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HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : PROSIDING

Judul Artikel : **"GENDER-EQUALITY DEVELOPMENT STRATEGY FOR FISHERWOMEN IN MORODEMAK VILLAGE"**

Jumlah Penulis : **1 orang**

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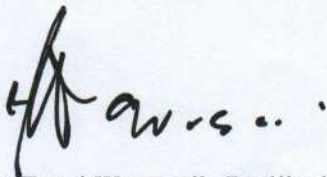
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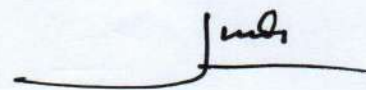


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 NIP 195110211976032001
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Reviewer 2

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Prof. Dr. Yusriyadi, S.H.,M.S
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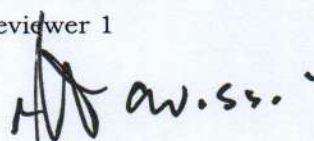
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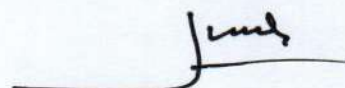
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Semarang, 10 Juni 2021

Reviewer 2



Prof. Dr. Yusriyadi, S.H., M.S.
NIP 195508261981031002

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The 5th International Conference
on Community Development in ASEAN



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Sustainable Development Goals (SDGs) are 17 goals successor strategy derived from Millennium Development Goals (MDGs) which is agreed upon United Nations state members since 2000. Gender Equality is one of its ultimate goal. As such goal is a multi-faceted issue, this paper discusses about gender equality...

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Nani Darheni

Gender-Equality Development Strategy for Fisherwomen in Morodemak Village

Ani Purwanti

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Abstract. Sustainable Development Goals (SDGs) are 17 goals successor strategy derived from Millennium Development Goals (MDGs) which is agreed upon United Nations state members since 2000. Gender Equality is one of its ultimate goal. As such goal is a multi-faceted issue, this paper discusses about gender equality development strategy for women who work in maritime market such as fisheries. Indonesia has a specific policy to empower fisherman which is stated in Law No. 7/2016 on Protection and Empowerment of Marine Fishers, Fish Breeders, and Salt Farmers. This policy aims to empower small-businesses in fishery markets. Although the policy is generally targeted to fishermen communities and their families, yet the policy lacks of understanding in gender equality. Fisherwomen tend to get a secondary treatment in terms of payment, roles in business and community, education and gender violence. The locus of the research is on Morodemak village. The problem in this village is the discrimination and violence targeted women in fishery community. Married women and single women are not allowed to take part in fishery business and often being neglected in their own community. Although the regional government and several NGOs have had helped these women to thrive and help their families through community business, but the patriarchy culture is still dominant which hinders their development through religious figures, village ruler, and even within the women themselves.

Keyword: Gender Equality, Development Strategy, Sustainable Development Goals

INTRODUCTION

Sustainable Development is often being associated with development in environmental issue, but this issue is not entirely true. Notwithstanding the rapid modernization in culture and economy today, sustainable development has been transformed to a global movement which becomes a guidance for development globally. In the 70th United Nations General Assembly in September 2015 at New York, around 193 heads of state and government attended the new historical moment in which they agreed upon a new universal development plan through a document entitled “*Transforming Our World: the 2030 Agenda for Sustainable Development*.” This document consists of seventeen goals and 169 targets which will have effects since 2016 until 2030. This document is later known as Sustainable Development Goals or SDGs.[1]

SDGs are originally a successor to Millennium Development Goals (MDGs) which were agreed by UN state parties in 2000 and ended in 2015. However, both plans have fundamental differences, either substantially or normatively. MDGs only consist of eight goals, 21 targets, and 60 indicators. Its goal is to reduce only half, or more, of any development crisis in the world.[1] MDGs gave a big

responsibility to achieve, and thrive more if possible, for developing and under-developing countries without giving an equal amount of responsibilities to developed countries. Technically, MDGs also have weaknesses in its formulation and implementation. The MDGs were mandating the State Parties only through a very exclusive bureaucratic system without involving non-governmental stakeholders such as civil society organizations, academics, private businesses, non-governmental organizations, etc.

