

Gender Equality Strategy through Technology-Based Islamic Education in Matrilineal Minangkabau Society to Support SDGs

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ABSTRACT

Gender equality is one of the global issues that has received serious attention in the Sustainable Development Goals (SDGs) agenda. Achieving gender equality in Indonesia remains challenging, particularly in regions with strong cultural traditions like Minangkabau. This study explores strategies for advancing gender equality through technology-based Islamic education within Minangkabau's matrilineal society to enhance progress toward SDGs, especially Goal 5. Employing a qualitative approach, the research uses a literature review of academic journals, books, and reports to identify effective methods of integrating technology and Islamic principles in education. The findings suggest that technology integration can elevate the status of women in Minangkabau society, enhance women's access to education, and promote gender equality. Key strategies include the development of gender-responsive curricula, teacher training in technology use aligned with Islamic values, and digital literacy initiatives for women via e-learning programs. However, challenges such as limited technology access and entrenched patriarchal norms necessitate collaborative and contextual efforts. This study provides practical guidance for policymakers and educators in Minangkabau, contributing to a more inclusive education system that aligns with SDG objectives.

Keywords: *gender equality, matrilineal society, Minangkabau culture, Sustainable Development Goals, Technology-Based Islamic Education*

1. INTRODUCTION

Gender equality is a global issue that has garnered significant attention in the Sustainable Development Goals (SDGs) agenda. The fifth SDG underscores the importance of gender equality and equity as essential foundations for inclusive and sustainable development. However, achieving gender equality in Indonesia remains a persistent challenge, particularly in regions with deeply rooted cultural traditions such as Minangkabau. Minangkabau society is known for its matrilineal social structure, which accords women respect in kinship and social roles. Despite this, there are ongoing discussions about women's limited access to education and participation in public life (Yang & Zhao, 2020).

Advancements in digital technology present growing opportunities to promote gender equality through education (Dragan, 2018). Technology-based

education has emerged as an effective tool for improving literacy and broadening access, especially in areas lacking adequate traditional educational infrastructure. From an Islamic perspective, education plays a pivotal role in fostering understanding of gender equality grounded in authentic Islamic principles (Mahini, 2012)

Although Minangkabau society is matrilineal, women often face barriers in accessing education and pursuing personal development. A patriarchal culture embedded in daily life continues to challenge women's rights beyond the familial sphere. Moreover, while technological advancements are evident, their application to promote gender-based education and empowerment remains limited in traditional societies like Minangkabau (Fatmariza, 2024). This research focuses on strategies that integrate technology-based education with Islamic principles to advance gender equality within Minangkabau society.

Previous studies have highlighted the transformative potential of technology in advancing inclusive education. Starkey (2011) suggests that e-learning can significantly enhance access for underrepresented groups. Similarly, Aslan (2019) emphasizes the importance of Islamic education in fostering a balanced understanding of gender roles in Muslim communities. Local studies, such as Dewi (2006), underscore the vital contributions of Minangkabau women to society but also point out their underutilized access to education and technology.

This study proposes a strategic approach in integrating technology and Islamic principles to promote gender equality in education in Minangkabau society. The strategies include: a) Gender-Responsive Curriculum Development which incorporates Islamic teachings to foster a balanced understanding of gender roles; b) Teacher Training in Technology Integration that ensures educators to be equipped in using digital tools in alignment with Islamic principles; and c) Promotion of Digital Literacy for Women which expand access to e-learning and digital skills training to empower women economically, socially, and educationally. E-learning and community-based learning programs are also used to promote digital literacy in order to improve students' access to education. This is expected to help students become more independent and engaged in their studies. Local community-building initiatives, such as workshops and awareness campaigns, are essential for highlighting the importance of gender equality while respecting cultural contexts (Chen, 2008)

