| **RESEARCH ARTICLE**

Gender Equality Challenges and Raising Awareness in the Patriarchal Cultural in Indonesia

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| **ABSTRACT**

Conventionally the social construction of a gender equality society can increase awareness of education in a patriarchal culture in Indonesia. The construction of gender equality and gender justice is carried out by people who have concerns about the role and work of women in particular and society in education. Top-down affirmations are carried out in various actions and gender equality movements. Women are the object of the equality movement to raise awareness and gender justice in the field of education. Along with the development of the times and in the era of digitalization as it is today, it can transform the paradigm of women's thinking. They actively participate in development through education. Although through various challenges and obstacles due to being in a patriarchal culture, the level of women is lower than men. This paper shows Gender Equality in Patriarchal Education and Culture, real theoretical challenges in improving gender equality, efforts to raise women's awareness of the importance of education, and the implementation of gender equality in education in the social context of society. This paper suggests the need for access and opportunity for women and public policies that are gender bias-oriented, involving women's participation and providing equitable benefits for women.

1. Introduction

Although it has been going on for a long time and has been a socio-cultural construct in Society (Kapitány-Fövény et al., 2022), the problem of gender inequality and gender injustice has become a social phenomenon (Ryan et al., 2020). So it requires serious attention from all people to find the best solution. This is the central pillar in realizing equality and social justice for all communities (Roy Lin et al., 2021). However, the phenomenon is still the occurrence of gender bias and inequality. The Challenge of Realizing Gender Equality is due to the still-echoing patriarchal culture embraced by most world nations. The view that men are more robust, powerful, and entitled to occupy essential roles has constructed a cultural order that favors men more than women. This cultural construct continues from century to century and from generation to generation, so our society has difficulty distinguishing between what is in the world(Allison et al., 2021).

To realize Gender Equality and raise awareness in the Indonesian education system, facing two things, namely challenges and genuine action efforts (Venter et al., 2019). The importance of this paper is to complement the shortcomings of previous studies on gender equality in education (Palomares-Ruiz et al., 2021). The studies so far have addressed the gap between men and women. However, the study's limitations only discuss how to improve gender equality without looking at the challenges and efforts in raising awareness of women in education, especially in patriarchal cultural systems such as in Indonesia.

The purpose of this article is, among others; (1) to determine how to realize equality in education and patriarchal culture, (2) to determine what factors are real theoretical challenges in improving equality and how to increase women's awareness of the

importance of education?, (3) How is the implementation of gender equality in the field of education in the social context of society.

This paper analyzes several arguments on gender equality, subordination, and gender injustice issues. First, Stereotyping is a raw image of an individual or group that does not correspond to existing empirical reality. Negative labeling, in general, always breeds injustice. This leads to discrimination and injustices that harm women.

2. Literature Review
2.1 Gender Equality
The female sex is associated with poorer self-confidence in performing procedural skills. This trend that has been corroborated in other medical and surgical education studies impacts half of the potential surgical workforce and should be considered particularly important given the growing interest in surgical careers demonstrated by our female students. Commonly reported barriers to achieving technical ability include a lack of opportunities provided by residents and consultants, time pressure, and a lack of confidence. Therefore, it is essential for educators to be aware of these gender differences and to actively promote fair learning opportunities for female trainees to attract the most capable medical students, regardless of gender, to future generations of surgeons.

In Spanyol (Palomares-Ruiz et al., 2021), this article presents research to analyze the use of Information and Communication Technology (ICT) to promote women's empowerment, entrepreneurship, and leadership in today's society. First, we examined the digital gender gap in undergraduate studies in Spain by the education branch and its relationship with the level of affiliation with Social Security graduate's Degrees and Cycles after one, two, and three years from the completion of their university studies. Then, it is supplemented by case studies for samples paired with quasi-experimental methods to determine whether the alternative hypothesis of gender inequality in the way of value, as an assessment of academic performance, is acceptable between the two orientations the subject is taught. The results showed, in the experimental group, higher motivation and in studying higher scores, compared to the control group, did not find statistically significant gender differences in academic performance(Polatcan & Titrek, 2014; Topal, 2019; Vijeyarasa, 2020).

