

Duality and Dynamics of Education in the Transformation of Gender Roles in Modern Society

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ABSTRACT

The transformation of gender roles is a characteristic of modern society, with education often considered a key instrument in this process. This academic paper, based on a literature review, aims to analyse how education influences gender equality and changes in social roles. The study was conducted using a qualitative approach with a thematic synthesis method of relevant literature. The findings show that education has a duality: it can reproduce inequality through hidden curricula and biased pedagogical practices, but at the same time has the potential to be a vehicle for transformation when designed critically. Increased participation of women in higher education has encouraged the renegotiation of roles in the family and the labor market, despite being hampered by double burdens and institutional biases such as the motherhood penalty. The success of education as an instrument of change is highly dependent on institutional support factors such as strong political commitment, a supportive legal framework, alliances with social movements, and adequate public infrastructure. This paper concludes that the effectiveness of education in promoting gender equality is not automatic, but rather the result of a configuration of deliberate policy, reflective pedagogical practices, and alignment with broader social transformation. The implications demand a systemic and sustainable managerial approach at all levels of education provision.

INTRODUCTION

Social structural changes in modern society are a phenomenon that has attracted the attention of social scientists for decades. These transformations include the shift from agrarian to industrial societies and then to information societies, bringing with them fundamental changes in the patterns of relationships between individuals and groups. One of the most visible dimensions of change is the transformation in family structures, labor force participation, and the dynamics of public spaces. Modern society, with its dynamic and globally connected characteristics, creates new pressures and opportunities for individuals to define their identities and social responsibilities. This process of modernization is often accompanied by challenges to traditional orders, including those governing relations between men and women (Ask & Tjomslund, 2021).

In the midst of these broad social changes, the issue of gender equality has emerged as a central discourse (Ahmed, 2021). Social movements fighting for women's rights have succeeded in placing the issue

of gender-based discrimination on the political and academic agenda in many countries. The debate on equality has expanded from mere voting rights and political participation to more personal and structural areas, such as the division of domestic labor, gender-based violence, and representation in leadership positions. The focus of this discussion also includes the issue of women's representation in human resource management practices in the workplace (Infante & Darmawan, 2022) as well as gender dynamics and work-life balance in the era of hybrid work (Irfan et al., 2023). This discourse continues to evolve, driven by increasing public awareness and the ratification of various international legal instruments that promote the principle of non-discrimination.

Among the various social institutions that influence and are influenced by gender dynamics, education occupies a very strategic position. The education system, from primary to higher education, serves as an arena for the socialization of values, knowledge, and skills. Schools and universities are not neutral spaces; they reproduce,

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and at the same time have the potential to change, the social norms that prevail in society at large. Curricula, teaching methods, interactions between educators and students, and institutional policies all contain ideological content regarding the roles of men and women that can either reinforce stereotypes or break them down.

Therefore, studying the relationship between education and changing gender roles is important for understanding broader social mechanisms. Education can be seen as a reflection of existing inequalities, as well as a catalyst for transformation towards more equal gender relations. This process is not linear or conflict-free, but is marked by resistance, negotiation, and adaptation from various actors within and outside the education system. Understanding the complexity of these relationships will be the focus of this paper.

Although women's access to formal education has increased significantly globally, qualitative gaps and internal stratification within the education system remain serious problems. These gaps in access to education are not only gender-based, but also have a strong spatial dimension, as seen in the disparities between urban and rural areas (Rojak & Irfan, 2025), as well as the specific barriers faced by women in rural areas (Ramle & Mardikaningsih, 2024). Women may have achieved parity in gross enrolment rates at many levels, but they are often concentrated in certain fields of study considered feminine, such as education and the humanities, while remaining underrepresented in science, technology, engineering, and mathematics (STEM) (Charles & Bradley, 2009). This concentration is not merely a matter of individual choice, but rather the result of early gender socialization processes that shape students' aspirations and perceptions of their own abilities. This socialization process includes the internalization of social stereotypes that shape opportunities and inequalities in society (Sajjapong et al., 2022). As a result, the education system indirectly channels men and women into different career paths that are often unequal in terms of prestige and economic rewards (Hanafi, 2019). The impact of this channeling is evident in the labor market, where gender is one of the factors that influences the duration of job search for graduates (Khayru et al., 2022).

