

Realizing Gender Equity Through Education

Rezky Juniarsih Nur¹, Siti Komariah², and Wilodati³

Corresponding author. Email: rezkyjuniarsih@upi.edu

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Abstract

Gender stereotypes continue to permeate society, limiting individual potential and impeding progress towards true equality. This research investigates the impact of educational attainment on equality in dispelling these entrenched stereotypes, with the aim of understanding whether educational attainment acts as a catalyst for change. Using a quantitative approach, we surveyed 400 people in Bandung, Indonesia, collecting data on educational background, gender, and levels of gender stereotypes. Using descriptive statistics and regression analysis, we explored the relationship between these variables. Our findings show a significant negative correlation between achieving educational equality and holding gender stereotypes. This suggests that individuals who have equal access to education exhibit lower levels of stereotypical thinking, regardless of their gender. Further analysis delved deeper, showing that individuals with higher levels of education, both male and female, had lower scores on the gender stereotyping measure. This indicates that education plays an important role in challenging traditional gender norms and fostering a more egalitarian perspective. However, the study also identified differences in this relationship. Differences in gender stereotypes existed across demographic groups, with women generally showing higher levels compared to men. These differences highlight the need for further investigation into the complex factors that influence individuals' perceptions of gender roles. Overall, this quantitative analysis strengthens the argument that achieving equality in education is a powerful tool to eliminate harmful gender stereotypes. By providing knowledge, critical thinking skills and exposure to diverse perspectives, education empowers individuals to challenge preconceived notions and embrace a more just society. The findings presented here have valuable implications for policymakers, educators, and community stakeholders who want to create a world free from gender stereotypes and limitations.

Keywords: gender equity; gender; education; stereotypes.

¹ Universitas Pendidikan Indonesia

² Universitas Pendidikan Indonesia

³ Universitas Pendidikan Indonesia

I. Introduction

1.1. Background Analysis

Society's construction of gender generally has only two gender expressions, namely masculine and feminine, and has an inherent 'idealism' demanded by society that masculine is synonymous with men and feminine is synonymous with women (Ramli, U., & Basri, L., 2021, p. 10). It would be considered wrong or inappropriate from the 'ideal' in society when men have feminine traits, especially with the same social roles as women or vice versa.

As found in the research of Annisa, N. (2022, p.11) who thinks that "women's nature is in the kitchen". The existence of a stigma that says that "women's nature is in the kitchen" makes restrictions on space from childhood for women, which can include social rules and norms that limit their freedom. In line with Umi Azizah Logis Purnama Sari's research (2023, p. 2) which states that when talking about women's duties, women seem to only have duties and responsibilities in their homes, besides that they are also tasked with being good mothers and wife without having any freedom to a fundamental level, namely freedom of thought either in the thought process or pouring out what is in their minds. However, the population of Indonesian women, which is increasing steadily, is often seen as a population problem. This phenomenon implies that a very important problem is women's empowerment. This problem is important because many women cannot be ignored due to various causes (Tahir, R., & Raharja, (2021)

Sociologically, it has been rooted and traditionalized in the system of community life, resulting in gender injustice to women as research in Mujahidah (2015, p. 10) states that there are 5 forms of injustice to women based on assumptions that have taken root in society, namely: (1) Marginalization in the form of economic impoverishment with the unavailability of broad opportunities and opportunities for women to obtain professional work outside the home. As if many jobs created are only for men and are not suitable and inappropriate for women to work on; (2) Subordination to one sex, which is generally women. With the assumption that a woman does not need to go to high school, because, in the end, she will still work in the kitchen. There is an assumption that because women are "emotional", it is not appropriate for women to be leaders in community life. There is even a painful part for women, where they are only portrayed in 3 things, namely bed, house, and kitchen; (3) Negative labeling (stereotypes) of the female gender which results in discrimination and various injustices. In society, there are a lot of stereotypes attached to women, which consequently limit, complicate, impoverish, and harm women. For example, women are considered weak creatures so they only need to be protected and do not need to work; (4) Violence, which is mostly experienced by women, is only caused by gender differences. Violence here ranges from physical violence such as rape and beatings to more subtle forms of violence such as sexual harassment; (5) because women's gender role is to manage the household, many women bear more and longer domestic burdens. Women's gender role of safeguarding and maintaining the order of domestic life is seen as worthless, even giving rise to a body of traditions and societal beliefs that they are responsible for the implementation of all domestic work.

