**ABSTRAK**

FADIAH MACHMUD. *Pengarusutamaan Gender Sektor Pendidikan, Studi di Kantor Dinas Pendidikan Provinsi Sulawesi Selatan* (Dibimbing oleh Alimuddin Mahmud serta Muchlis Manakku).

 Pengarusutamaan Gender (PUG) bidang pendidikan merupakan strategi untuk mencapai kesetaraan dan keadilan gender melalui kebijakan dan program yang memperhatikan pengalaman, aspirasi, kebutuhan dan permasalahan laki-laki dan perempuan ke dalam perencanaan, pelaksanaan dan evaluasi. Konsep ini sejalan dengan prinsip penyelenggaraan pendidikan yang diselenggarakan secara demokratis, berkeadilan dan tidak diskriminatif. Permendiknas Nomor 84 Tahun 2008 mengamanahkan agar SKPD Pendidikan wajib menyusun kebijakan dan program serta kegiatan responsif gender yang dituangkan dalam Renstra dan Renja. Dan untuk mengintegrasikannya diperlukan sejumlah pra-syarat PUG.

Penelitian ini dilaksanakan di kantor Dinas Pendidikan Provinsi Sulawesi Selatan. Tiga fokus masalah yakni bagaimanakah prasyarat PUG, bagaimanakah PUG pada perencanaan kebijakan dan program, bagaimanakah PUG pada implementasi program dan kegiatan serta evaluasi pelaksanaannya. Metode penelitian dengan pendekatan deskriptif kualitatif. Data diperoleh melalui wawancara dan kajian Renstra, Renja, Laporan pelaksanaan program dan LAKIP. Analisis data dilakukan dengan mengkategorikan isi kebijakan ke dalam netral gender, responsif gender, bias gender dan potensial responsif gender serta memberikan usulan reformulasi responsif gender.

Hasil analisis menunjukkan bahwa gender belum berhasil menjadi arusutama (mainstream), Pra-syarat PUG yang tersedia belum didayagunakan secara optimal, terkesan orderan “pusat”. Pokja PUG belum melembaga meskipun keanggotaannya dari berbagai bidang. PUG terkesan “ekslusive” di seksi PPMK. Data terpilah berdasarkan jenis kelamin merupakan hambatan krusial gagalnya gender menjadi arusutama dalam perencanaan. Perspektif gender belum dinyatakan secara eksplisit dalam perencanaan, disebabkan karena selain lemahnya kapasitas staf perencana juga karena belum terbangunnya sistem dan mekanisme yang dapat “memaksa” staf perencana agar lebih responsif dalam bekerja. Akibatnya program dan kegiatan yang dilaksanakan tidak responsif gender. Output dan sasaran tidak spesifik menunjukkan kepada laki-laki dan perempuan sehingga sulit memastikan apakah keduanya memperoleh manfaat yang sama atas pogram. Indikator gender belum terintegrasi ke dalam indikator kinerja.Saran yang dapat direkomendasikan adalah memperkuat kelembagaan PUG, diperlukan panduan praktis tentang tatacara mengintegrasikan perpektif gender dalam perencanaan, perlu membangun sistem dan mekanisme agar gender menjadi arusutama dalam siklus perencanaan, dan Bidang PNFI dapat menjadi *best practices* untuk memproduksi program dan kegiatan yang responsif gender. Dan untuk memastikan agar laki-laki dan perempuan memperoleh akses, partisipasi, kontrol dan manfaat yang sama atas program pembangunan pendidikan maka perlu mengintegrasikan indikator gender ke dalam indikator akuntabilitas kinerja sehingga akuntabilitas PUG bidang pendidikan dapat diukur pencapaiannya.

ABSTRACT

FADIAH MACHMUD. 2012. *Gender Mainstreaming Education Sector (A Case Study at Education Office in South Sulawesi Province)* (supervised by Alimuddin Mahmud and Muchlis Manakku).

 Gender mainstreaming in education is a strategy built to integrate gender in the planning, the implementation and evaluation for policy and development of education program. This strategy is in line with the principle of the implementation of education which is applied democratically, equitable, and non-discriminative. *Permendiknas* No. 84/2008 mandated that SKPD of education obliged to arrange the policy and program as well as activity on responsive gender stated in *Renstra* and *Renja* and to integrate it, it needs several pre-requisite of PUG.

 This study was conducted at Education Office in South Sulawesi Province with three main problems, there were: how is the pre-requisite of PUG in Education Office, how is the PUG on the policy planning and the programs, how is the PUG on the implementation programs, activity and the evaluation of the implementation. This study employed qualitative descriptive approach. Data were obtained through interview and the study on *Renstra, Renja*, the report on the program implementation, and LAKIP. Data analysis was conducted by categorizing the content of the policy into the neutral gender, responsive gender, bias gender, potential responsive gender, and providing reformulation proposal of responsive gender.

 The result reveals that gender has not succeeded as the mainstream. The pre-requisite of PUG has not been utilized optimally, seemed as an order from the “center”, Pokja PUG has not been institutionalized although its membership from various backgrounds, PUG seems exclusive in PPMK division. The separated data based on gender is a crucial obstacle of gender failure as the mainstream in the planning. Gender perspective has not been explicitly stated in planning due to lack of staff capacity planner and the system and mechanism have not been established wich can enforce the planning staff to be more responsive in working. As a consequence, the implementation of the program and activity are not responsive gender. The output and the target have not specifically showed men and women that it makes it difficult to ensure whether both have the same benefit on the programs. The gender indicator has not been integrated into the performance indicator. The recommendations based on this study are strengthen the PUG institution, practical guidance is needed on the procedure to integrate perspective gender in the planning, system and mechanism needed to be built so that gender can become the mainstream in the planning cycle, and PNFI division can be best practices to produce responsive gender programs and activities. To ensure that both men and women gain the same acces, participation, control, and benefit on the education development program, the integration of gender indicator to performance accountability indicator is needed so achievement of the PUG accountability on education can be measured.