

## **The Urgency of Formal Education for Women From the Perspective of Society of Ellak Daya Village, Lenteng, Sumenep**

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### **Abstract**

The problem statement of this research is to know the perspective of the educational environment, namely society and the family, on the importance of formal education for women and also to find out the factors of gender inequality that affect society's perspective on the importance of women's education. The research method used in this research is a descriptive quantitative approach with survey instruments. The total population in this research was 3306 with a sample of 349. The instrument validation used Exploratory Factor Analysis (EFA) with good and feasible results. The results of this research provide an explanation that from 4 aspects of gender inequality that are used as benchmarks, there are 3 aspects that indicate a change in thinking about women. The aspect of Marginalization gets 37.5% of strong disagreement and 55.75% of disagreement. The stereotypes that have existed in society for a long time are strongly disagreed for 47% and disagreed for 34%. The double burden, which is still being discussed today is strongly disagreed for 47% and disagreed for 36.8%. One form of gender inequality which based on the results of this research has not gotten a shift in thinking, namely subordination is still agreed for 47%, while the educational environment, means people who approve of educated women 49.8% and 43.6% strongly agree. The family environment also supports women to continue their education 43.6% strongly agree and 47.7% agree.

Keywords: Education, Women, Gender Inequality, Educational Environment

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## Introduction

One of the factors that influence the progress of a country is education. Education can open the doors of the world and give a better effect on other fields such as economy, health, national defense, and etc. Education is also a shared responsibility of three educational environments that give influence, such as family, government, and society, to open the darkness to be bright (Saptandari, 2005:4). According to RI Law no. 20 of 2000 chapter II article 3 concerning the National Education System states that national education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. In this law, it is stated clearly that development education in Indonesia will increase more quickly.

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which functions to develop the ability to shape dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. To carry out this function, the government organizes a national education system as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that is abbreviated as the National Education System Law 20/2003.

According to the 2003 National Education System Law, education is carried out through 3 (three) channels, namely formal, non-formal, and informal education. The formal education consists of kindergarten (TK/RA), elementary school (SD/MI), junior high school (SMP/MTs), and senior high school (SMA/MA). Then the non-formal education (PNF) consists of life skills education, kindergarten, youth education, women's empowerment education, literacy education, family education, skills education, and job training/courses, equality education, and other educations that aimed at developing students' abilities. Informal education means all education held in the family and environment.

It is clear that in various sources and also in public policies related to education, there is no a discussion that discusses the obligation of education is only for men, but women also have the same rights, but it cannot be avoided in the social construction of society. Gender difference always becomes the first variable whether someone has the right to take an action or not. The differences that have been determined from birth are biological differences between women and men, while those that determine differences in roles and other variables that can be carried out by both parties but are socially shaped and influenced are called gender. Gender is the difference in roles, functions, status, and responsibilities for men and women as a result of socio-cultural constructions (constructions) embedded through socialization processes from one generation to the next (Puspitawati, 2012). As explained above, gender is not synonymous with biological sexual differences, but rather symbolic and social differences that are rooted in gender differences. Gender is a social construction with meaning through social awareness that gender is formed through a long historical and cultural process determined by socio-culture (Bhasin, 1996). Boserup states that education is able to solve the problem of women's contribution to the development. Women are one of the sources of production, so women's education should also be considered important, so the development becomes more effective and developed. Women are included in the development process, but in reality their autonomy towards themselves is ignored (Azkiyah, 2002. Murniati, 2004). Women should be one of the sources of development, but until now it cannot be fully achieved. There are still not a few who argue that women can be educated if the men in their family are educated. Another problem is

that women are only a complement to development, not one of the sources, as we often meet the policy of 30% of women must exist in the political sphere, where this policy, in some cases, is only responsible for completing it, regardless of the quality and ability of these women.

A discrimination against women in education occurs for various reasons. Women are considered irrational and will cause trouble. In work, women often experience discrimination, for example, it is difficult for women to get promoted because their education is relatively low compared to men (Gornick, 1988: 73). This discrimination is also caused by the concept of gender which is misinterpreted by society.

Errors in interpreting the concept of gender cause injustice to women in various forms, namely: a) marginalization of women. It means placing or shifting women to the margins which results a poverty (Murniati, 2004). b) Society's stereotypes towards women labeling or marking a group. This stereotype creates injustice, for example the community has the notion that women's main task is to serve their husbands (Murniati, 2004, Fakhri, 2012). c) A subordination to women. A subordination means an attitude or an action in society that places women in a lower position than men, such as women being beaten by men in education by their families, women are considered unsuitable for various jobs, taking care of the household is considered as a woman's nature, and a double burden on women. d) The double burden on women is happened because they are considered as the person most responsible for domestic tasks, so if a woman works outside the home, she must still take care of the household, for example taking care of the children, cleaning the house, cooking and serving her husband. Women's tasks become piled up and very much. e) Violence against women is any form of violence that causes physical, sexual, or psychological harm or suffering to women including threats of such acts, such as coercion or arbitrary deprivation of liberty, whether occurring in a public place or in one's personal life (Murniati, 2004, Fakhri, 2012).