This research makes a novel contribution by examining the tension between Islamic-based education and technology to enhance gender equality in a society that embraces a matrilineal culture. It uniquely combines modern technology with Islamic principles to address gender inequality in Minangkabau society, which differs significantly from other Muslim societies in Indonesia. By focusing on education and technology, this research has the potential to establish a more effective and comprehensive path for empowering women in the local context where it will be implemented (Arif, 2024)

Gender equality is one of the fundamental goals of the Sustainable Development Goals (SDGs) launched by the United Nations (UN). The SDGs emphasize the importance of women's empowerment in building an inclusive, just, and sustainable society. In Indonesia, the Minangkabau community, with its matrilineal kinship system, holds great potential to serve as a model for gender equality. This system accords women significant roles in social structures and customs, yet the challenge of integrating these roles into modern Islamic-based education remains a critical issue (Leil Filho, 2023).

Islamic education is rooted in values that support gender equality, including justice, respect for women's rights, and individual empowerment, as derived from the teachings of the Qur'an and Hadith. In the Minangkabau context, Islamic-based education can be tailored to reinforce local values that empower women without undermining traditional customs. The integration of Islamic values, Minangkabau culture, and technological advancements presents a strategic opportunity to enhance women's roles in various sectors of life (Hairiyah, 2024)

Technological developments have opened new avenues for creating inclusive and gender-responsive education. Tools such as online learning platforms, digital literacy programs, and gender-sensitive content delivery systems can effectively address the educational gender gap. In Minangkabau society, digital literacy for women has the potential to catalyze broader economic, social, and educational empowerment (Oppi, 2021).

To tackle these challenges, effective strategies must be employed. These include the development of gender-responsive curricula, teacher training in technology use, and the promotion of digital literacy for women. Such initiatives require culturally sensitive approaches, progressive government policies, and active involvement of indigenous communities to ensure sustainable change. The synergy between technology-based Islamic education and Minangkabau cultural values is believed to have the capacity to accelerate progress toward gender equality while supporting the broader goals of the SDGs (Martania, 2024).

This article explores strategies for technology-based Islamic education to support gender equality in Minangkabau society. Through an in-depth analysis of curriculum development, teacher training, and digital literacy promotion, this article seeks to contribute to the establishment of an educational framework that is inclusive, adaptive, and aligned with the vision of the SDGs (Games, 2024)

2. RESEARCH METHOD

This research employed a literature analysis method with a qualitative approach to investigate strategies for promoting gender equality through technology-based Islamic education in Minangkabau society (Sarwono, 2006). A literature study was chosen because it enables researchers to collect, analyze, and evaluate data from various relevant sources to develop effective and contextual strategies.

2.1. Data Collection

Data were collected from various secondary sources, including academic journals, books, research papers, scientific articles, and other related publications. The focus of data collection was on literature discussing gender equality, Islamic education, the application of technology in education, and the social conditions of Minangkabau society. This process was conducted methodically to ensure that the data used were reliable and aligned with the research objectives.

2.2. Data Analysis

The collected data were analyzed using a content analysis method to identify themes, patterns, and effective strategies for integrating technology with Islamic principles in gender-responsive education within Minangkabau society (Sugiyono, 2010). The analysis examined how technology can enhance educational opportunities for women in a matrilineal society, while addressing challenges such as patriarchal norms and limited access to technology.

2.3. Data Validation

To ensure the validity and reliability of the data, source triangulation was employed, where data from multiple sources were compared and contrasted. This process aimed to minimize bias and ensure that the strategies identified were supported by robust and relevant evidence.

This study also emphasized the social and cultural context of the Minangkabau community, renowned for

its distinctive matrilineal system. Consequently, the strategies proposed align with local traditions and relevant Islamic principles. This approach is intended to produce solutions that are adaptable and practical for the broader community.

The findings of this research are expected to provide actionable strategies for policymakers, educators, and local communities in Minangkabau to improve access to and the quality of gender-responsive education. Furthermore, the study aims to contribute to achieving the SDGs, particularly by advancing gender equality through inclusive, technology-based education.