At a more fundamental level, pedagogical practices and teaching materials in many places still contain subtle but influential gender biases. Textbooks often portray men as the main characters in history, science, and leadership, while women are placed in domestic or supporting roles (Blumberg, 2007). Teacher-student interactions in the classroom can also reinforce stereotypes, for example by calling

on boys more often to answer complex questions or encouraging girls to be more passive. This kind of learning environment creates a hidden curriculum that teaches young people about gender hierarchies as normal, thereby perpetuating inequality even though the formal curriculum may include material on equality.

Furthermore, the success of education in changing social roles faces challenges from broader societal structures that are often not aligned. Female graduates who have been equipped with values of equality and high skills may face a discriminatory workplace, a masculine organizational culture, and the double burden of household chores that are not shared fairly (Ridgeway, 2011). These structural challenges are often rooted in social constructions of gender and regulatory biases in the broader family law system (Assayuthi et al., 2023), emphasizing that changes in education need to be supported by changes in the legal and family spheres. The misalignment between the normative changes promoted by education and the structural realities outside of school can lead to frustration and reduce the transformative impact expected from education. In other words, education alone is not enough without institutional changes in the economic, political, and family spheres. Therefore, developing a fair and gender-responsive family system through legal instruments, cultural transformation, and active participation of women is an important prerequisite (Inamah et al., 2024).

This study is necessary to unpack the mechanisms behind the reproduction and transformation of gender inequality through educational institutions. By analyzing the existing literature, we can identify critical points where gender bias enters the educational process, as well as practices that have proven effective in challenging it. This understanding provides an empirical and theoretical basis for policymakers, school administrators, and educators to design more targeted interventions. These interventions also need to take into account legal guarantees of children's basic rights, including the right to education and health (Hariani et al., 2021). Without systematic study, efforts to promote gender equality in education risk becoming merely symbolic or merely fulfilling administrative requirements.

Efforts to examine the relationship between education and changing social roles allow us to view education as part of a larger ecosystem of social change. This study helps assess the extent to which education can be a key driver of change, and where it requires support from other sectors. From an educational and social management perspective, findings from the literature review can serve as a

guide for managing transitions and reducing resistance to gender norm changes. Ultimately, a comprehensive understanding of this topic contributes to collective efforts to build a more just and inclusive society.

This study aims to systematically analyse academic literature findings on the reciprocal relationship between education, gender equality, and changing social roles in modern society. The study seeks to synthesize understanding of the mechanisms of inequality reproduction in educational spaces and explore the potential of education as an agent of change. Theoretically, this paper is expected to enrich discussions in the sociology of education and gender sociology by linking analysis at the micro level (classroom practices) with the macro level (social structural change). Practically, the resulting synthesis is expected to provide insights for the formulation of gender-responsive education policies and social change management strategies at the community and institutional levels.

RESEARCH METHOD

This study adopts a qualitative literature review approach. This approach was chosen because it is suitable for the purpose of gaining an in-depth understanding of complex social phenomena, namely the relationship between education, gender, and changing social roles, through the exploration of existing academic texts (Creswell & Poth, 2018). Literature studies do not merely collect and summarize previous findings, but also perform critical interpretations to identify patterns, contradictions, and gaps in the body of knowledge related to this topic. Through a qualitative approach, researchers can delve into the nuances of theoretical arguments and empirical findings from various studies, thereby enabling them to construct a coherent and analytically valuable synthesis.