Gender stereotypes are assumptions attached to men and women based on their sex. These stereotypes often limit the roles and potential of individuals in various aspects of life, including education and employment. Gender equality, on the other hand, is a condition where men and women have equal opportunities to reach their full potential without the

limitations of stereotypes. Education plays an important role in achieving gender equality and breaking gender stereotypes. Quality education provides opportunities for men and women to develop the skills and knowledge they need to succeed in life. In addition, education can help individuals to understand and challenge gender stereotypes that exist in society. This research aims to quantitatively analyze how education can help achieve gender equality and break gender stereotypes. This research will focus on several aspects, such as Access to education for men and women, Quality of education received by men and women, Impact of education on gender stereotypes, and Policies and programs that can help achieve gender equality through education.

The existence of globalization is something that can provide changes in every aspect of life quickly. The influence of globalization has existed in all corners of the world, one of which is Indonesia. Thus, the progress of globalization and socio-cultural changes have changed the social order in various big cities or regions in Indonesia. As research by Nurul Hafizah. (2023, p. 1) which says that the world is currently facing an era of globalization where the development of science and technology is increasing and every individual is required to be able to keep up with these advances. The times have brought significant changes in the mindset of the younger generation, making the younger generation more aware of the importance of education. Today, young men and women are more focused on their education and career development. This is due to greater access to information through technology, which has opened their eyes to wider opportunities in this world (Putri Erdiyanti, Y., & Nurhaipah, T., 2020, p. 5).

People realize that education is the key to opening the door to better opportunities in life, not only in terms of employment but also in terms of self-improvement and contribution to society. A quality young generation results from a quality education system. It is impossible for the accelerated progress of the nation to be realized in the future without being supported by progress in the field of education. In this case, education is a long-term investment that is very valuable and valuable, especially for the younger generation who will determine the back and forth of a nation (Sawitri and Kanya Iccanti, 2021, p. 68).

The occurrence of globalization and socio-cultural changes has made the mindset of the community change, which used to disagree with highly educated women, now it is pro and supports women who continue their schooling to higher education, this is proven by Suparno's research (2023, p. 7) with the research title "Community Perceptions of the Importance of Higher Education for Women" with its conclusion stating that the community views positively for highly educated women. The community also hopes that highly educated women can apply the knowledge they get when they go to college to the village communities they come from. The findings above are relevant to the research results of Rahmayani, M. (2021, p. 7) that higher education for women is important because women are educators of their children, their background is a mother, the more qualified the mother's school, the better the quality of education given to her child. In addition, the community also provides reasons for this important perception, they assume that by women continuing higher education, they will have broader knowledge.

Building on its theoretical and empirical foundations, this study aims to analyze the impact of achieving equality through education in breaking down gender stereotypes. By gaining a deeper understanding of the factors that influence individual perceptions and behaviors related to gender, it is hoped that this research can provide valuable insights for

policy efforts and interventions oriented towards building an inclusive and gender-equitable society.

This research is highly relevant to the social and developmental challenges faced by society today. Persistent gender inequality and gender stereotypes are still serious problems in many areas, from education to employment. Therefore, this research not only makes a significant academic contribution to the understanding of social dynamics but also has important practical implications in formulating effective policies and intervention programs to promote gender equality. Considering the importance of this issue, this research will fill the existing knowledge gap and provide a solid basis for evidence-based decision-making. It is hoped that the results of this study can provide a clearer view of how education can be an effective instrument in breaking down gender stereotypes and promoting gender equality, which in turn will have a positive impact on society as a whole.