Determined to be more effective and efficient than its progenitor, SDGs are designed to accommodate this development crisis in a more comprehensive qualitative-quantitative-based plan which targeted a thorough solution upon every goal and target. SDGs are also a universal rule which mandated an equal responsibility and duty to developed countries, developing countries, and under-developing countries. SDGs bring five fundamental principles which balanced dimensions of economy, social, and environment, the principles are people, planet, prosperity, peace, and partnership. These principles are later known as 5Ps and they are indistinguishable, intertwined, and integrated between each other in order to achieve a betterment for the international community.

The heads of state and government which agreed upon SDGs have joint commitment to eradicate poverty and hunger, improve health quality, improve education, and reduce wealth inequality. This development plan also pledged a spirit of togetherness. Every human being, regardless of backgrounds, will be involved and experienced benefits from SDGs which prioritize marginalized groups, so no one will be left-behind. Indonesia itself is a diverse country, which has an enormous diversity in terms of ethnic, race, language, and belief, yet the government was committed to joining the action by implementing SDGs through Presidential Order No. 59/2017 on Sustainable Development Goals.

The spirit to actualize SDGs is, indeed, intertwined with human development as its part of the goals. In March 22nd 2017, the United Nations Development Programme or UNDP in Indonesian branch publicized an article entitled “Human Development Index rises but Inequality remains.”[2] The article was publicized in the same day as a publication from UNDP entitled “2016 Human Development Report” in which the analysis found that the development progression has not given significant and proportional benefits for everyone, especially on minority groups such as women, minor ethnics (Chinese, Papuan, etc.), people living in remote and isolated place. Therefore, the process in achieving SDGs could be hindered if discrimination and inequality are still existing.

The Development of Teaching and Learning Methods in Hadits in the Islamic Education Program at Madrasah Irsyad Zuhri Al-Islamiah Singapore

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Abstract. The development of teaching and learning methods is currently an important phenomenon in the education field. This phenomenon is more likely to be influenced by technological advancement in teaching and learning methods that have been commonly used in the education field. The development of teaching and learning methods could also be applied in Islamic education program, particularly in the teaching of Hadits in schools. In this investigation, Madrasah Irsyad Zuhri Al-Islamiah was chosen as the object of research. The investigation found that development of teaching and learning of Hadits is required due to limited lesson time allocated for the teaching of subject. Thus, it is hoped that the teaching and learning of Hadits will contribute to the holistic development of students' character and education, extending beyond the cognitive level of the subject.

Key words: Development of teaching and learning methods, teaching and learning methods, Islamic religious education, Hadits

INTRODUCTION

In the Islamic education field, the development of student-centred teaching and learning method has long taken place. The teacher-centered concept, which is at the core of Islamic education, does not impede education practitioners to explore and develop their teaching and learning methods. Generally, they vary the learning tools or media that they use during the teaching and learning process.

One of the courses offered by Madrasah Irsyad Zuhri Al-Islamiah in its Islamic education curriculum is Hadits. The objective of teaching the course is to develop students' Islamic characters. Those aspects include to understand, practice and apply knowledge of Hadits. Hence, this course is critical to students' character

development and the concept of holistic education uphold by Madrasah Irsyad Zuhri Al-Islamiah

However, the preliminary observation outcome had shown that the passing percentage in Hadits for secondary 3 and 4 students fail to reach the 100% as targeted at the beginning of the academic year despite improvement in Hadits memorization and consistent drilling practice in answering *Sijil Thanawi Empat* (STE) questions. In other words, these results reflected that the teaching only focused on the cognitive level of students' understanding of Hadits. It means that the students just learn the Hadits purely through rote method. Thus, they failed to achieve the deep understanding of Hadits. The results also reflected how the current teaching and learning method is not able to engage the affective and psychomotor domains in students' learning process. This situation is indeed not in line with the aims of holistic education which is to develop the cognitive, affective and psychomotor domains of the individual learner.

Therefore, this research aims to formulate the suitable teaching and learning methods for Hadits taught at Madrasah Irsyad Zuhri Al-Islamiah. The method is to ensure that Hadits is not merely knowledge (cognitive) learned by the students but also understood and reflected (affective) as well as practised (psychomotor) by them.

