

## Gedsi Integration in UMM PGSD Student Learning Tools

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**Abstract:** Lack of GEDSI integration can hinder student participation and achievement. Therefore, the integration of GEDSI in learning is the main focus, especially for UMM PGSD students who will become teachers in the future. This research aims to understand the extent to which GEDSI integration occurs in the fifth semester of elementary school social studies learning tools for UMM PGSD students and the obstacles in its integration. The research method uses qualitative descriptive research by analyzing documents in the form of learning tools for PGSD UMM students in the fifth semester (odd) of the 2023/2024 academic year with content analysis techniques, data collection methods through documentation of elementary social studies learning tools that have been prepared by students. In general, 79.9% of students in learning activity content and 98% of students in teaching material texts have integrated GEDSI. In the illustrations and pictures, in the teaching materials section there are 94% of students who have integrated GEDSI and 6% of students have not integrated GEDSI, 53% of students' LKPD have not or have not implemented GEDSI integration and 47% have integrated GEDSI, in the evaluation section there are around 66.4% of students have integrated GEDSI and 33.6% of students have not or have not integrated GEDSI. Finally, in references or learning resources, there were 0.07% or 1 student who integrated GEDSI and 99.3% had not or did not integrate GEDSI. It is hoped that the results of this research can help create an inclusive and equitable learning environment, as well as produce graduates who are ready to face global challenges.

**Keywords:** GEDSI Integration, Learning Tools, Independent Curriculum.

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### PRELIMINARY

The "No One Left Behind" principle in the SDGs document emphasizes the commitment to no longer ignore marginalized groups, such as women, children, people with disabilities, indigenous peoples, migrant workers and refugees. The document emphasizes the importance of involving these groups as the main subjects in efforts to achieve the SDGs by using the GEDSI (gender equality, disability and social inclusion) lens as the main policy perspective (Hunga et al., 2022). Higher education institutions have an important role and responsibility in achieving the goals and targets related to GEDSI, including the goals of quality education, gender equality and reducing inequality.

Education is the main pillar in the development of a country which must reflect the nature of inclusiveness and justice in building a just and harmonious society. Gender, Equity, Disability, and Social Inclusion (GEDSI) integration is an important aspect in strengthening the education system in order to achieve inclusive and sustainable development goals (UNESCO, 2018). Several efforts to integrate GEDSI in education often experience problems in understanding and implementation that concept. The lack of integration of GEDSI in educational contexts can be a serious obstacle to student engagement, participation and achievement regardless of their background (Budiwati, E., & Setiawan, R, 2021).

Additionally, based on data published by the Knowledge Sector Initiative, there are still very few universities that provide GEDSI courses in the undergraduate curriculum. GEDSI issues are more often integrated into existing courses or become part of assignments in humanities programs/faculties. Typically, this is limited to universities with centers for studies related to women, gender, children, families and disabilities. Overall, only about two percent of the total credits managed in the social sciences study program are dedicated to GEDSI courses as independent courses. However, when GEDSI is integrated into existing courses, especially in humanities study programs/faculties, it is estimated that it will reach 20 percent of the total credits (Hunga A, Susanti E & Sukeski K, 2022).

The integration of GEDSI in education courses is very important in order to build good habits from an early age and needs to be a main concern in learning, especially students as prospective teachers who have a crucial role in maximizing and ensuring that all students have the right to learn (Ferguson, D. L., & Campbell, E. M, 2017). Efforts to integrate GEDSI in learning can be seen from the learning planning in the form of elementary social studies learning tools for fifth semester students of the UMM PGSD Study Program. To ensure this integration, there needs to be an in-depth analysis that looks at the assessment of learning tool elements such as material selection, teaching methods or models, media and forms of evaluation that reflect the integration of GEDSI in learning tools.