In addition to gender inequality, the factors that influence women's rights and desires to pursue education are also influenced by the educational environment or commonly referred to as the Tricenter of Education. The tricenter of education is a concept of thought by Ki Hajar Dewantara which states that education has three environmental focuses, namely the family environment, school environment, and society environment. Where these three environments synergistically have roles and responsibilities in developing education for the nation's generation.

The tricenter of education is important because in learning activities, it is not enough just to use the efforts of the school mechanism, but the surrounding environment as well as the family are important factors to support the success in learning activities. There needs to be cooperation between the three environments, so everyone can achieve educational goals (Ahmadi, 2014).

Educational goals cannot be achieved with just one environment, but all educational environments must work together in building education. The following are the roles of each environment: 1) The family environment remains the most important and first educational environment in building ethical, religious, and social behavior education. 2) The school environment becomes an institution that has an obligation to impart knowledge and expertise education. 3). The society environment is a place where children learn to build their character and personality (Ahmadi, 2014). Because the family has a great responsibility for meeting the educational needs of children, so of course they have to provide the best, but not all families can easily meet the educational needs of their children even though they already have the will to provide the best education. This is also influenced by socio-economic status consisting of

three main things that are interrelated with one another, namely parents' educational level, parents' employment status, and family income. The majority of families who are unable to provide their families with basic needs are families that often experience difficulties in the material field (Afiyanti, 2020), so the economic influence on women's education must also be studied because from various studies, the low level of women's education is also due to economic factors, even just the paradigm that is already built.

Nowadays, the progress of women in various sectors has been very good, but the existence of gender inequality that has been lasting in society is a question for now, whether women are still the second subject in obtaining education is important to be researched and known. The growth and development of women have not had an effect on the perspective of today's society. This research was conducted in Ellak Daya Village, Lenteng District, Sumenep Regency, East Java. According to DKB village data for semester II of 2021, the population of Ellak Daya village is 4080 residents from 0-75 years old. This research focuses on the societies or residents that are above 15 years old. The details of this discussion are written below.

Table 1: The total of population of Ellak Daya village, Lenteng, Sumenep

Age	Total
15-24	565
23-39	829
>40	1912
<b>Total</b>	<b>3306</b>

Based on the data obtained from village data, the education level of the society of Ellak Daya as measured by graduation from formal education according to DBS Semester 1 of 2022 is still very low:

Table 2: The final education of the society of Ellak Daya village, Lenteng, Sumenep

Final Education	Men	Women	Total
Not going into school	35.68%	39.97%	37.90%
Do not graduate from elementary school/ the same level	19.69%	20.91%	20.32%
Graduate from elementary school/the same level	19.60%	20.09%	19.85%
Junior High School/the same level	9.29%	8.31%	8.78%
Senior High School/the same level	11.57%	7.74%	9.59%
DIPL I/II	0.39%	0.26%	0.32%
Academy/DIPL III/S	0.37%	0.49%	0.43%
DIPP IV / LEVEL I	3.16%	2.16%	2.64%
LEVEL II	0.23%	0.07%	0.15%
LEVEL III	0.01%	0.01%	0.01%

As a support for this research, there are several references from previous research that has been carried out by different researchers with discussion themes that are relevant to this research. One of the relevant research is Community Perceptions of the Importance of Higher Education for Women. This case research in Curahdringu Village, Tongas District, Probolinggo Regency was researched by Faiqotus Silvia Nabila and Jakaria Umro. Their research used a qualitative approach method, while this research used a quantitative method. Another fundamental difference is this research also emphasizes different variables, namely how the influence of gender inequality that has been ingrained in the perspective of society today, and also how the educational environment influences the importance of education for women. This research has a problem statement to find out the factors of gender inequality that affect the society's perspective on the importance of women's education. It also aims to know how is the perspective of the educational environment namely the society and family on the importance of formal education for women as well as whether for now the family's economic situation affects women's education or not.

### **A. Research Method**

This research uses descriptive quantitative method. A quantitative data is a research method that is based on positivistic (concrete data). The research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem that is researched to get a conclusion (Sugiyono 2018). While descriptive is a collection of sentences that express problems or circumstances or events as they are, so they are simply expressing facts (Moleong, 2000). Another reason for using descriptive methods in this research is reinforced by the opinion of Arikunto (2010) that "...descriptive research is a research that is intended to investigate circumstances, conditions, or other matters that have been mentioned where the results are presented in the form of a research report".

