



# IMPLEMENTATION OF THE NORTH SUMATRA GOVERNOR REGULATION NUMBER 43 OF 2018 ON GENDER MAINSTREAMING (A DESCRIPTIVE STUDY AT GBKP PRIVATE SENIOR HIGH SCHOOL, KABANJAHE, KARO REGENCY)

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## Article Info

## ABSTRACT

Gender Mainstreaming (GM) is a strategy for achieving gender equality by integrating gender perspectives into public policies, including education. North Sumatra Province enacted Governor Regulation Number 43 of 2018 to guide GM implementation at the regional level. This study analyzes the implementation of this regulation at GBKP Private Senior High School in Kabanjahe, Karo Regency, and identifies the challenges faced. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation from key informants including the principal, vice principals, teachers, staff, and students. Data analysis followed the Miles and Huberman model. Findings show that GM implementation at the school is underway but not fully effective. Challenges include limited budget, lack of specialized training, and insufficient sustainable programs. While communication efforts have been made, they have not fully enhanced understanding of gender equality. Additionally, a strong patriarchal culture and absence of structured mechanisms hinder comprehensive implementation.

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## 1. INTRODUCTION

Gender Mainstreaming (GM) is a development strategy aimed at achieving gender equality and justice through the integration of gender perspectives into all stages of public policy, including planning, implementation, and evaluation. In the education sector, Gender Mainstreaming plays a strategic role because schools serve as spaces for shaping values, attitudes, and mindsets of younger generations. Gender inequality in educational settings may result in limited access, participation, and equal opportunities for students, both male and female.

From a theoretical perspective, public policy implementation is understood as the process of translating policy decisions into concrete actions carried out by policy implementers. Van Meter and Van Horn (1975) explain that policy implementation consists of actions undertaken by individuals or groups to achieve the objectives set out in policy decisions. Furthermore, Edward III (1980) argues that the success of policy implementation is influenced by four main variables: communication, resources, disposition (implementers' attitudes), and bureaucratic structure. These variables are interrelated and determine the effectiveness of policy implementation. In the context of Gender Mainstreaming, policy implementation requires not only administrative compliance but also changes in attitudes, values, and organizational culture to become more responsive to the principles of gender equality.

From a regulatory standpoint, the Indonesian government's commitment to Gender Mainstreaming is articulated in Presidential Instruction Number 9 of 2000 on Gender Mainstreaming in National Development. This policy instructs all ministries, institutions, and local governments to integrate gender perspectives into every stage of development. In the education sector, this commitment is reinforced through derivative regulations aimed at creating fair and inclusive learning environments. At the regional level, the Government of North Sumatra Province enacted Governor Regulation Number 43 of 2018 on Gender Mainstreaming as the legal basis for all regional apparatuses, including educational institutions, to implement gender-responsive development.

Several previous studies indicate that the implementation of Gender Mainstreaming in the education sector continues to face various challenges. Megawati (2012) found that Gender Mainstreaming policies at the Provincial Education Office of South Sulawesi had not been effectively implemented due to weak resource support and institutional coordination. Savitri et al. (2024) revealed that gender stereotypes remain a major challenge in local education systems. Meanwhile, Mufidah (2011) demonstrated that low commitment and political will constitute significant barriers to the implementation of Gender Mainstreaming in Islamic education. These studies emphasize that the existence of regulations does not automatically guarantee successful policy implementation in practice.

Based on the above discussion, a gap remains between policy formulation and the practice of Gender Mainstreaming in the education sector. Therefore, this study focuses on analyzing the implementation of North Sumatra Governor Regulation Number 43 of 2018 on Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe, Karo Regency, particularly in identifying the constraints and challenges encountered in its implementation. The findings of this study are expected to provide empirical contributions to strengthening the implementation of Gender Mainstreaming policies in secondary education settings.

## 2. RESEARCH METHODS

This study employs a qualitative approach with a descriptive method. This approach was selected to gain an in-depth understanding of the implementation of Gender Mainstreaming policies in the school environment. The research was conducted at GBKP Private Senior High School, Kabanjahe, Karo Regency, as one of the secondary education institutions implementing North Sumatra Governor Regulation Number 43 of 2018 on Gender Mainstreaming.

Research informants were selected using purposive sampling techniques. The informants included the principal, vice principals, teachers, administrative staff, and students who were directly involved in the implementation of Gender Mainstreaming policies. Research data were collected through observation, in-depth interviews, and documentation studies to obtain a comprehensive understanding of the policy implementation process. Data analysis was carried out qualitatively using the Miles and Huberman model, which consists of data collection, data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation to maintain the credibility and reliability of the research findings.

## 3. RESULT AND ANALYSIS

### Implementation of North Sumatra Governor Regulation Number 43 of 2018 on Gender Mainstreaming

The implementation of North Sumatra Governor Regulation Number 43 of 2018 on Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe, represents part of the school's efforts to support regional government policies in promoting gender equality and justice in the education sector. The implementation of this policy is reflected in various school activities aimed at creating an inclusive educational environment that is free from discrimination based on gender.