It is hoped that the results of this research will provide a deeper understanding of the extent to which GEDSI integration occurs in learning tools, especially UMM PGSD students' elementary social studies learning tools. Thus, appropriate recommendations

can be formulated to increase the integration of GEDSI in elementary social studies learning tools, in accordance with the guidelines suggested by UNICEF in including gender equality and social inclusion in the curriculum and learning materials (UNICEF, 2018). By increasing understanding of the integration of GEDSI in UMM PGSD students' elementary social studies learning tools, it is hoped that it can help produce graduates who are ready to face global challenges and are able to create an inclusive and equitable learning environment. Apart from that, this research is also relevant to UMM's efforts to produce teachers who are competent and sensitive to GEDSI issues.

Research conducted by Grice and Barrett (2019) in the journal *Compare: A Journal of Comparative and International Education* highlights the importance of transformational education to achieve gender equality and social inclusion. As do Khaerudin and Syahputra (2020), underlines the challenges of social inclusion in higher education, which is relevant in the context of this research because it highlights the need for special attention to the integration of GEDSI in elementary social studies learning tools, especially PGSD UMM which is a place of learning and producing prospective elementary school teachers.

This research aims to describe the integration of GEDSI in elementary social studies learning tools and the obstacles in the process of integrating GEDSI in elementary social studies learning tools. The urgency of this research is to analyze the integration of GEDSI in elementary social studies learning tools that have used the independent curriculum by UMM 5th semester PGSD students. The results of this research are expected to help create an inclusive and equitable learning environment, as well as produce graduates who are ready to face global challenges.

## **METHOD**

The research method uses qualitative descriptive research by analyzing documents in the form of learning tools for 149 PGSD UMM students in the fifth semester (odd) of the 2023/2024 academic year with content analysis techniques regarding the integration of GEDSI in elementary social studies learning tools in the form of independent curriculum teaching modules that have been prepared when taking elementary school social studies courses. The data collection method is through documentation of elementary social studies learning tools that have been prepared by

students. The data analysis technique adapts the content analysis stages put forward by Krippendorff which include unitizing, sampling, recording, reducing, inferring, narrating. The research analysis sheet used is prepared based on the GEDSI components as follows:

**Tabel. 1 GEDSI Integration Grid**

No	Observed aspects	Indicators
1	Integrasi GEDSI	Material Content
		Illustration or picture
		References or learning sources used

## RESULTS

### A. Integration of GEDSI in elementary social studies learning tools for UMM PGSD students

GEDSI integration is one of the 17 global commitments contained in the Sustainable Development Goals (SDGs) agenda at the UN general assembly in September 2015. Although these 17 commitments only mention one element of GEDSI, namely gender equality. This commitment certainly needs to be captured as a positive effort in developing human resources, especially through the world of education. The problem of gender bias in education in Indonesia often occurs until the Minister of National Education Regulation No. 84 of 2008 regarding gender equality appears which is considered important and strategic so that efforts to integrate gender in learning, especially elementary social studies learning tools such as RPP, are needed.

Elementary social studies learning tools are an educator's planning document for implementing learning at school. Making elementary social studies learning tools that are integrated with GEDSI must start when educators learn to make elementary social studies learning tools in college. This is what the 5th semester UMM PGSD students who are taking learning courses do, where in the learning courses students are asked to learn to design elementary social studies learning tools which will later be used as practice for teaching practice, before the students later go into teaching in elementary schools during activities. introduction to the school field (PLP) in semester 7.