Variables in this research besides the perception of the educational environment, namely the society and family on the importance of formal education for women, are also the factor of gender inequality in influencing people's perceptions. Theoretically, a variable is every form that is determined by the researcher to be researched, so it can get an information about it, and the conclusion can be drawn (Sugiyono 2012). The design in this research uses descriptive statistics. The population in this research are residents of Ellak Daya village who are over 15 years old. This is motivated by the fact that the questionnaire used to find out community opinion requires respondents who understand and know the conditions in their environment and are also able to analyze. According to the Isaac and Michael formula, this research had a population of 3306, and it could be determined that there were no less than 348 respondents, so the sample of this research was 349 respondents using random sampling method. In addition to the instrument, in order to ensure that the instrument is good, it needs to be measured according to the dimensions used. The implementation that needs to be remembered is the principle of instrument construction, namely instrument validity. The instrument in this research uses the validity of the Exploratory Factor Analysis (EFA) analysis where the validity value is used to simplify and to explain the relationship between components in the form of factors (Firdaos, 2016). An analysis is required to determine the number of factors or dimensions that is measured which are obtained through Exploratory Factor Analysis (EFA) (Mardapi, 2008).

## B. Discussion

In this research, to find out the importance of education for women can be seen from the various forms of gender inequality itself, but from 5 forms of gender inequality, it can be seen only from 4 factors because in the last factor, violence against women has now become a common enemy. On the other hand, there is truth of any kind in violence against women. In addition, other variables that influence are 3 educational environments, such as society, school, and family, but because this research is to find out the importance formal education (school) for women, so the variables that affect only two environments, those are society and family.

First, we will discuss how society's perspective regarding forms of women's injustice has taken root from the past. Women experience marginalization in terms of education rights. The stereotypes regarded that women are only enough to be housewives without having to go to high school, and women also experience subordination because society thinks men are more important than women for schooling, and the society regarded related to the double burden that is already attached to women thus giving the impact of women to prioritize family more than their own family. However, the results of this research show:

Table 3: The society's response to the injustice for women

<b>Response/Gender Inequality</b>	<b>Marginalization</b>	<b>Stereotype</b>	<b>Subordination</b>	<b>Double Borden</b>
Very disagree	37.5%	47.1%	15.8%	47.7%
Disagree	55.75%	34%	35%	36.8%
Agree	6%	11.8%	47%	11.8%
Very agree	0.75	7.1%	2.2%	3.7%

From the percentage above, it can be understood that there are 37.5% who disagree with the marginalization of women's right to education, 55.75% do not agree, which means that society has started to provide equal opportunities for women without marginalizing women's rights to learn and continue to develop. However, even though nowadays women have received a lot of education, there are still 6% who agree that women's rights and education in education are neglected. In fact, there are 0.75% who strongly agree to continue positioning women as marginalized part. The results show that the labeling of women not to continue education has greatly decreased, and the results of the research are only 7.1% of people who still think education for women is not important and 11.8% agree with it. Meanwhile, there were 47.1% who strongly disagreed and 34% disagreed with the existing dynamics for labeling women not requiring higher education. Although the injustice towards women in terms of marginalization and stereotypes has begun to fade in society, subordination where women are the second subject who will get the right to education still persists. The results of the research show that there are still 47% of respondents who agree that educated men are far more important than educated women, supported by 2.2% of respondents who strongly agree with this. There are 15.8% strongly disagree and 35% disagree with making women as the second class who have the right to grow up in education. The double burden that women get will continue to occur although the position of women is not to be a housewife but to be a career woman who works in an office and so on because even if women choose to have a caree, they still have the obligation to take care of the household. This is what is called a double burden on women.

There were 47.7% of respondents who stated that women should also have the right to continue their education although they still have double burden. There are 11.8% who still think that women do not need to be highly educated because in the end they will only be housewives.

Table 4: The society and family's perspectives on women's education right

<b>Response/Educational Perspective</b>	<b>Society</b>	<b>Family</b>
Very disagree	1.1%	1.7%
Disagree	3.9%	7%
Agree	49.8%	47.7%
Very agree	45.2%	43.6%

The results above explain that most of society supports women to obtain and to function the right of education. There are 45.2% of respondents who strongly agree that women attach importance to education because education is one of the factors that influence the progress of state civilization. The community also realizes that education is important for all Indonesian citizens without exception. The changes in the paradigm of society are also influenced by the level of education of its citizens. Not everyone thinks the same thought. The results of the research explained that there were 3.9% who disagreed and 1.1% who strongly disagreed with this. This is influenced by the condition of society which also makes economic factors as one of the reasons for women not prioritized in getting an education. This research obtained data that 32.3% of respondents stated that economy was the reason why women dropped out of school, and 32.3% also agreed. There were 24.8% who strongly disagreed and 10.7% validated it. According to the respondents who did not agree with this, there are currently many ways to get an education, not with personal money if you can't afford it because the state also has various programs to improve an education.