3. FINDINGS & DISCUSSION

This study concludes that technology-based Islamic education has a significant impact on promoting gender equality among the Minangkabau people. Based on the literature analysis, it is evident that the matrilineal social system of Minangkabau society provides women with a relatively elevated position. However, challenges remain in fully maximizing women's potential, particularly in education and technology. Strategies identified to address these challenges include developing a gender-responsive curriculum, teacher training in technology integration in alignment with Islamic principles, and promotion of digital literacy for women.

3.1. Gender Responsive Curriculum Development

One of the key findings is that a gender-responsive curriculum can help bridge the gap in educational access between young men and women in Minangkabau. By adhering to Islamic principles that promote gender equality, the curriculum not only aligns with religious teachings but also incorporates traditional values. This form of education aims to empower women by enhancing their understanding of their abilities and potential (Latief, 2002).

Despite Minangkabau's matrilineal system, which grants women significant roles in family and society, gender equality remains incomplete, particularly in education. A primary issue is the lack of implementation of gender-responsive curricula in Minangkabau schools (Awwali, 2015).

A gender-responsive curriculum ensures that learning materials, methods, and objectives are inclusive and free of biases or stereotypes that hinder equality. In Islamic education, such a curriculum reflects the principles of justice espoused by the Qur'an and Hadith, emphasizing equal access to knowledge for

both men and women. In Minangkabau, traditional values that prioritize women's roles in social structures can complement this approach. For instance, the curriculum could integrate matrilineal principles with Islamic teachings by including topics such as women's contributions in Islamic history, their rights under Sharia law, and technology-based skills relevant to women (Interview Ahmad, 2024).

The findings suggest that developing gender-responsive curricula is crucial for reducing educational bias by merging Islamic principles with Minangkabau's matrilineal culture. Such curricula encourage students to explore gender equality from both Islamic and cultural perspectives. Although cultural and societal resistance to the concept of gender-responsiveness persists, local integrative approaches can foster acceptance. The ultimate aim of gender-responsive curriculum development is to create inclusive and equitable learning environments by addressing biases embedded in educational materials and teaching methods.

Table 1 Gender Responsive Curriculum

Aspect	Discussion
Definition	A curriculum that accommodates the needs of all genders and eliminates bias in learning materials and methods.
Strategy	Integrate Minangkabau matrilineal principles with Islamic values, such as the equal role of men and women.
Key Takeaways	Gender rights and obligations in Islam, the role of women in Islamic history, and technological literacy.
Objective	Forming students who understand the importance of gender equality according to Islamic values and local culture.
Challenge	Resistance to curriculum changes and lack of understanding of gender-responsive concepts in the community.

In the matrilineal Minangkabau society, traditional values can be harmonized with Islamic teachings to

expand women's educational opportunities. This strategy involves teaching about gender roles in Islam, the significance of women in Islamic education, and incorporating technology-based education. Such an approach enhances gender awareness in a local context grounded in Islamic values, even though it may initially face resistance to curriculum reform.

Currently, the curriculum is not sensitive to the specific needs of women and often reinforces stereotypes that undervalue their rights, particularly in the domestic sphere. Additionally, many teachers lack the skills to integrate gender norms into their lessons, particularly when using technology-based teaching methods. This issue is compounded by entrenched cultural norms that often confine women's roles to the household, despite their broader societal potential.

To address these challenges, several strategic solutions are proposed: (1) Collaborative Curriculum Development engages Minangkabau society and religious leaders to ensure that gender norms are incorporated into the curriculum without contradicting local customs. This collaboration can produce a more inclusive curriculum that encourages active student participation, particularly in STEM (science, technology, engineering, and mathematics); and (2) Teacher Training provides intensive training for teachers in the use of technology within Islamic education. This ensures that teachers become agents of change who promote gender equality in their classrooms.