The main method used to analyse and present the findings is thematic synthesis. This method, as developed in systematic reviews of qualitative research, involves three sequential stages: coding the research findings from primary literature, grouping these codes to construct descriptive themes, and then developing analytical themes that go beyond the initial description to produce new interpretations (Thomas & Harden, 2008). This process began with the identification and selection of relevant journal articles, books, and reports published mainly in the last two decades, using keywords such as "gender socialization in education", "educational equality", "gender role change", and "hidden curriculum". The literature was then coded and themes were constructed

in response to the defined research questions.

The application of thematic synthesis in this study was carried out with the principles of transparency and accuracy. Each stage of code recording, theme formation, and inference drawing was maintained with an audit trail to ensure analytical validity. References to social research methodology, as outlined by Silverman (2020) regarding qualitative analysis of documents, served as a guide in maintaining academic rigor. Thus, this method allowed researchers to not only describe the state of the literature but also provide an interpretive contribution to the understanding of how education operates as a field of struggle for gender role change in modern society.

RESULT AND DISCUSSION

Reproduction and Transformation of Gender Constructions through Curriculum, Pedagogy, and Formal Learning Environments

Formal education plays a strategic role in shaping individuals' perspectives on social relations, including gender relations, from an early age. Formal education operates as a complex arena of socialization, where social constructions of gender roles can be simultaneously reproduced and changed. The curriculum, as an official document and learning plan, is the starting point for this analysis. Curriculum content often reflects the dominant values of a society. Many studies show that textbooks, which are the most tangible instruments of the curriculum, still display an unbalanced representation of gender. A study conducted by Blumberg (2007) in various countries found that women are quantitatively underrepresented, and when they do appear, they are often depicted in traditional roles such as mothers, nurses, or teachers, while men are predominantly portrayed as scientists, leaders, and explorers. For example, men have higher competence beliefs than women in mathematics and sports, even after all relevant skill level differences have been controlled for. Conversely, women have higher competence beliefs than men in reading, English, and social activities, and are more likely to express strong feelings of anxiety towards mathematics (Kollmayer et al., 2018). Historical narratives in the curriculum also tend to emphasize male achievements, thereby ignoring women's contributions. Such symbolic representations teach students an implicit message about who deserves to be the main actors in the public sphere and who is more suited to the domestic domain, thereby reproducing existing gender hierarchies.

However, the curriculum is not static and always

opens space for normative change. The curriculum can also be a tool for transformation if it is designed with awareness and commitment to equality. The integration of material on the history of the women's movement, gender studies, or the contributions of women scientists in STEM fields has begun in some education systems. Gender-responsive curricula actively challenge stereotypes by presenting diverse examples of male and female roles. For example, including readings about fathers who care for children or mothers who are engineers helps to expand students' social imagination about life possibilities. Changes at the level of curriculum content are a crucial first step because they give official knowledge legitimacy to alternative narratives about gender, so that they are no longer seen as deviations but as part of accepted social norms (Hanafi, 2019). Everyone contributes to and is responsible for learning, emphasizing the importance of recognizing differences, power dynamics, and histories of domination and oppression. This includes paying attention to gender bias in the curriculum and pedagogical practices (Hinton-Smith et al., 2022).

In addition to the written curriculum, everyday learning experiences in the classroom also play a central role in shaping gender meanings. Beyond written curriculum documents, the pedagogical practices carried out by teachers in the classroom are an area where gender constructions are truly alive and reinforced or challenged. Teacher-student interactions are often not neutral from a gender perspective. Research on classroom discourse reveals a tendency, though not always conscious, for teachers to give more speaking time, challenging questions, and detailed feedback to male students than to female students (Sadker & Zittleman, 2016). Such patterns indirectly communicate higher expectations of male intellectual ability. Conversely, girls may be more often praised for neatness and orderliness, a form of reinforcement that directs them towards qualities of compliance. Such pedagogy becomes a mechanism for reproducing traditional gender expectations through the daily routine of classroom interactions. These seemingly simple pedagogical interactions show that gender relations are learned through practice, not just through teaching materials.