The GEDSI integrated elementary social studies learning tool consists of several aspects that must be included in the elementary social studies learning tool, including 1) material content (learning activities and teaching materials) 2) illustrations and pictures (teaching materials, LKPD and evaluation) 3) references and Learning Resources. The

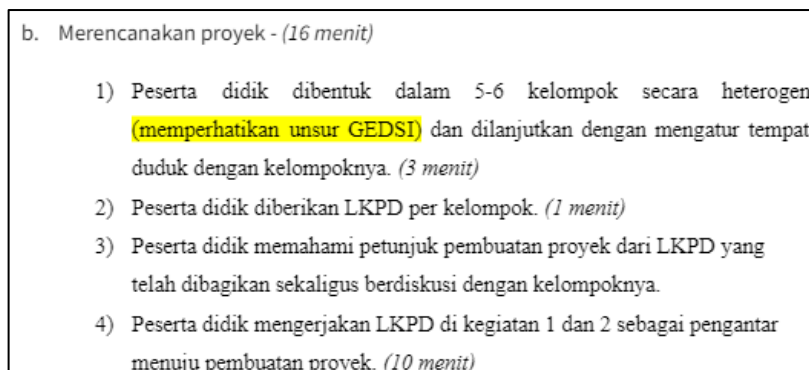
integration of GEDSI in the 5th semester UMM PGSD UMM students' elementary social studies learning tools is stated in Tabel 2.

**Tabel 2. GEDSI integration in elementary social studies learning tools  
 5th semester PGSD UMM student**

No	Observed GEDSI elements	Results (Total)	
		Available	Not available
1	Content and Materials		
	a. Learning Activities	119	30
	b. Teaching materials or materials	146	3
2	Illustrations or Pictures		
	a. Teaching materials	140	9
	b. LKPD	70	79
	c. Evaluation Test	99	50
3	References or learning sources used	1	148

### 1. Material content

The content elements of GEDSI integrated material are contained in the learning activities and teaching materials for elementary social studies learning tools created by students. In learning activities there were 119 5th semester students who integrated GEDSI activities or around 79.9% had integrated GEDSI and 20.1% or 30 students had not or did not integrate GEDSI in the content of learning activities. The integration of GEDSI in learning activities is usually found in the application of the PBL or PJBL model when organizing groups. It is written that the formation of heterogeneous student groups that pay attention to GEDSI elements, in student groups that integrate GEDSI pay attention to gender equality and social inclusion, which means that in one group not only the members of the group are dominant. only male students or only female students and accommodate various levels of student abilities. The integration of GEDSI in the learning activity steps in the teaching module can be seen in the picture 1.



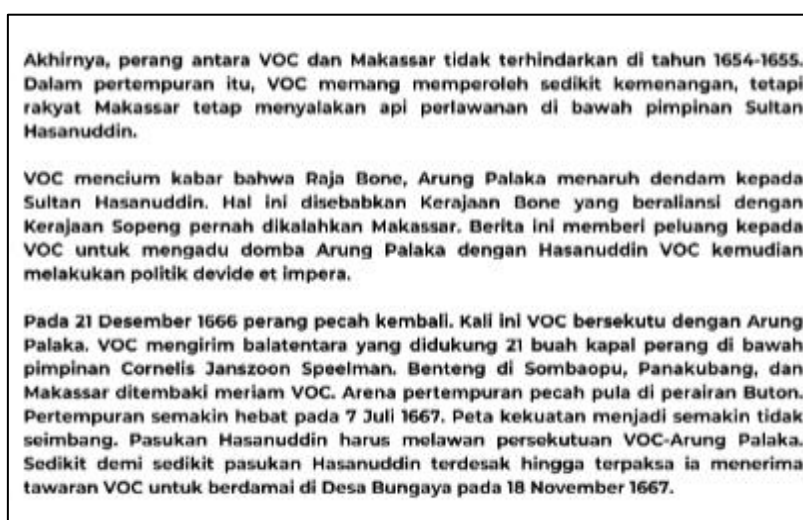
**Picture 1 GEDSI integration in  
 Teaching Module Learning Activity Plan**

The teaching materials in elementary school students' social studies learning tools are the main materials developed from the learning objectives. Based on the results of observations of elementary social studies learning tools in terms of content, 98% of students have implemented GEDSI integration and 2% of students have not integrated GEDSI in teaching materials. The application of GEDSI integration in teaching materials needs to be understood that not all students in making materials must have GEDSI elements because there are some materials that do not necessarily promote gender equality, such as map material in social studies learning.