To analyze the implementation of the policy, this study employs the policy implementation model proposed by Edward III (1980), which states that the success of policy implementation is influenced by four main indicators: communication, resources, implementers' disposition, and bureaucratic structure.

#### Communication

Communication in policy implementation refers to the process of delivering policy information to implementers and target groups in a clear, consistent, and sustainable manner (Edward III, 1980). Effective communication enables implementers to understand the objectives, content, and mechanisms of the policy.

The findings indicate that communication related to Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe, has been conducted through internal school socialization activities, such as teachers' meetings and directives delivered by school management. However, such socialization has not been carried out in a structured and continuous manner. As a result, students' understanding of gender equality concepts remains limited and has not been fully internalized in learning activities or social interactions within the school environment.

## Resources

Resources constitute an essential factor in policy implementation, encompassing human resources, budget allocation, as well as supporting facilities and infrastructure (Edward III, 1980). The availability of adequate resources significantly determines the effectiveness of policy implementation.

Based on the research findings, GBKP Private Senior High School, Kabanjahe, has sufficient human resources, particularly teachers and educational staff who support the application of gender equality values. Nevertheless, limited budget allocation and the lack of specialized training related to Gender Mainstreaming remain major constraints. The school has not yet established specific and sustainable programs designed to support the implementation of Gender Mainstreaming policies.

## Implementers' Disposition

Implementers' disposition refers to the attitudes, commitment, and willingness of policy implementers in executing established policies (Edward III, 1980). Positive attitudes among implementers are crucial in promoting successful policy implementation.

The findings reveal that school leaders and most teachers demonstrate supportive attitudes toward the implementation of Gender Mainstreaming. They generally agree on the importance of applying gender equality principles within the school environment. However, in practice, certain perspectives and habits influenced by a strong patriarchal culture persist, resulting in the incomplete application of gender equality principles in learning activities and school management.

## Bureaucratic Structure

Bureaucratic structure relates to the division of tasks, working mechanisms, and procedures that support policy implementation (Edward III, 1980). A clear and well-organized bureaucratic structure facilitates more effective policy implementation.

The research findings indicate that the bureaucratic structure at GBKP Private Senior High School, Kabanjahe, generally supports the implementation of Gender Mainstreaming policies. However, the school has not yet established a specific unit, written guidelines, or evaluation mechanisms dedicated to regulating Gender Mainstreaming implementation. Consequently, policy implementation remains general in nature and lacks systematic direction.

## Constraints and Challenges in Implementing Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe

Based on the research findings, several key constraints and challenges were identified in the implementation of Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe. First, students' limited understanding of gender equality concepts due to the absence of continuous and systematic socialization. Second, resource constraints, particularly limited budget allocation and the lack of specialized training related to Gender Mainstreaming, which hinder optimal program implementation. Third, the persistent influence of patriarchal culture that affects the attitudes and behaviors of some members of the school community. Fourth, the absence of institutional mechanisms and structured programs to consistently oversee policy implementation.

These findings indicate that although Gender Mainstreaming policies have been implemented at GBKP Private Senior High School, Kabanjahe, their implementation continues to face various challenges. Therefore, strengthening policy communication, enhancing human resource capacity, and establishing more structured institutional support are necessary to ensure that Gender Mainstreaming implementation can be carried out effectively and sustainably.

## 4. CONCLUSION

Based on the findings of this study on the implementation of North Sumatra Governor Regulation Number 43 of 2018 on Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe, Karo Regency, it can be concluded that Gender Mainstreaming policies have been implemented within the school environment; however, their implementation has not yet been optimal. The implementation of the policy is reflected in the school's efforts to create an inclusive and non-discriminatory educational environment, but these efforts remain general in nature and have not been systematically structured.

When viewed through the policy implementation indicators proposed by Edward III (1980), the communication aspect has been carried out through internal school socialization; however, it has not been conducted on a continuous basis, resulting in limited student understanding of gender equality concepts. In terms of resources, the availability of human resources is relatively adequate, but limited budget allocation and the lack of specialized training related to Gender Mainstreaming constitute major constraints in policy implementation. Regarding implementers' disposition, school leaders and teachers generally demonstrate supportive attitudes toward the application of Gender Mainstreaming, although their practices are still influenced by patriarchal

culture, which hinders the optimal application of gender equality principles. Meanwhile, from the perspective of bureaucratic structure, the school has not yet established institutional mechanisms, written guidelines, or special programs to consistently oversee the implementation of Gender Mainstreaming policies.

Furthermore, this study identifies several key constraints and challenges in the implementation of Gender Mainstreaming at GBKP Private Senior High School, Kabanjahe, including limited student understanding, resource constraints, the influence of patriarchal culture, and the absence of structured systems and programs. Therefore, strengthening policy communication, enhancing human resource capacity, and establishing more systematic institutional support are necessary to ensure that Gender Mainstreaming implementation can be carried out effectively and sustainably in secondary education settings.

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