In response to these conditions, a pedagogy approach oriented towards social change has developed. This transformative pedagogical approach seeks to overcome these biases by applying principles of equality in every aspect of teaching. Cooperative learning methods that deliberately form gender-diverse groups and assign equal roles can encourage collaboration and eliminate the dominance of one

group. Teachers can train themselves to use inclusive language, ensure equal distribution of attention, and encourage all students to take intellectual risks. The application of the principle of equality in pedagogical practice resonates with efforts to promote equality in human resource management practices in the workplace (Infante & Darmawan, 2022), where inclusivity in processes and interventions is key. Furthermore, critical pedagogy that invites students to critique gender representations in the media or texts can increase their awareness of these social constructs. When pedagogy not only conveys content but also models equal and reflective relationships, it has the potential to strongly change students' understanding of possible gender roles (Chotim, 2022). Thus, pedagogy becomes a means of praxis for transforming values, not merely a method of delivering material.

Outside the classroom, the institutional context of schools also shapes students' educational experiences. The learning environment, including school culture, policies, and physical infrastructure, is a highly influential third layer. School culture often perpetuates patriarchal values in various ways, such as strict and different uniform regulations that emphasize biological differences, ceremonies that place men as protocol leaders, or different expectations for the behavior of male and female students. Policies regarding pregnancy among students, if repressive and discriminatory, can reinforce stigma and inequality. On the other hand, a learning environment that supports equality can be realized through clear and enforced anti-sexual harassment policies, the provision of adequate and safe facilities for all genders, and school leadership that vocally supports inclusivity (Jalandoni, 2023).

The influence of the school environment often works unconsciously through symbolic mechanisms. The phenomenon of the hidden curriculum is very powerful in this learning environment. The hidden curriculum refers to messages about values, norms, and beliefs that are conveyed indirectly through the structure and culture of the school. This curriculum assumes a network that, when internalized by students, sets boundaries of legitimacy. Due to its hidden nature, its power is even greater (Small, 2020). Schools that separate rows based on gender for ceremonies, or that consistently assign boys to lift heavy objects and girls to decorate classrooms, are teaching lessons about gender-based division of labor. These messages are often stronger than those written in the official curriculum because they are taught through repeated experiences and are considered the "natural way" of the school world. The role of social education in shaping critical awareness, including of

bias and the hidden curriculum, is an important component in building broader global awareness (Hariani & Mardikaningsih, 2022). Therefore, transformation efforts must pay attention to and reform this hidden curriculum if they are to bring about fundamental change. Without a critical reading of the hidden curriculum, educational reform risks being superficial.

A theoretical framework is needed to understand why these inequalities tend to persist. Educational sociology theory, particularly Pierre Bourdieu's thinking on social reproduction, provides a framework for understanding the tension between reproduction and change. Bourdieu conceptualizes schools as institutions that transform cultural capital into economic capital, but at the same time tend to reproduce existing social structures, including class and gender structures. Schools do this by placing greater value on the dominant class and gender habitus. In terms of gender, certain masculine values (such as competition and extreme rationality) are often considered the standard for academic excellence. However, this theory also leaves room for agency and change. When there are systematic efforts to change the logic of recognition within the field of education, for example by giving equal value to competencies associated with femininity (such as collaboration and empathy), education can begin to disrupt this cycle of reproduction. This framework emphasizes that change requires conscious intervention in the symbolic structures of education.