Development of Teaching and Learning methods

The development of teaching and learning method is gaining concurrent importance along with the advancements in technology, more specifically cyber technology that has been continuously evolving since the 21st century. Therefore, it is not surprising that the extensive power of the Internet has been influencing and still influences conventional teaching and learning methods in the education field such as the use of multimedia tools and online teaching and learning platforms. Nearly every education institution in developed countries applies technology-based teaching and learning for education purposes.

Readiness of Higher Education in Southern Philippines: Internationalization of Higher Education System in the Philippines

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Abstract. Universities around the world have been pressured to cope with the external environments because of the new key player in the educational system- the globalization. In the Philippines, the government has recognized the need for the internationalization of the educational system. This has paved the way to Commission of Higher Education to give support to significant researches on this innovative change considering the number of HEIs operating in the country. In-line with this persistency of the country's educational system to globalized its operation, this study determined the extent of readiness of two public higher education institutions in Southern Philippines on the internationalization of educational system in the Philippines in terms of: a.) Mission, Goals and Plans of the University; b) Structures and Staff; c) Budget and Implementation; d) International Dimension on Research Activity; e) Support System; f) Promotion of International Affiliation; g) Internationalization of the University Curriculum; and h) Joint Programs with External Organizations. Using descriptive-survey research design, it was found out that the HEIs are slowly building structure and connections to bring an international standard of education to diverse people.

Keywords: Internationalization, Mission, Goals, Plans of the University

INTRODUCTION

The universities around the world have been pressured to cope with the external environments because of the new key player in the educational system- the globalization. It is a force acting in educational institutions that is tied to culture, economy, politics, business, and power. Higher education institutions (HEIs) have developed approaches in response to this growing globalized population while internationalization was regarded by experts to be the prompt action of the HEIs to this phenomenon [1]-[2]. Internationalization of higher education is the process of change where each individual aims to achieve the interest and needs of higher education [3]. The main goals of internationalization of higher education are to connect the educational system across the world and to improve the students' skills, reading, teaching and learning. In this generation, internationalization of higher education is not only a mobility and understanding of each student but also developing a future leader [4].

In the Philippines, the government has recognized the need for the internationalization of the educational system. The Commission of Higher Education has risen to give support to significant researches on this innovative change considering the number of HEIs operating in the country. They also ordered all HEIs to enhance the quality of

teaching and formulate necessary mechanisms ensuring that graduates can deal with the competitive nature in the global arena (CMO 46, s. 2012, art. 1, sec. 2) [8]. Despite these initiatives, education in the Philippines is still afflicted by perennial problems like substandard quality, insufficient budget, incompetent teachers, poor facilities, lack of teaching staff, and poor understanding of vision and direction. These are the reasons why Philippines ranked among the low performing countries with limited adaptation of international education system that integrates ICT in the teaching-learning process. These are also a downside of the drastic change to K to 12 that created a big gap on the ratio of teachers, students, classrooms, textbooks, and facilities. These problems that the country is encountering in the area of its educational system are a dire call to enhance and level it to standards that can produce competent addition to the work force [9].

METHOD

This study is by nature quantitative and is aided by descriptive research design. Quantitative Research is the collection of data to be quantified and subjected to statistical treatment to either support or refute the "alternate knowledge claims". Descriptive Research Approach was used as the study determined the readiness of public higher education institutions in Southern Philippines. School presidents, vice-presidents in the areas of academic affairs, research, extension, and production, and administration and finance, directors, deans, faculty, and student trustees were involved as respondents.

The researchers conducted the data collection through a survey at Cotabato City State Polytechnic College and Mindanao State University-Maguindanao. Purposive Sampling Technique was used in this study as it is done with the purpose, where particular individuals are produced within the group. It is the best sampling technique because it will depend on the context in which researchers are working and the nature of their research objectives (Palys, 2008).

The survey consisted of a total of 73 questions with eight (8) indicators that determined the readiness of schools in terms of internationalization. The indicators were adopted from Allen who drafted internationalization indicators for universities. The respondents indicated whether they agree or disagree with the given statements. They recorded their answers by checking the number that best represents the extent of their agreement with each