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**ISSN**

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# Strategising local regulations on women's representation in village policymaking as a realisation of sustainable development goals: A study on semarang regency

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**Abstract**

Since 2015, Indonesia has been part of an international resolution called Sustainable Development Goals (SDGs), in which gender equality is a critical objective for the betterment of human lives. Accordingly, the Indonesian government has started to pay attention to women's political representation, and it has stipulated policies and regulations regarding women's political participation at every policymaking level. Starting from the state context, the issue of women's representation has recently been expanded to village policymaking through the stipulation of the Village Act (Law No. 6/2014). Given the escalating trend of decentralisation and democratisation of villages, local governments have also implemented initiatives regarding women's political participation, which have inspired the present article. This article explores the extent to which local regulation corresponds to the implementation of the Village Act concerning women representatives in the Village Representative Council (VRC). To investigate this, the research is conducted in Semarang Regency, where the local government has promulgated two policies in this regard. The research method used in this article is the sociolegal approach, whereby a statute or regulation is analysed through empirical facts, whether quantitative, qualitative or both. As a conclusion, we find that the mechanism of women's representation as stipulated by the Semarang regency government is more focussed on quality than quantity, thereby stressing the role of women representatives and women constituent groups, not only in the context of policymaking in the VRC but also in village politics at large. © 2018, Association for Social Studies Educa. All rights reserved.

**Author keywords**

Gender equality; Policymaking; Semarang regency; Sustainable development goals; Women's representation

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## Strategising Local Regulations on Women's Representation in Village Policymaking as a Realisation of Sustainable Development Goals: A Study on Semarang Regency

Ani Purwanti<sup>1</sup>, Budi Ispriyarso<sup>2</sup> & Dyah Wijaningsih<sup>3</sup>

### Abstract

Since 2015, Indonesia has been part of an international resolution called Sustainable Development Goals (SDGs), in which gender equality is a critical objective for the betterment of human lives. Accordingly, the Indonesian government has started to pay attention to women's political representation, and it has stipulated policies and regulations regarding women's political participation at every policymaking level. Starting from the state context, the issue of women's representation has recently been expanded to village policymaking through the stipulation of the Village Act (Law No. 6/2014). Given the escalating trend of decentralisation and democratisation of villages, local governments have also implemented initiatives regarding women's political participation, which have inspired the present article. This article explores the extent to which local regulation corresponds to the implementation of the Village Act concerning women representatives in the Village Representative Council (VRC). To investigate this, the research is conducted in Semarang Regency, where the local government has promulgated two policies in this regard. The research method used in this article is the sociolegal approach, whereby a statute or regulation is analysed through empirical facts, whether quantitative, qualitative or both. As a conclusion, we find that the mechanism of women's representation as stipulated by the Semarang regency government is more focussed on quality than quantity, thereby stressing the role of women representatives and women constituent groups, not only in the context of policymaking in the VRC but also in village politics at large.

**Key words:** *Policymaking, Women's Representation, Sustainable Development Goals, Gender Equality, Semarang Regency*

### Introduction

The Sustainable Development Goals (SDGs) are a set of global goals set in 2015 through Resolution 70/1 of the United Nations General Assembly; the signing state parties are obliged to commit to achieving such goals by 2030 at the latest. SDGs encompass five basic principles of development, as follows: people, the planet, prosperity, peace and partnership. These basic principles are interdependent and inseparable for a harmonious progression between human and

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## Viewing videos of controversial issues instruction:

### What influences transformative reflection?

Jay M. Shuttleworth<sup>1</sup>, Timothy J. Patterson<sup>2</sup>, & Ashley Taylor Jaffee<sup>3</sup>

#### Abstract

This qualitative study examined how and under what conditions pre-service social studies teachers reported transformations to their controversial issues pedagogy. This study began in 2011 and was situated in a pre-service social studies seminar at a graduate school of education in the United States. Data collection occurred in five different seminars and lasted three years. Afterwards, the authors met intermittently between 2014 and 2016 to establish findings. The study examined pre-service social studies teachers' responses to classes that utilized videotaped instruction of an experienced practitioner's lessons about controversial free speech and terrorism. The following question guided data collection: "How, and under what conditions, do pre-service social studies teachers report transformations to their controversial issues pedagogy when viewing videos of an experienced teacher?" The theoretical framework drew upon enlightened political engagement, and data was derived from the written reflections of pre-service social studies teachers in five different seminars. Findings emphasized that the pre-service social studies teachers were most likely to report pedagogical transformations when reflecting with a peer and when they were free to choose their analytical focus. Also, they were most likely to contextualize these pedagogical transformations within the observed teacher's classroom, a phenomenon we called 'transposing'. Implications of this study identify issues about how to teach for pedagogical transformations in controversial issues instruction.

**Key words:** controversial issues education, technology and social studies teacher education, social studies curriculum and instruction

#### Introduction

Many pre-service social studies teachers avoid controversy in their classroom because of its perceived negative consequences (Adler, 2008; Busey & Mooney, 2014; Byford, Lennon, & Russell, 2009; Crouch, 2014; Hess, 2008; Ho, McAvoy, Hess, & Gibbs, 2017; Rothschild, 2003). This reluctance is concerning because a primary objective of teaching controversial issues is for members of society to make informed and well-reasoned decisions on public matters (Gutmann,

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