1.2. Hipotesis

- 1) Null Hypothesis (H₀): There is no significant relationship between higher levels of education and reduced gender stereotyping among individuals.
- 2) Alternative Hypothesis (H_a): The higher the level of education obtained; the less gender stereotypes adopted by individuals.

1.3. Literature Study

1.3.1. Gender

Terminologically, gender is interpreted as the possibilities expected by culture for women and men. Gender is seen as a culture as well as an analytical knife used to make differences in women and men both in mentality, behavior, roles, and emotional classifications that grow in society (Muslihudin, et al., 2023, p. 4). As in the research of Lulu'Aniqurrohmah, S. F. (2023) explains Gender is a concept that focuses on the differences between individuals and their environment in society. These are not biological differences, but social and cultural. Gender is a social construction that affects society's perception of individuals and their environment. It is a process that creates differences between individuals and their roles, such as marginalization, conformity, stereotypes, and gender bias. Basically, men are different from women when viewed by their sex and these differences are biological or cannot be changed, but these differences will be socially and culturally constructed so as to give birth to gender, namely responsibilities, behavior patterns, roles, qualities, and others that are masculine and feminine (Ramli, U., & Basri, L., 2021, p. 80).

Gender is characterized by a set of conditions between individuals and their roles, allowing them to be treated as human beings. It is influenced by feminism and contemporary feminist theory, which aims to achieve gender equality and equity in various aspects of activities, including work and family. Gender originally meant sex or gender, but over time feminists have argued that gender is different from sex. According to them, sex is natural while gender is the result of environmental construction. They believe that humans are born with male and female sex, but they can learn to be masculine and feminine (Amanah, et al., 2023, p. 2). Gender is not nature or God's provision; therefore, gender is related to the process of believing how men and women should play and act according to the structured value order, and social and cultural provisions where they are (Riant Nugroho, 2008, p. 6).

In accordance with the contents of the book "Gender Studies and Dynamics", gender must be distinguished from sex (Sex). Sex is the designation or division of two biologically

determined human sexes that are attached to a particular sex. This means that biologically these tools are not interchangeable, permanently these biological tools cannot change and are biological provisions from God or nature (Hanum, 2018, p. 5). The definition of gender according to Fakhri is behavioral differences between men and women that are socially constructed, namely differences that are not natural or not God's provisions but are created by humans (men and women) through long social and cultural processes (Umniyyah, Z., 2021, p. 23). In line with Mustari's research, (2016) which clearly reveals the differences between gender and sex/sex can be seen in this scheme:

<i>Seks</i>	<i>Gender</i>
<ul style="list-style-type: none"> ● Cannot be changed ● Not interchangeable ● Applicable throughout the ages ● Applicable everywhere ● It is God's nature ● Creation of God 	<ul style="list-style-type: none"> ● Can change ● Interchangeable ● Depends on the time ● Depends on local culture ● It is not God's nature ● Human-made

1.3.2. Socio-Cultural Structure and Gender Roles

Since long ago, society has unconsciously adhered to the law of patriarchal hegemony where the ruling force in the family is the father. Male dominance has influenced all other spheres of society. From the social structure, patriarchal ideology is embedded and actualized so that in various ways men must dominate women in the meaning of the word husband itself, male dominance as a husband has been formed socio-culturally (Dwi Puspita Sari, & Ella Nurlaella Hadi, 2023, p.2) Patriarchy is a system where women are made invisible and less influential. Men by force, direct pressure, or through rituals, traditions, laws, language, customs, etiquette, education, and division of labor determine the roles women should play, and where women are subordinate to men (Zuhri, S., & Amalia, D., 2022, p. 22).

In Marx's thinking, men occupy the top position in the social structure and women occupy a position below men. This position also includes an unequal and exploited division of roles and duties. Patriarchy that has been cultivated and entrenched forms a false consciousness. False consciousness according to Marx refers to women's submission to a system that favors men. The familiarity of the patriarchal system in people's lives will hypnotize the consciousness of anyone who is shackled by it. Those who are shackled do not realize that patriarchal cultures such as capitalism exploit the proletariat or women in the concept of gender inequality. This is what Marx called false consciousness (Iqbal, M. F., & Harianto, S., 2022, p. 190).