**Picture 2. Examples of Student Material Content in Teaching Materials which Implements GEDSI Integration**

In the picture above you can see how students integrate GEDSI into the content of the teaching materials they create. This material explains the material describing self-location which not only describes the home address of boys but also describes the home address of girls.



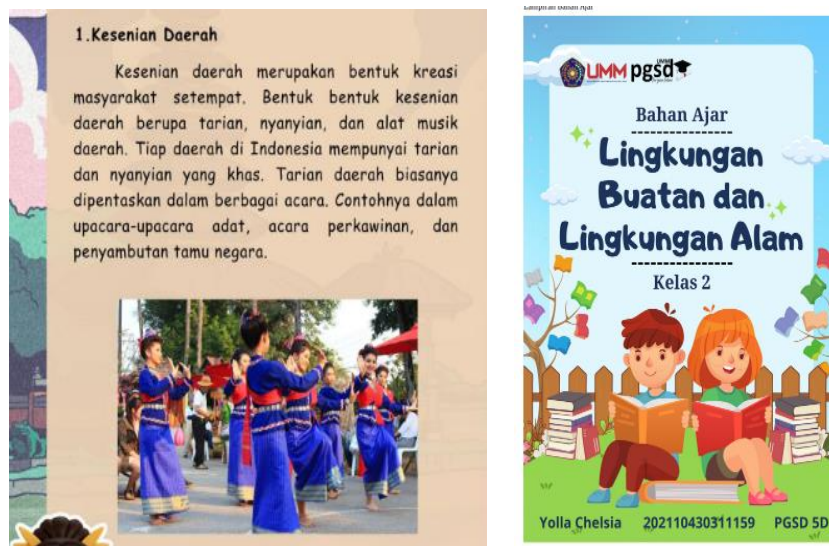
**Picture 3. Examples of Student Material Content in Teaching Materials which does not implement GEDSI Integration**



In Figure 3 it can be seen that the material content is dominant in one gender only, even though there are female gender heroes such as Opu Daeng Risadju, one of the female heroes of South Sulawesi who also fought against Dutch colonialism and was tortured until she became deaf.

## 2. Illustrations and Drawings

Illustrations and pictures in elementary school social studies learning tools include illustrations and pictures, in teaching materials, LKPD and evaluations. In teaching materials, it was found that around 94% of students had integrated GEDSI in teaching materials in elementary social studies learning tools and 6% of students had not integrated GEDSI in the tools.



**Picture 4 Examples of Illustrations and Pictures on Teaching Materials which do not (left) and Apply (right) GEDSI Elements**

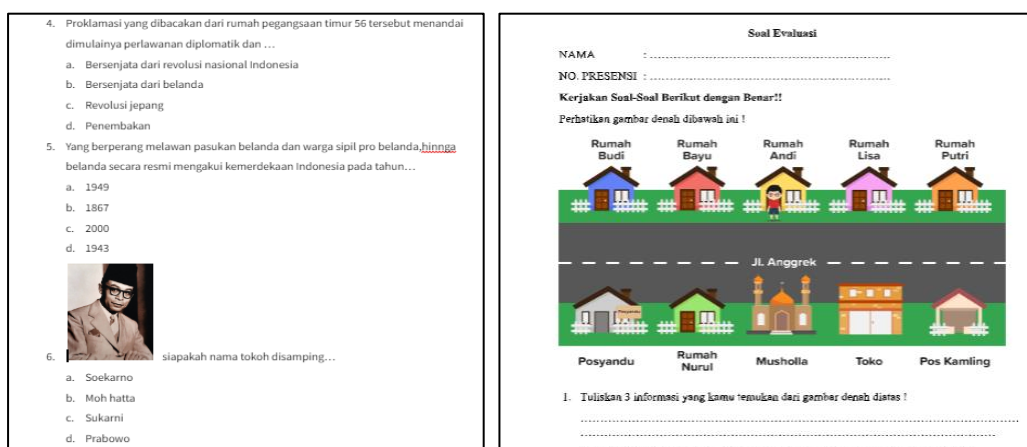
In Figure 4, the illustration of regional dances can be seen still illustrating women as the only gender that plays a role in regional dances, even though there are many regional dances that are played by men. GEDSI intervention in this image can be added with images of dances performed by men such as the Balinese Kecak dance, Dayak tribal dance and other dances performed by the male gender. Meanwhile, in the picture on the right, the cover of the teaching materials has integrated GEDSI elements, namely gender equality.