2.2 Partiarkhi Culture
According to Bressler, Patriarchy is a social system that places men as the central authority figures in social organizations. Fathers have authority over women, children, and property. Implicitly this system institutionalizes men's government and privileges and demands the subordination of women (Kocabicak, 2018). Furthermore, Bressler details Patriarchy as a concept used in the social sciences, especially in anthropology and femininity reference studies. Patriarchy is also meaningful as the distribution of power between men and women, in which men have an advantage in one or more aspects, such as the determination of lineage (exclusive patrilineal descent and carrying the last name), the rights of the firstborn, personal autonomy in social relations, participation in public and political status or religion or the attribution of various male and female occupations determined by the sexual division of labor (Atmadja et al., 2015; Dalton, 2019; Prager, 2020).

Gupta says that Patriarchy is the cause of the oppression of women in a Society that adheres to the patriarchal system and puts men in a dominant position and power over women. Men are considered to have more power than women. On all fronts of life, society views women as weak and helpless. According to Masudi, as quoted by Faturochman, the history of patriarchal societies from the beginning formed a human civilization that considered that men were stronger (superior) than women, both in personal life, family, society, and state. This patriarchal culture has traditionally shaped differences in behavior, status, and authority between men and women in society, which later became a gender hierarchy (Gupta et al., 2020).

On another occasion, Atmadja, Prasad and Thampi said that the problem of marginalization faced by women lies in the patriarchal culture, namely the values that live in society, which positions men as superior and subordinate to women. This patriarchal culture is reflected in the life of a family, society, nation, and state, as well as being a source of justification for the distribution system of authority, decision-making system, division system, ownership system, and gender resources distribution system. Such a culture will eventually boil down to the treatment of the Challenge of Realizing Gender Equality, discrimination, marginalization, exploitation, and violence against women (Atmadja et al., 2015; Prasad & Thampi, 2021).

3. Methodology
This research uses qualitative research, the perspective of hegemony Antonia Gramsci (Miles, Matthew B, 1994). Qualitative research aims to know and understand all experiences of the research subject (Ali 2017; Siswati 2018). Data collection in this qualitative research through in-depth interviews, observations, and analysis to obtain gender equality data sets in this study is a phenomenon of challenges to gender equality and justice in education in a patriarchal culture in Indonesia.

The location of this research is the role and position of women in the field of education, especially in school to college education institutions. Data collection techniques use primary data and secondary data. Primary data is obtained from in-depth, in-person interview activities between researchers and research subjects. In contrast, secondary data is obtained from a set of supporting data to enrich research results.

The information analysis method in this study utilizes the information analysis approach of Antonio Gramsci (Creswell, 2014) as well as using the presentation of Miles and Huberman's information(Miles et al., 2014). Miles and Huberman's analysis model is an interactive analysis process in the form of cycles(Grosvenor, 1998; Miles, Matthew B, 1994)). So, it can say that qualitative information analysis activities are often tried interactively and take place continuously until it is complete perfection. This analysis method consists of 3 elements that are; reduction of information, presentation of information, and withdrawal and test of conclusions (Lucas, 2016).

4. Results and Discussion
4.1 Gender Equality: In Patriarchal Education and Culture.
According to Azizah and Shilikin, culture and ideology are not one thing that comes down from the sky(Azizah, 2014; Sholikin, 2018). It is shaped by humans and socialized from one generation to the next. Azizah said cultural values are mental factors that determine a person's actions or Society (Azizah, 2014). Based on the thesis of Azizah above, realizing gender equality is not impossible for a group or a nation, even though patriarchal culture has been going on for a long time. Achieving gender equality is a long-term schedule that cannot be done in a short time. Because changing the culture that starts from a mental change in looking at something, takes time. Education is the key to realizing gender justice in society, including those that adhere to patriarchal culture, because education is a tool to transfer the norms of society, knowledge, and knowledge(Ahdiah, 2013; Zaprulkhan, 2015).