In addition to the social perspective that influences one's thinking about women's education, the family environment is also very important. According to the results of this research, the family is very supportive of women's education. There were 43.6% of respondents who gave the opinion that if they had families who wanted to continue their education, they would support it. This statement was also agreed by 47.7% of respondents. There were only 7% of respondents who disagreed and 1.7% strongly disagreed with this statement.

Table 5: The society's perspective on the condition of economy that affect the right of education for women

<b>Response/Factor</b>	<b>Economy</b>
Very disagree	24.8%
Disagree	10.7%
Agree	32.3%
Very agree	32.3%

The results of this research are related to whether economic factors play a role in the family perspective that women also have the same rights in education because not only does the perspective support women to be educated but also how the economic situation of the family is. According to the survey, it was explained that the community strongly disagreed by 24.8%, 10.7% of respondents disagreed, agreed 32.3%, strongly agreed. This means that there are still many families who are constrained by economic factors to be able to support women who can also have higher education.

The results of this research show that the KMO value and the Bartlett test reach 0.745. It is greater than 0.50 and Bartlett's Test of Sphericity (sig) score is 0.000. This value is less than 0.05, which means that this value indicates effectiveness in use and can be continued for factor analysis (Hernikawati and Sensuse 2016). The results of the Exploratory Factor Analysis (EFA) in this research contained 3 factors which could represent a number of indicators. The number of factors formed must first consider the eigen values. A factor is formed if the eigenvalue  $> 1$ . The eigenvalues are always sorted from the largest to the smallest (Sitinjak et al., 2017). Component factor 1 was able to explain 27.634% of the variance, and reduced to factor 2 which was able to explain 42.570%, and reduced to factor 3 which was able to explain 52.307%. Overall, Total Variance Explained can be described in Figure 1.

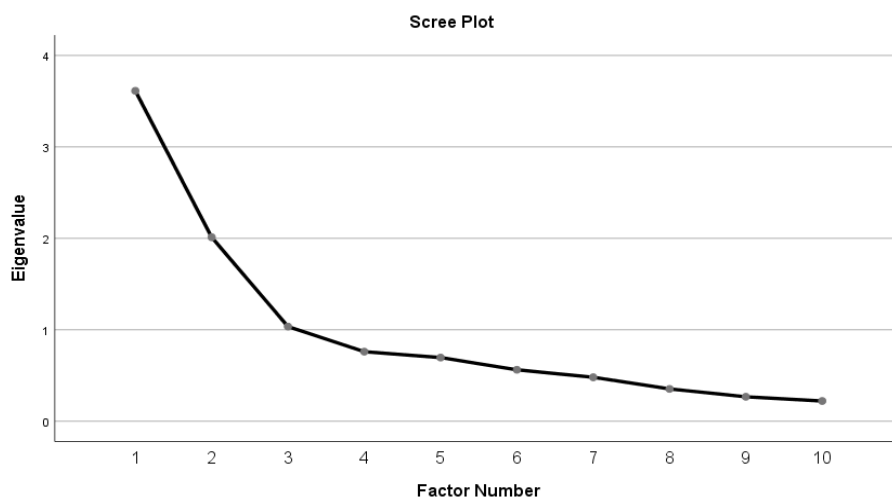


Figure 1: Scree Plot Exploratory Factor Analysis (EFA)

Scree Plot displays the values in graphical form. The scree plot output results in Figure 1 show the data points above the break (inflection point) which changes the value of the X-axis component from 1 to 3 with a sharply decreasing line direction. Then, starting from the value 4, 5, 6, and so on, it can be seen that the line starts to slope and all the analysis factors after point 4 are below the number one on the Y eigenvalue axis. This shows that there are 3 factors that are well formed and have good validation values.

## Conclusion

This research has the conclusion that in the perspective of society, forms of gender injustice to women in terms of education are getting smaller. With the development of the times, women have grown and processed a lot, so it will certainly have an effect on the paradigm built by society. Even though we all know that our society has been very patriarchal from the past. Women's struggles can actually change people's views little by little. The results of this research provide an explanation that from 4 aspects of gender inequality that are used as

benchmarks, there are 3 aspects that indicate a shift in thinking towards women, namely aspects of marginalization, stereotypes, and double burdens. One aspect of subordination that has not experienced a shift in thinking, where women are still the second subject in education. However, in terms of the educational environment, there is a society environment and family environment that has experienced a change in perspective, namely by supporting women to continue their education. Although the family environment has shown a positive response in supporting education, economic factors will affect the decline in women's right to education.

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