This theoretical analysis has practical consequences for the management of educational institutions. The managerial implications of this analysis are significant. School management and local governments need comprehensive policies that go beyond mere access to education. Continuous training for teachers on gender awareness and inclusive pedagogy should be a mandatory programmed. Regular review and revision of teaching materials to eliminate gender bias needs to be institutionalized (Hanafi, 2019). In addition, management must create a monitoring system to evaluate classroom practices and school culture, perhaps through peer-to-peer observation or surveys of students about their experiences. Top management must demonstrate clear commitment, because without support from leadership, efforts for change at the teacher or curriculum level will be hampered by resistance and the inertia of the school's organizational culture.

This entire discussion positions education as a strategic arena for social change. Ultimately, the capacity of formal education to reproduce or change gender constructs depends heavily on the critical

awareness and deliberate actions of all stakeholders within it. When the curriculum, pedagogy, and learning environment operate uncritically, they tend to become mouthpieces for broader societal values that may be fraught with inequality. However, when these three elements are deliberately designed and implemented with a vision of equality, formal education can become a counter-hegemonic space that shapes new habits. In this space, students not only learn mathematics or science, but also practice and experience more equitable social relations, which they can ultimately bring into the wider society, thus creating a multiplier effect of social transformation. In this way, formal education has the potential to be an engine of change towards a more inclusive and equitable social order.

The Impact of Increased Participation of Women in Higher Education on Gender Relations in the Family and the Modern Labor Market

Changes in women's access to and attainment of education have been one of the most significant social transformations in modern society. The increase in women's participation in education, which peaked in a surge in the number of female students in higher education globally, has created a structural shock to the order of gender relations in families and the modern labor market. This phenomenon has not only changed the profile of individual women, but has also fundamentally altered negotiations, expectations, and the distribution of resources in social units ranging from the smallest to the largest (Ahmed, 2021). Within the family structure, women's higher education attainment has become a key variable in changing marriage patterns and domestic decision-making. The current marriage rate is still lower for highly educated women than for women without a bachelor's degree, and this educational gap is relatively stable (Van Bavel et al., 2018). Highly educated women tend to delay their first marriage, a pattern that is consistently found in various societies and is associated with the desire to complete their studies and build a career foundation (Cherlin, 2014). This delay reconfigures the traditional life cycle, giving women autonomy and experience in the public sphere before forming a family, which in turn strengthens their bargaining position in domestic relations. Higher education acts as a structural factor that shifts the dynamics of gender relations from the early stages of family formation.

These changes in educational patterns do not stop at the personal level, but seep into the power structures of the family. The increase in women's education also directly influences the power dynamics in family decision-making. Research in various parts

of the world shows that women's education levels are positively correlated with their ability to participate in important decisions, ranging from financial management, family planning, to the children's education itself (Duflo, 2012). The cultural capital and knowledge gained from higher education increase women's confidence and legitimacy to voice their opinions. Furthermore, access to the discourse of equality often obtained in academic environments equips them with the language and normative framework to demand a more equitable division of domestic responsibilities. The transformative effect of higher education is in line with the role of social education in shaping broader critical and global awareness (Hariani & Mardikaningsih, 2022). This creates pressure for the formation of a more egalitarian family model, even though the process is often marked by protracted conflict and negotiation.

On the other hand, this progress also reveals fundamental contradictions in gender role division. However, the most obvious and paradoxical impact lies in what is referred to as the "unfinished revolution" or "stalled revolution" (Hochschild & Machung, 2012). Although women have entered the world of high-income work with high qualifications, the division of domestic work and care work has not undergone a balanced change. Highly educated women often face a double burden: pursuing a professional career while still bearing the main responsibilities at home. This inequality has given rise to the concept of the "second shift" in which women work twice as hard. This situation shows that although education changes women's resources and aspirations, these changes have not been fully matched by normative transformations at the broader societal level regarding men's responsibilities in the domestic sphere, thus creating new tensions in modern family structures. This reinforces the fact that structural changes through education do not automatically result in normative equality in everyday life.