The patriarchal system that dominates society's culture causes gender inequality and injustice that affects various aspects of human activities. Men have a role as the main control in society, while women have little or no influence or rights in common areas of society, economically, socially, politically, and psychologically, even including the institution of marriage. This causes women to be placed in a subordinate or inferior position (Sakina, 2017, p. 45).

Society has set boxes and boundaries for the roles of women and men. A man should behave like a man, and a woman should follow the standards of femininity. The standards of men and women are created in the form of femininity and masculinity. Femininity and masculinity are related to gender role stereotypes. Without realizing it, the idea that men should be brave and should not be whiny is promoted as a trait that strong men should possess, so as not to be labeled as weak. Conversely, weakness is associated as a female characteristic. So if one character is attached to the concept of the other, it is considered deviant. Society forms the belief that women and men have gender roles (Anindya, a., 2018, p. 25).

Socio-cultural structures have a close relationship with gender roles in society. Gender roles are the result of social construction and norms that exist in a culture. According to the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, Gender roles are learned behaviors in a society/community that are conditioned that activities, tasks or responsibilities should be accepted by both men and women. Gender roles can change, and are influenced by age, class, race, ethnicity, religion and geographic, economic, and political environments. Both women and men have multiple roles in society. Women often have roles in managing reproduction, production, and society. Men are more focused on production and societal politics (<https://www.kemenpppa.go.id/>).

Gender roles can vary across cultures and societies, and there are often stereotypes and expectations that bind individuals based on their gender. It is important to note that gender roles are not fixed or unchangeable, but rather a social construct that can vary depending on cultural context and time. Traditional Gender Roles in Women. The traditional gender role picture is shown with her role when doing household chores. Traditional Gender Roles of Men. In traditional societies, men are associated with ownership of gender roles related to family economic fulfillment (Hanuswantari, A. S., & Wahyuti, T., 2023, p. 5).

Culture and social structures influence how individuals understand and perform their gender roles. In many societies, there are stereotypes and expectations that bind individuals based on their gender. These stereotypes can influence the division of roles and responsibilities between men and women in society. For example, in some cultures, women are expected to take care of the household and children, while men are expected to work outside the home and be the main breadwinner. These stereotypes can limit individuals' choices and opportunities to develop their potential. In addition, socio-cultural structures also affect individuals' access and opportunities in various aspects of life. For example, in some societies, women may face barriers to access to education, equal employment, and political participation. This can result in gender inequality in terms of income, well-being, and power.

Unbalanced gender roles refer to the exploitation of women, the division of roles is more burdensome for women, and this is referred to as multiple roles. The abundance of roles creates an irregularity that can also lead to role conflict in a woman. Women are required to be reliable in domestic affairs, such as cooking, washing, sweeping, and caring for children. According to Marx, this is synonymous with the exploitation of proletarian labor in the factory work system. Karl Marx also defined the proletariat as "reserve soldiers", they are needed to enlarge the scope of the capitalist monopoly (Ritzer & Goodman, 2019). In accordance with the findings of Apriliandra & Krisnani (2021) state that women are always synonymous with domestic affairs, and household activities such as sweeping,

washing, taking care of children, and others. Public affairs are men's business because men are considered stronger and more capable. The existence of separate areas regarding the so-called domestic and public sectors has limited women's space to reach the same level as men in the public area.

1.3.3. Gender Inequality

Gender inequality often limits the choices available to women, severely limiting their ability to participate in or enjoy the fruits of development. Gender inequality also places a burden on productivity, efficiency, and economic progress. By restraining the accumulation of human capital at home and in the labor market, and by systematically excluding women or men from access to resources, public services, or productive activities, gender discrimination reduces the capacity of an economy to grow and reduces the capacity to improve living standards (Amalia, A., 2017).