Minangkabau's cultural norms and values assign distinct rights and responsibilities to women and men based on their roles within society, customs, and governance. Economically, women have extensive knowledge of rice fields, farming, and household management, while men divide their time between their sister's and wife's households, contributing to their economic well-being. Intangible wealth, including lineage and inheritance, is passed down through women in accordance with Minangkabau traditions (LKAAM, 1989).

Women, as *bundo kanduang*, play a pivotal role in decision-making within Minangkabau society. The following traditional saying highlights their importance::

Bundo Kanduang

Limpapeh rumah nan gadang

sumarak di dalam kampuang

hiasan dalam nagari

kok iduik tampek banasa
kok mati tampek baniat
kaunduang-unduang ka Madinah
ka payuang panji kasarugo

This proverb underscores the centrality of women in Minangkabau customs as *bundo kanduang*. Their significant role is evident in their position as primary inheritors and custodians of family values. The *bundo kanduang* is portrayed as a figure deeply committed to her family, nurturing her children with education steeped in Islamic and Minangkabau cultural values (Jamaris, 2004: 127)

3.2. Teacher Training in Technology Integration

The findings of the analysis underscore the crucial role teachers play in implementing technology-based education. Training teachers to use digital tools within the framework of Islamic principles can significantly enhance the quality of education and increase students' access to inclusive, high-quality learning. Such training also emphasizes promoting gender equality in the classroom, empowering teachers to act as agents of change who inspire their students.

Teachers are the backbone of education. When they are equipped with technological skills, they can integrate digital tools into an inclusive learning process that benefits all students, including girls. In communities like Minangkabau, teachers not only serve as educators but also as agents of social transformation. Training programs enable teachers to create engaging, accessible learning materials for students of all genders. However, significant challenges exist, including limited technological infrastructure such as inadequate internet access in remote areas. Additionally, not all teachers possess basic digital skills. To address these barriers, training programs are often designed with a gradual approach, starting with foundational digital skills and progressing to more advanced strategies for integrating technology into gender-responsive teaching (Interview Fitri, 2024).

The interview highlights the necessity of training teachers to use technology for creating inclusive and gender-responsive education. Teachers must integrate technology into their teaching methods, even though this can be challenging due to infrastructure limitations and their initial lack of proficiency. A phased training approach tailored to local needs, supported by government initiatives, has been identified as a key strategy for enhancing teacher proficiency.

In many schools across the Minangkabau region, teachers have limited knowledge and experience in leveraging technology as a teaching tool to promote gender equality. This lack of experience hinders the creation of an inclusive learning environment for female students. Moreover, some teachers are unaware of how technology can help address gender bias, as they rely on traditional teaching methods. Consequently, female students often miss opportunities to explore fields like STEM (science, technology, engineering, and mathematics), which are often perceived as male-dominated disciplines.

Table 2 Teacher Training in the Use of Technology

Aspect	Discussion
Importance of Training	Teachers need to understand technology to deliver education that is inclusive and engaging for all genders.
Training Focus	Use of digital tools, online learning platforms and gender-responsive content design.
Challenges	Infrastructure limitations, lack of basic technology skills and low internet access in remote areas.
Strategy/Solution	Conduct phased training, provide contextualized training modules, and collaborate with the government for technology procurement.
Expected Results	Teachers are able to create technology-based learning that supports gender equality.

Table 2 shows that teacher training is essential to ensure students benefit from a gender-responsive learning environment. Teachers, as the drivers of educational reform, must acquire the skills to use digital tools and learning platforms effectively. Addressing challenges such as inadequate infrastructure and limited teacher skills requires coordinated efforts, including classroom-level strategies and collaboration with government bodies. By improving teachers' technological proficiency, the learning process can become more engaging, fostering equal opportunities for all students.