**Picture 5 Examples of illustrations and LKPD images that are not (left) and Applying (right) GEDSI Elements**

There are still 79 illustrations and LKPD images on the devices of 5th semester PGSD UM students or around 53% who do not or have not implemented gender integration and 47% who have integrated GEDSI. The illustration and picture of the LKPD is shown in Figure 4.5. It can be seen in the picture of the proclamation figure that only one figure is shown, even though there are several female figures such as SK Trimurti and several PMI female figures who helped the proclamation of independence. Meanwhile, the LKPD in the right picture depicts the integration of GEDSI in pictures of men's and women's traditional clothes.

The illustrations and pictures in the evaluation show that integration of GEDSI is also important, there are around 66.4% or 99 students who have integrated GEDSI and 33.6% or 50 students have not or have not integrated GEDSI.



**Picture 6 Examples of illustrations and images of evaluation questions that do not (left) and apply (right) GEDSI elements**



In Figure 6 it can be seen that the left image of the characters only uses images of male characters, even though it could also use images of female characters too. Meanwhile, the picture of the evaluation question on the right has integrated GEDSI, in the house picture there is a boy's house and a girl's house, although they are not balanced..

### 3. References or Learning Resources

References or learning resources that integrate GEDSI are very difficult to find in elementary school students' social studies learning tools. This can be seen from only one student or 0.07% who integrates GEDSI and 99.3% who do not or do not integrate GEDSI. GEDSI's intervention in references and learning resources really needs to be carried out so that it seems that not only one gender produces literary sources to be used as references in writing elementary social studies learning tools. Even though in reality there are still many and sometimes it is difficult to get references and learning resources that accommodate GEDSI issues or references or learning resources that are overall diverse or vary in gender.

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Picture 7 Examples of references or learning resources that are not (below) and Applying (above) GEDSI Elements

## **B. Obstacles in integrating GEDSI into elementary social studies learning tools faced by UMM PGSD students.**

Even though the integration of GEDSI in elementary social studies learning tools by UMM PGSD students in semester 5 is starting to be discussed, in terms of policy nomenclature, specifically the technical implementation of GEDSI integration in elementary social studies learning tools, there is still no such thing. So there are still various obstacles in the learning process of preparing elementary school social studies learning tools that integrate GEDSI. Several obstacles were found in the preparation of elementary social studies learning tools by UMM PGSD students.

1. There is no technical guide for preparing GEDSI integration in learning tools.
2. Not all lecturers have knowledge of integrating GEDSI in learning.
3. Not all lecturers who teach learning courses, especially when preparing learning tools, provide specific instructions for integrating GEDSI into learning tools.
4. Even though some students have received knowledge and instructions on integrating GEDSI, sometimes they are still not thorough enough and need corrections or revisions by the lecturer in order to make improvements in preparing GEDSI integrated tools.
5. Not all materials are included in terms of content or material, such as in elementary social studies learning which provides information about the existence of GEDSI elements, such as map material and natural and artificial features, but this does not mean that GEDSI elements cannot appear in the material.