Gender inequality refers to the inequality that exists between men and women in various aspects of life, including access to education, employment, health, and political decisions. Gender inequality can be measured using various indicators and indices, such as the Gender Inequality Index (GII). According to data from Indonesia's Central Bureau of Statistics (BPS, 2022), Indonesia's Gender Inequality Index (GII) in 2022 was 0.459, a decrease of 0.006 points compared to 2021. The decline in gender inequality also occurred in most provinces in Indonesia. This improvement was influenced by increased achievements in the dimensions of reproductive health and empowerment. For example, the indicator of women giving birth not in health facilities fell from 15.4 percent in 2021 to 14.0 percent in 2022. In addition, the percentage of women 25 years and over who have a high school education and above has also increased higher than men. Gender inequality can also be seen in the percentage of women and men in various aspects of life. For example, based on BPS data, the percentage of working women increased from 26.82 percent in 2021 to 28.79 percent in 2022. This shows an increase in women's participation in the labor force.

The existence of gender inequality occurs, thus causing gender injustice. Gender injustice is a system and structure in which both women and men are victims of the system. Various distinctions in roles and positions between women and men, both directly in the form of treatment and attitudes and indirectly in the form of the impact of laws and policies, have caused various injustices. Gender injustice occurs because of the beliefs and justifications instilled throughout human civilization in various forms that not only affect women but are also experienced by men (Zuhri, S., & Amalia, D., 2022, p. 9).

The research of Febriyanti, G. F., & Rahmatunnisa, M. (2022) revealed that gender injustice is constructed due to the stereotyping of the determinism of masculine and feminine discourse in the patriarchal system that is cultured in the social life of society, causing harm to all genders. As long as there is a culture of patriarchy and sexism, there will always be justifications for gender inequality and injustice, especially in how women are treated. Negative stereotypes that lead to sexist prejudice, or worse, misogyny, are one of the things that perpetuate and normalize patriarchal culture. Sexism, which believes that one gender is superior to the other, seems to justify the patriarchal system that places men at the top of the hierarchy while women are second-class citizens.

The occurrence of misunderstandings and biases about gender in society ultimately has the potential to cause injustices that occur to women. Astuti's research (2021) mentions the forms of injustice, among others:

- a. Gender and marginalization in the real sense marginalization is a word used to describe a fact whether something is inside or outside a social group. In the analysis of gender injustice, marginalization means that women are not part of the process or outcome of development. For example, the green revolution.
- b. Gender and subordination, an attitude that places women in an unimportant position. The assumption that women are irrational and emotional, cannot lead but only deserve to do housework, making society consider women less important.
- c. Gender and stereotypes are the labeling or marking of society towards a particular group. But so far, stereotypes are mostly negative labels. For example, the labeling starts from the assumption that women like to preen to attract the opposite sex, so that if sexual harassment occurs, women are blamed.
- d. Gender and violence is an attack or invasion of a person's physical or psychological integrity. Violence against women stems from gender-related violence. This violence occurs because of unequal power in society. Examples: Rape, beatings, prostitution, pornography, and so on.
- e. Gender and workload, the assumption that women have a "natural" nature.

II. Methods

This study uses a survey research method with a quantitative analysis approach. Quantitative research usually involves systematic and empirical investigation of phenomena through statistics and mathematics and numerical data processing (Basias, N., & Pollalis, Y., 2018). The data used came from a survey conducted among 400 respondents with varying levels of education. This method involves distributing questionnaires to a representative sample of individuals from the target population. The questionnaire can measure the respondent's level of education, the level of gender stereotypes held by the respondent, and potential control variables such as age, gender, family background, and culture. Respondents are asked to answer questions related to gender stereotypes in various aspects of life.

A number of education indicators are used to measure inter-regional educational achievement, namely school enrollment rates, literacy rates, and education levels completed. School enrollment rates show an increase every year at each level of education in all districts/cities. Literacy rates also show a similar increase. These indicators can then show educational attainment between urban and rural areas, between sexes, and between districts or cities. The analytical methods used are the person correlation test and the linear correlation test.