To tackle these issues, teachers should receive intensive training on integrating technology in a gender-responsive manner. This training should focus on incorporating digital tools into curricula aligned with Islamic principles while ensuring that teaching materials are free of gender bias. Female students must be encouraged to actively participate in all subjects, including those traditionally dominated by men. Training programs should emphasize the use of e-learning platforms, interactive educational applications, and digital teaching techniques, ensuring equal access to education for students of all grade levels. Through such programs, teachers can become effective agents of change, advancing gender equality in the classroom.

In addition to teacher training, community-based digital literacy programs for female students are essential. Technology-based e-learning initiatives can equip Minangkabau women with skills relevant to the modern workforce (Glaze Brook, 2020). These programs not only increase women’s educational engagement but also open up new, sustainable economic opportunities. Collaboration between local government agencies and educational institutions is necessary to ensure broader access to technology, particularly in rural areas. Supportive policies that promote gender equality in education can further enhance the impact of these initiatives. Such measures will enable Minangkabau women to contribute more meaningfully to society and help achieve the Sustainable Development Goals (SDGs). By empowering teachers and students through digital literacy and technology-based education, this strategy addresses key barriers to gender equality in Minangkabau society.

3.3. Promotion of Digital Literacy for Women

The study revealed that digital literacy plays a crucial role in the daily lives of Minangkabau women. Community-based e-learning programs can empower women to learn independently, enhance their performance, and access previously unavailable information. These initiatives are expected to boost women's participation in economic and social sectors, contributing to the achievement of the Sustainable Development Goals (SDGs) (Abou Shouk, 2021).

Digital literacy serves as a gateway to women's empowerment, especially within matrilineal systems like Minangkabau. Digitally literate women can use technology to support their children's education, enhance their skills, and even manage online

businesses. These advancements align directly with the SDGs, particularly the goals of gender equality and women's empowerment (Interview Rini, 2024)

Promoting digital literacy is vital for advancing the role of women in the matrilineal Minangkabau community. According to Wawancara, women can leverage technology for education, entrepreneurship, and personal development. However, challenges such as gender stereotypes and limited access to technology remain significant. Community-based and motivation-driven training programs are proposed as solutions, emphasizing the role of technology in fostering teamwork and driving progress in various sectors.

In the rapidly evolving digital age, the Minangkabau community has successfully harmonized traditional cultural values with modern technological advancements. This balance reinforces the connection between the past and the present, enabling the Minangkabau people to preserve their cultural identity while embracing progress. Minangkabau’s traditional culture not only enriches local life but also contributes significantly to Indonesia's broader cultural heritage.

Digital technology also plays a key role in promoting Minangkabau tourism. Potential visitors worldwide can explore traditional cuisine, cultural sites, and events through digital platforms like websites, social media, and mobile applications. This digitalization of tourism raises awareness of global issues, positively impacts the local economy, and supports the preservation of cultural traditions.

To further balance traditional and digital learning, digital education about Minangkabau culture is essential. Online courses, webinars, and digital platforms provide opportunities for the general public to learn about the history, culture, and customs of the Minangkabau people. This educational outreach is not limited to local audiences but also aims to engage a global community interested in understanding Minangkabau culture (Amir, 2007).

Table 3. Promotion of Digital Literacy among Women

Aspect	Discussion
The Importance of Digital Literacy	Digital literacy enables women to utilize technology for education, economy, and self-empowerment.
Programs Conducted	Women-focused

	community-based training, such as using digital devices and the internet for learning or business.
Challenges Stereotypes	that technology is more relevant for men, lack of access to devices, and low motivation of women.
Solution	Motivating women about the importance of technology, providing access to devices, and training based on local needs.
Relevance to SDGs	Supporting gender equality, improving education, and empowering women in the digital economy.