Similar dynamics are also clearly visible in the realm of employment. In the labor market, the increase in women's educational qualifications has significantly increased their labor force participation and encouraged them to enter fields previously dominated by men. This has reduced horizontal segregation in the labor market, although concentration in certain fields such as education, health, and services remains strong. More transformative is the impact on vertical segregation, often referred to as the "glass ceiling". Women with bachelor's, master's or doctoral degrees have the legitimacy and technical skills to compete for

managerial and leadership positions. They are beginning to penetrate the upper echelons of organizational hierarchies, although their progress is still slow and they face various forms of subtle bias. Their significant presence at this level is slowly changing organizational culture and setting an example for the next generation.

However, the labor market's response to educated women is not always gender neutral. However, the modern labor market also responds to this phenomenon by creating new forms of inequality. One of these is the "motherhood penalty" and "fatherhood premium". Empirical evidence shows that women, especially mothers, often experience reduced income and career opportunities compared to women without children or men (whether they are fathers or not) (Correll et al., 2007). Employers may have a subconscious perception that mothers are less committed and less available, a bias that is rarely applied to fathers. Such perceptions and biases are manifestations of deep-rooted social stereotypes that have a broad impact on intergroup relations and social equality (Zahid & Darmawan, 2022). On the other hand, men who become fathers are often seen as more responsible and deserving of a pay rise. This mechanism reveals how traditional gender norms about childcare interact with labor market structures, moderating the positive impact of women's higher education on economic equality. This phenomenon shows that gender inequality can adapt and re-emerge in more subtle forms.

To understand this tension theoretically, an approach linking resources and social norms is needed. From the perspective of Resource Theory, higher education increases the resources that women bring to marriage and work, such as earning potential, status, and knowledge. According to this theory, increased resources should increase bargaining power and produce more equitable outcomes. In reality, this theory must be modified to take into account gender norms that regulate how resources are "allowed" to be converted into power. In many cultures, norms that expect women to be primary caregivers limit their ability to fully convert educational resources into career advantages or liberation from domestic work. In other words, norms act as "conversion barriers" that prevent the logic of resource exchange from operating fully and in a gender-neutral manner. This framework emphasizes that education alone is not sufficient without accompanying changes in social norms.

These findings have important practical consequences for the management of modern organizations. The managerial implications of these dynamics are extensive. At the corporate and

organizational level, human resource management needs to design policies that actively reduce the motherhood penalty and support work-life integration for all genders. Equal and mandatory parental leave policies for fathers, for example, can help change norms about childcare and reduce stigma against working mothers. Mentoring and sponsorship programmed that deliberately target highly educated female talent can accelerate their penetration into leadership positions. In addition, regular pay audits to detect and correct gaps based on gender and parental status are a must in modern, equitable management.

Outside the organization, responsibility for this change also lies in the realm of public policy. At the public policy level, the state has a crucial role in facilitating this transition by providing supporting infrastructure. The availability and affordability of quality childcare is a key policy that enables highly educated women to participate fully in the labor market. Without this support, significant investments in women's higher education risk not being optimally utilized for economic growth and equality. Gender-neutral tax policies, rather than those that assume the husband is the primary breadwinner, are also important so as not to hinder women's participation in the workforce. The government needs to view the improvement of women's education not as an end goal, but as a starting point that requires structural adjustments in the areas of employment, social security, and family services. Gender-responsive public policies are a prerequisite for the benefits of higher education to be distributed fairly.

All of these dynamics show that women's education has social implications that go far beyond the academic sphere. Ultimately, increased participation of women in higher education acts as a disruptive force that encourages the renegotiation of gender contracts both at home and in the workplace. This process is dialectical, creating progress and resistance, opening up new opportunities and giving rise to more subtle forms of inequality. The modern family and the modern labor market have become battlegrounds where traditional values clash with the new demands brought about by educated women. The final outcome of this battle is uncertain, but it is clear that education has provided women with the intellectual, economic, and normative tools to continue pushing for change towards a more equitable and flexible division of social roles, even though the path is fraught with challenges that require supportive institutional adjustments.