Pearson Correlation Test:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

Linear Regression Test:

$$kamu = \beta_0 + \beta_1 x + \varepsilon$$

III. Results, Analysis, and Discussions

The Pearson Correlation Test is used to evaluate the strength and direction of a linear relationship between two variables. In this case, the test results indicate a significant relationship between education level and gender stereotypes, with a Pearson correlation coefficient (r) of -0.523 and a p value of less than 0.01 . The negative correlation coefficient indicates the inverse direction of the relationship between the two variables, meaning that the higher the level of education obtained by the individual, the less gender stereotypes they hold. The p value of less than 0.01 indicates that the relationship is highly statistically significant, so we can confidently reject the null hypothesis and conclude that the relationship between education level and gender stereotypes is not a mere coincidence, but a consistently observable phenomenon.

These results provide strong empirical support for the understanding that education plays an important role in influencing individual perceptions of gender stereotypes. The higher the level of education an individual obtains, the more likely the individual is to reject or reduce gender stereotypes in their behavior and perceptions. This phenomenon can be explained by greater exposure to gender equality values, a deeper understanding of the complexity of gender issues, and the inclusive learning environment often found in higher education institutions.

These findings have important implications for the development of educational policies aimed at reducing gender stereotypes and promoting gender equality in society. By strengthening investment in education, both at primary and tertiary levels, and improving access and quality of education for all individuals, governments and educational institutions can play a significant role in creating a more inclusive culture and greater gender equality.

Pearson Correlation Test: The test results showed a significant relationship between education level and gender stereotypes ($r = -0.523$, $p < 0.01$). That is, the higher the level of education obtained by the individual, the less gender stereotypes he/she adheres to. Meanwhile, the results of the **Linear Regression Test:** Test results show that the level of education has a significant influence on gender stereotypes ($\beta = -0.234$, $p < 0.05$). This means that for every one increase in education level, gender stereotypes will decrease by 0.234 points.

Linear Regression Test is used to understand the relationship between one or more independent variables and one dependent variable. In this case, the test results show that education level has a significant effect on gender stereotypes, with a regression coefficient (β) of -0.234 and a p value of less than 0.05 . The negative regression coefficient indicates an inverse direction of the relationship between education level and gender stereotypes. That is, for every one increase in education level, gender stereotyping will decrease by 0.234 points. A p value of less than 0.05 indicates that the relationship is statistically significant, so we can reject the null hypothesis and conclude that education level significantly affects the gender stereotypes held by individuals.

These results indicate that education has an important role in influencing individual perceptions and behaviors related to gender stereotypes. The higher the level of education obtained by an individual, the lower the level of maintenance of gender stereotypes in their behavior and perceptions. This may be due to greater exposure to the concept of gender equality, a deeper understanding of diverse gender roles in society, and a learning

environment that supports critical and inclusive thinking often found in higher education institutions.

The findings have important implications in the development of educational policies that aim to reduce gender stereotypes and promote gender equality in society. By strengthening investment in education, improving access and quality of education for all individuals, and developing inclusive curricula, governments and educational institutions can play a significant role in creating a more inclusive culture and greater gender equality. Thus, the linear regression test provides a strong empirical basis for policy development oriented towards social development and gender equality.

According to the results of the study, it can be concluded that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. This means that there is a significant relationship between higher levels of education and reduced gender stereotypes among individuals. This result indicates that the higher the level of education obtained by individuals, the less gender stereotypes they hold. The rejection of the null hypothesis and the acceptance of the alternative hypothesis indicate that the findings did not occur by chance, but are the result of rigorous and reliable statistical analysis.

The correlation coefficient (r) of -0.523 indicates the direction and strength of the relationship between education level and gender stereotypes. The negative value indicates an inverse relationship between the two variables, i.e., the higher the level of education, the lower the level of gender stereotype maintenance. The significance level (p) of less than 0.01 confirms that the relationship is highly statistically significant, indicating that the findings are unlikely to be due to chance in the data sample.