From Table 3, it is evident that promoting digital literacy among young people is a strategic tool for improving their academic, economic, and social opportunities. In Minangkabau society, community-based learning has proven to be an effective method for introducing technology, such as using digital devices to support education or foster entrepreneurial activities. However, obstacles such as gender stereotypes, limited access to devices, and lack of motivation persist. By addressing these challenges through motivational initiatives, technological support, and locally focused strategies, digital literacy can drive community development and facilitate broader social progress.

Encouraging digital literacy among students through e-learning and community-based programs is also essential for increasing participation in education and the digital economy. These programs should be designed to reflect the local cultural context, ensuring that Minangkabau women feel comfortable and inspired to pursue personal development without being hindered by societal norms. Collaboration with local governments is crucial to addressing technology access challenges, particularly in regions with inadequate digital infrastructure. With supportive policies that promote gender-responsive curricula and initiatives for women's education, Minangkabau society can make significant strides toward achieving gender equality and advancing the SDGs.

3.4. Challenges in Implementation

While the identified strategies demonstrate significant potential, the study also highlights several challenges that need to be addressed. One major issue is the lack of access to technology, particularly in rural Minangkabau areas. Despite the matrilineal social system, patriarchal customs persist and often hinder women from realizing their full potential, especially in education and careers. These challenges require collaborative efforts involving the government, educational institutions, and local community organizations.

The primary challenge lies in cultural resistance. In some parts of Minangkabau society, technology is perceived as irrelevant for women or even a threat to traditional values. Additionally, financial barriers, such as the inability to provide sufficient technological devices and infrastructure, exacerbate the issue. A practical solution involves collaboration among the government, educational institutions, and indigenous communities. The government can provide infrastructure support, while educational institutions focus on teacher training and curriculum development. Culturally sensitive approaches are also essential, demonstrating that technology can complement rather than conflict with traditional values, ultimately strengthening women's roles in society (Interview Hanafi, 2024).

Interviews revealed additional challenges, such as resistance to technology, limited resources, and the belief that technology is not relevant for women. To overcome these issues, strengthening sectoral collaboration between the government, communities, and educational institutions is key. Inclusive education efforts can facilitate the adoption of technology-based learning, ultimately promoting gender equality in a meaningful way.

Minangkabau society faces the dual challenge of cultural disruption caused by modernization and globalization. People's mindsets and lifestyles are increasingly influenced by external factors, which can weaken traditional values. Harmonizing these traditional values with the positive aspects of modernization is crucial to preserving cultural identity while embracing progress.

Minangkabau society's beliefs are not limited to custom or the responsibility of the government. Participation from the general public, including the younger generation, was crucial to addressing the

broader issues of the time. Their efforts in traditional ceremonies, art gatherings and other cultural events ensure that traditions continue to evolve and adapt. Cultural practices, including traditional ceremonies, art gatherings, and other events, remain vital in ensuring the evolution and relevance of traditions. Active participation from the younger generation is particularly important in addressing broader societal issues and maintaining the cultural heritage of Minangkabau.

Implementing a gender-responsive, technology-based curriculum in Minangkabau requires an approach that respects local customs and beliefs. The Minangkabau philosophy, which emphasizes women's rights within a matrilineal structure, can serve as a powerful foundation for promoting gender equality (Kato, 2005). However, challenges arise when customary norms inadvertently limit women's rights in education and employment. To address these issues, religious and cultural leaders should collaborate to develop curricula that incorporate Islamic principles supporting gender equality while fostering pride in local traditions. This approach ensures that technology-based education is both accepted and valued by the community, thereby improving women's status in society.

Table 4 Challenges and Implementation

Aspects	Discussion
Key Challenges	Cultural resistance to technology, perceived lack of relevance of technology for women and limited infrastructure.
Impact of Challenges:	Delays in implementing gender equality strategies in technology-based education.
Proposed Solution:	Collaboration between government, educational institutions and indigenous communities; cultural approaches to reduce resistance; and more equitable procurement of technology.
Cultural Approach:	Demonstrate that technology supports indigenous values and strengthens the role of women in society.