Analysis of Constraints and Institutional Support

Factors for Gender Social Role Transformation through Education

The role of education needs to be placed within an institutional context that shapes the limits and opportunities for social transformation. The success of education as an instrument of social gender role transformation does not occur automatically, but rather depends heavily on the configuration of broader institutional constraints and supporting factors. The most fundamental institutional constraints lie in patriarchal structures and cultures that are still deeply rooted in many societies, which often gain legitimacy through religious systems, customs, or political power structures. Education policies, teacher attitudes, curricula, hidden curricula, school culture, classroom layout, and so on deepen gender discrimination and inequality in education (Acar-Erdol & Gözütok, 2018). These values permeate educational institutions, influencing student admission policies, leadership appointments, and even budgets. Schools and universities in many regions still reflect and reinforce the assumption that natural leadership is masculine, so that leadership positions such as headmaster, dean, or rector are dominated by men. Studies on successful headteacher leadership strategies show that the success of improving education quality is largely determined by the vision and approach of the leader (Ismaya et al., 2023). Therefore, the dominance of one gender in these leadership positions is not only a matter of representation, but can also limit the transformative perspectives and strategies that are needed. This gender representation imbalance at the decision-making level is a serious obstacle because it hinders the creation of gender-sensitive policies and creates an environment where women's voices are less heard in designing educational transformation itself. This condition shows that education operates within social structures that often limit its transformative power.

Institutional barriers are also evident in the realm of macro education policy. At the level of the national curriculum and education policy, obstacles arise in the form of resistance to changes in content that are considered disruptive to the social order or firmly held cultural values. Efforts to include gender equality education, reproductive health education, or the history of the women's movement often face fierce opposition from conservative groups who view them as imported Western values or a threat to morality. Governments that lack strong political will are likely to sacrifice this transformative agenda in order to maintain political stability. As a result, the national curriculum may only include the principle of equality rhetorically and superficially, without concrete

operationalization in teaching materials and assessment guidelines, thereby reducing its transformative impact to a mere symbol. This policy resistance reveals the gap between normative commitments and regulatory practices in education.

In addition to policy factors, the capacity of educational actors is a determining factor that is often overlooked. Another obstacle that is more technical in nature but no less important is the lack of capacity and readiness of teachers as agents of change on the front lines. Teacher training institutions (LPTK) often fail to adequately integrate a gender perspective into the curriculum for prospective teachers. As a result, teachers enter the classroom without the analytical tools to recognize gender bias in teaching materials or in their own interactions with students. In-service training on gender-responsive pedagogy is also sporadic and rarely a budget priority. Without ongoing professional support, teachers revert to conventional teaching methods that are comfortable but fraught with gender bias assumptions. This makes teachers, who should be engines of change, inadvertent obstacles to the reproduction of inequality.

Amid these various obstacles, institutional support factors still open up space for change. On the other hand, the most crucial institutional support factor is strong political commitment, reflected in the legal framework and budget allocation. Countries that have successfully integrated gender equality as a fundamental principle in education laws and their derivatives have created a legal basis that compels all stakeholders to comply. For example, mandates to review all textbooks for gender bias, or minimum quotas for women on curriculum committees and in school leadership, can be effective legal tools. Specific budget allocations for programmed such as teacher training, the development of inclusive teaching materials, and research on gender gaps in schools are clear indicators of such commitment. Without budgetary support, all policies will remain mere rhetoric on paper. Political and fiscal support are the material foundations for the education transformation agenda.

In addition to the state, non-state actors play an important role in strengthening the equality agenda. The second supporting factor is the existence and strength of women's social movements and their alliances with actors in the world of education. Women's social movements, non-governmental organizations, and civil society groups are often the initial drivers and monitors of the implementation of transformative education policies. They advocate, provide alternative training for teachers, develop

additional learning materials, and conduct independent research to monitor progress. Constructive partnerships between the Ministry of Education and these groups can enrich policies with grassroots perspectives and ensure accountability. These social movements also create the public pressure necessary to keep gender issues high on the national education agenda. The role of civil society shows that educational change rarely comes exclusively from state bureaucracies.