In addition, the regression coefficient (β) of -0.234 shows how much influence education level has on gender stereotypes. Every one-point increase in education level is followed by a 0.234 -point decrease in gender stereotypes. The significance level (p) of less than 0.05 confirms that this effect is also statistically significant. Thus, the results of this study provide strong support for the idea that education plays an important role in reducing gender stereotypes among individuals.

Interpretation:

- a. The correlation coefficient (r) indicates the strength of the relationship between two variables. A negative r value indicates a relationship in the opposite direction. In this case, the higher the level of education, the less gender stereotypes.
- b. The significance level (p) indicates the probability that the results of the study occurred by chance. A p value of less than 0.05 indicates that the results of the study are statistically significant.
- c. The regression coefficient (β) shows the effect of the independent variable (education level) on the dependent variable (gender stereotyping). In this case, for every one increase in education level, gender stereotyping will decrease by 0.234 points.

This research has shown that there is a significant relationship between higher levels of education and reduced gender stereotyping among individuals. Consistently, studies have found that the higher the level of education obtained by an individual, the lower the level of maintenance of gender stereotypes in their behavior and perceptions. This may be due to the wider exposure to the concept of gender equality and more in-depth knowledge of diverse gender roles in society learned at higher levels of education.

In the same way, individuals with higher levels of education tend to be more open to inclusive thinking and are more likely to engage in educational environments that support the dismantling of gender stereotypes. Critical and reflective learning processes in academic environments can encourage individuals to question and change their attitudes and behaviors related to gender. Thus, higher levels of education not only broaden individuals' horizons on gender issues but also strengthen their awareness of the importance of combating gender stereotypes in society.

Overall, this study shows that education plays a crucial role in changing attitudes and behaviors related to gender. The higher the level of education obtained, the more likely individuals are to internalize gender equality values and reject restrictive stereotypes. Therefore, efforts to improve access and quality of education, especially for vulnerable groups, can be an effective strategy in promoting gender equality and driving broader social change. In a policy context, understanding the relationship between education and the dismantling of gender stereotypes provides a strong foundation for the development of policies that support gender equality in the education sector. Inclusive and progressive education policies can be designed to ensure that every individual has equal access to quality education, regardless of gender or socio-economic background. In addition, policies can also focus on curriculum integration that promotes a deeper understanding of gender issues and incorporates approaches that reinforce the dismantling of gender stereotypes at all levels of education, from primary school to tertiary institutions.

In this regard, policies can also focus on training and professional development for educators to help them identify, evaluate, and address gender stereotypes in educational settings. A comprehensive training program can equip educators with the necessary tools and strategies to create inclusive and supportive learning environments for all students, regardless of gender differences. In addition, policies can encourage collaboration between schools, educational institutions, and civil society organizations to raise awareness and advocacy related to the importance of dismantling gender stereotypes in education as well as the implementation of practices that support gender equality at large in society. Thus, comprehensive and integrated policies will help drive positive transformations in education culture and systems toward greater gender equality.

IV. Conclusion and Recommendation

Education plays a central role in helping to improve the quality of human resources in optimizing their potential and ability to enhance economic development. Education is part of the sustainable development goals that must continuously create and ensure quality and inclusive education while supporting lifelong learning opportunities for all individuals. It can be concluded that there is a significant relationship between higher education levels and reduced gender stereotypes among individuals. Statistical test results show that the null hypothesis is rejected and the alternative hypothesis is accepted, with a correlation coefficient (r) of -0.523 and a regression coefficient (β) of -0.234 , and significance levels less than 0.01 and 0.05 respectively. This indicates that the higher the level of education obtained by individuals, the lower the level of gender stereotype maintenance, and that the relationship is unlikely to occur by chance alone.

We recommend increasing education quality as it can be an effective strategy in combating gender stereotypes in society.

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