Expected	Outcome:	Technology-based Islamic education can be effectively implemented to support gender equality.
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From Table 4, above, it can be drawn that the challenges in implementing technology-based gender equality strategies include resistance to modern technology, perceptions that technology is irrelevant for women, and infrastructure and financial limitations. These challenges impact the adaptation of technology in education and hinder student development in digital-based learning. However, inclusive education, collaboration among stakeholders, and gradual technological advancement can offer effective solutions. Through this approach, technology-based Islamic education can be leveraged to promote gender equality and sustainable development.

To address the lack of technology access in Minangkabau, efforts should focus on improving school infrastructure, including better internet access and providing digital devices. Community-based technology education programs, emphasizing digital literacy for students, can enable learners to access educational materials without socioeconomic or geographic barriers. Such initiatives ensure equal opportunities for all students, particularly girls, to benefit from technology-based education.

Another critical aspect is teacher training in applying technology and gender-responsive curricula. A comprehensive education model that integrates technology with Islamic and Minangkabau principles is essential. Teachers must convey that technology-based education aligns with Islamic teachings, which emphasize the importance of education for all. By incorporating gender norms into teaching practices, educators can develop materials that actively engage female students, even in fields historically dominated by men. This integration of technological, cultural, and religious elements can create a more inclusive and equitable education system, contributing to the achievement of the SDGs (Azmi, (2020).

Minangkabau custom has long supported gender equality, as reflected in its philosophy:

Masyarakaik Jikok Maju dimulai dari Batino yang Cadiak

It means "A society will advance if its women are educated."

This philosophy aligns with Islamic teachings, which

emphasize the importance of choosing a pious and educated mother to nurture future generations. Minangkabau's reverence for women not only upholds their role in cultural continuity but also resonates with the SDGs' vision of achieving gender equality and sustainable development.

4. CONCLUSION & RECOMMENDATION

This research demonstrates that technology-based Islamic education holds significant potential to promote gender equality in the matrilineal Minangkabau society. Integrating technology into education can enhance students' access to knowledge, motivate them, and improve their socioeconomic standing within society. Effective strategies—such as developing gender-responsive curricula, teaching students to use technology in line with Islamic principles, and encouraging digital literacy among women—are crucial to achieving these goals.

While challenges persist, such as limited technology access and patriarchal cultural norms, these obstacles can be addressed through collaboration among the government, the public, and educational institutions. This research provides valuable insights for policymakers and educators to develop a more inclusive and comprehensive education system that supports the achievement of Sustainable Development Goals (SDGs).

As expressed in the traditional Minangkabau saying:

*Bundo Kanduang
Limpapeh rumah nan gadang
sumarak di dalam kampuang
hiasan dalam nigari
kok iduik tampek banasa
kok mati tampek baniat
kaunduang-unduang ka Madinah
ka payuang panji kasarugo
Masyarakaik Jikok Maju dimulai dari Batino yang
Cadiak,*

This proverb emphasizes the pivotal role of women in Minangkabau society as *Bundo Kanduang*, the cornerstone of family and community. Women hold significant positions, such as being the highest inheritors of property, and embody the nurturing and educational foundation of their families. Their role is vital in preserving cultural traditions while advancing society. The saying “a society will progress if its women are educated” aligns with Islamic teachings, which highlight that raising pious children begins with choosing an

educated and virtuous mother. This beautifully encapsulates how Minangkabau glorifies women, ensuring the sustainability of progress toward achieving the SDGs.

The Gender Equality Strategy through Technology-Based Islamic Education in Matrilineal Minangkabau Society balances all aspects of development:

- (a) Gender-Responsive Curriculum Development;
- (b) Teacher Training in Technology Integration;
- (c) Promotion of Digital Literacy for Women; and (d) Addressing Challenges in Implementation. By integrating these strategies, the Minangkabau society can effectively support SDG goals, fostering a more inclusive and equitable community.

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