Some of the obstacles to integrating GEDSI in elementary school social studies learning above are important things to pay attention to and make improvements to, especially as students are prospective elementary school teachers who will become the spearheads in educating the nation's future generations. Efforts to overcome obstacles start from policies that are pleased with GEDSI as a whole, starting from technical integration to evaluation, starting from universities that produce teacher candidates until later implementation in schools, especially in elementary schools.

## **DISCUSSION**

The integration of GEDSI in the preparation of elementary social studies learning tools carried out by 5th semester PGSD UMM students in general for 79.9% of students

in the content of learning activities and 98% of students in the text of teaching materials has integrated GEDSI. In the illustrations and pictures, in the teaching materials section there are 94% of students who have integrated GEDSI and 6% of students have not integrated GEDSI, 53% of students' LKPD have not or have not implemented GEDSI integration and 47% have integrated GEDSI, in the evaluation section there are around 66.4% of students have integrated GEDSI and 33.6% of students have not or have not integrated GEDSI. Lastly, in references or learning resources, there are 0.07% or 1 student who has integrated GEDSI and 99.3% have not or have not integrated GEDSI.

Integrating GEDSI in learning tools is important in efforts to convey gender equality information, where education provides opportunities for everyone regardless of social status and gender differences (Achmad, 2019; Kartika & Fikri, 2020; Sulistyowati, 2021). Learning in education is an important activity to build students' perceptions, through good material planning, appropriate learning processes so that it will build good understanding and perception in determining students' success in the future (Kisna & Junaidi, 2022; Nurdin et al., 2021). Efforts to build students' perceptions must actually start from the educators. Educators need to have extensive competence and knowledge in creating learning that is fun and does not take sides with any of the students, this is in order to build teacher professionalism as the main key to education (Afriati, 2023).

Teacher professionalism also really needs to be realized from the start through teacher education, as was done by the 5th semester UMM PGSD students who learned to compile elementary social studies learning tools by integrating GEDSI into the components of the learning tools. In this research, several obstacles were found, including the absence of technical guidance for preparing GEDSI integrated tools, not all lecturers have knowledge about GEDSI integration so that lecturers do not give instructions on making GEDSI integrated learning tools, on the one hand students also need to continuously hone their skills in preparing GEDSI integrated learning tools and not all material taught to students requires GEDSI integration.

Obstacles in integrating GEDSI in learning tools need to be of concern to all parties, including educational components as the main pillar of human resource development. Efforts to integrate GEDSI learning into learning tools carried out by UMM PGSD students are a form of responsiveness and the task of higher education on renewable issues to help solve problems that occur in society (Indriyany et al., 2021;

Trisnawati & Widiansyah, 2022). PGSD UMM as one of the study programs that produces elementary school teachers is trying to produce professional elementary school teacher candidates. The professionalism of prospective teachers is formed by giving freedom to solve learning problems through investigations and problem solving carried out by students (Subekti & Jazuli, 2020).

## CONCLUSION

Based on the explanation above, it can be concluded that the preparation of elementary social studies learning tools carried out by UMM 5th semester PGSD students in general for 79.9% of students in the content of learning activities and 98% of students in the text of teaching materials has integrated GEDSI. In the illustrations and pictures, in the teaching materials section there are 94% of students who have integrated GEDSI and 6% of students have not integrated GEDSI, 53% of students' LKPD have not or have not implemented GEDSI integration and 47% have integrated GEDSI, in the evaluation section there are around 66.4% of students have integrated GEDSI and 33.6% of students have not or have not integrated GEDSI. Finally, in references or learning resources, there were 0.07% or 1 student who integrated GEDSI and 99.3% had not or did not integrate GEDSI.

The obstacles found in the integration of GEDSI into learning tools are that there is no technical guide for preparing GEDSI integrated enhancers, not all lecturers have knowledge about GEDSI integration so the lecturers do not instruct the creation of GEDSI integrated learning tools, on the one hand students also need to hone their skills continuously in compiling GEDSI integrated learning tools and not all material taught to students requires GEDSI integration.

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