Educational transformation is also influenced by structural conditions outside the education sector itself. Supporting infrastructure outside the education sector, particularly that related to social reproduction, is also a determining factor. State policies in providing affordable and quality childcare services, equal parental leave for fathers and mothers, and a safe transportation system for female students greatly influence educational outcomes. The availability of reliable childcare services, for example, is not only a solution for working families but also a structural prerequisite that enables full participation in education and the economy (Sinambela & Mardikaningsih, 2022). When women, whether as students, university students, or teachers, are burdened by the absence of this supporting infrastructure, their participation and achievements are hampered.

All of the above points lead to the conclusion that educational transformation is political in nature. Ultimately, the success of education as an instrument of transformation depends on the alignment of policies within the education system with policies in other sectors, as well as on the strength of the supporting coalition involving the state, civil society and the international academic community. Transformation is not merely a technical project, but a political project involving a struggle over meaning, resources, and power. Education will reach its maximum transformative potential when it not only changes individuals' minds, but also when individual change is supported by institutional structures that enable them to act on the values of equality they have learned. Without strong institutional support, education risks producing graduates who are frustrated because they recognize injustice but lack the power to change it, or who are trapped in a system that reproduces inequality, albeit in a more modern guise. This conclusion emphasizes that educational transformation requires continuous and collective structural change.

CONCLUSION

Based on the literature review conducted, it can be

concluded that the relationship between education, gender, and changing social roles is dynamic and dialectical. First, formal education has a dual capacity: it reproduces traditional gender constructs through hidden curricula, pedagogical biases, and non-critical learning environments, while also having the potential to change them through inclusive curricula, reflective pedagogy, and fair school policies. Second, increased participation of women in higher education has been a significant catalyst for the renegotiation of gender roles in the family and the labor market, despite facing obstacles such as the double burden, the motherhood penalty, and outdated social norms that create an unfinished revolution. Third, the success of education as a transformative instrument is largely determined by the configuration of institutional factors, where political commitment manifested in legal and budgetary frameworks, the existence of strong social movements, and public infrastructure support play a crucial role, while deep-rooted patriarchal structures, cultural resistance, and limited teacher capacity are major obstacles.

The findings of this study have broad implications for theory and practice. Theoretically, the study reinforces the view that education is not a neutral institution, but rather a battleground where the meaning of gender is contested. The theory of social reproduction needs to be contextualized with evidence of agency and change, showing that space for transformation always exists, albeit limited. In practical terms, the managerial implications demand a systemic and multilevel approach. At the macro policy level, there is a need for the drafting of operational laws and regulations, accompanied by the allocation of a special budget for teacher training, material development, and monitoring systems. At the organizational level (schools/universities), leadership must actively build an inclusive culture, review all internal policies from a gender perspective, and create accountability mechanisms. Human resource management in the non-education sector also needs to respond with work policies that support equality, given that transformation in education will face the wall of a labor market that is still biased.

Based on the conclusions and implications, several suggestions are proposed. First, for future researchers, studies that focus more on specific mechanisms of change in educational settings are needed, such as ethnographic research on schools that have successfully changed gender norms, or longitudinal studies that track the impact of gender-responsive education on the career choices of men and women. Second, for policymakers and education practitioners, priority should be given to

strengthening teacher capacity through pre-service and in-service education that substantively integrates a gender perspective, rather than merely adding it as an extra. The third recommendation is directed at civil society organizations and donor agencies to continue strengthening evidence-based advocacy and supporting strategic partnerships with governments and educational institutions in developing and replicating good practices that have been proven effective in promoting equality through education.

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