it is appropriate that in developing teaching materials in the civic education curriculum, gender studies need to be integrated into the discussion in each course that intersects with gender, such as political science, law, democracy studies, human rights, sociology, and anthropology.

Conclusion

The curriculum development in civic education programs at several universities follows the stages set by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) and refers to AP3Knl (Association of Pancasila and Civic Education Professionals in Indonesia) as a reference in curriculum development. Gender studies in the university civic education curriculum are not seen as standalone courses; instead, instructors integrate gender studies through case studies in the classroom. The challenges faced in integrating gender studies into the civic education curriculum include patriarchal culture, faculty expertise, and limited teaching resources. Eventually, integrating gender studies into the civic education curriculum is crucial for promoting gender equality and fostering a more inclusive society. However, this process is not without its challenges, and addressing these challenges will require commitment, resources, and collaboration from all stakeholders involved. To overcome the challenges of integrating gender studies into the civic education curriculum, it is important to advocate for including gender studies to ensure comprehensive coverage of gender issues. Developing strategies to integrate gender issues into existing courses through case studies, discussions, and projects cannot only overcome these challenges but also enrich the learning process, fostering a more inclusive society and promoting gender equality.

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