4.2 Theoretical Factual Challenges in Improving Equality
Various research results reveal that a single factor does not cause the gender gap, but several factors hook each other(Koster & Litosseliti, 2021). Four main factors can be mentioned, namely the Challenge of Realizing Gender Equality, factors of access, control, participation, and benefits. In education, access factors are evident in curriculum preparation and learning processes that tend to be male bias (toward male bias). In both of these processes, it must be recognized that the proportion of males is very dominant. Indications can be seen in the authors of textbooks in various fields of study, most of whom are men. In addition, the number of teaching staff, especially in SLTP and above, is more male-dominated(Manolis & Manoli, 2021).

As a result, the learning process becomes male bias (bias against females). This condition is further exacerbated by the fact that the gender sensitivity of society, both men and women, is still very low. In addition to access, control factors also contribute to realizing gender bias. For example, in education, control over the castration of education is more dominated by men, considering that men are more in strategic positions in education, especially in structural positions, ranging from the main level to the lowest level. This is because the participation of women in the decision-making process in the field of education is relatively low. As a result, many policies in education are seen as gender-sensitive(Zabaniotou et al., 2021).

Women's Awareness of the Importance of Education Education is the key to realizing gender justice in society, including those that adhere to patriarchal culture. Because education is a tool to transfer the norms of society, their knowledge, and abilities; in other words, educational institutions are a formal means for socialization as well as the transfer of values and norms that apply in society, including gender values and norms(Luctkar-Flude et al., 2021). For this reason, from the beginning, it is necessary to strive for the realization of gender justice in educational institutions. Starting from poor education, the impact will affect other aspects, such as access to work, politics, and decision-making. Women who do not have personal resources in education will be complicated accessing jobs, especially in the formal sector, which is relatively high(Pampati et al., 2021).

Their employment is usually limited to low-wage informal sectors such as manual laborers or domestic helpers. Gender inequality in education, among others, is a gap in obtaining consistent opportunities at every type and level of education(Akita & Mori, 2021). Women tend to have smaller educational opportunities than men(Zabaniotou et al., 2021). The higher the level of education, the widening the gap. This gap, in turn, leads to different average earnings for men and women(Liu & Wang, 2020; Xu et al., 2022). Gender inequality in education can also be observed in terms of the content of textbooks. Most textbooks, especially Language and Literature, IPS, VAT, Physical Education, Arts, and the like, that discuss the position of women in society tend to still adhere to gender-biased values. Women in these books are still placed in domestic roles, whereas men are positioned in public roles. Thus, the contents of the books still acknowledge the existence of strict segregation of space between men and women, Men in public spaces and women in domestic spaces. Curricula and subject matter that do not yet refer to gender equality and justice principles will cause women to remain without the mentality of productive citizens(Brandt et al., 2021).

This section is a comparative or descriptive analysis of the study based on the study results, previous literature, etc. The results should be offered in a logical sequence, giving the most important findings first and addressing the stated objectives. The author should deal only with new or important aspects of the results obtained. The relevance of the findings in the context of existing literature or contemporary practice should be addressed.

4.3 Realizing Gender Equality in Social Culture

The female sex is associated with poorer self-confidence in performing procedural skills(Pinto et al., 2019). This trend that has been corroborated in other studies of medical and surgical education impacts half of the potential surgical workforce and should be considered particularly important given the increasing interest in surgical careers shown by our female students. In addition, commonly reported barriers to achieving technical ability include a lack of opportunities provided by residents and consultants, time pressures, and a lack of confidence. Therefore, it is essential for educators to be aware of these gender differences and to actively promote equitable learning opportunities for female trainees to attract the most capable medical students, regardless of gender, to future generations of surgeons(Pollock et al., 2021).

In Spain (Palomares-Ruiz et al., 2021), This article presents research to analyze the use of Information and Communication Technology (ICT) to promote women's empowerment, entrepreneurship, and leadership in today's society. First, we examine the digital gender gap in undergraduate studies in Spain by the education branch and its relationship to the affiliate level with Social Security Degree and Cycle graduates after one, two, and three years. Completion of their university studies. Case studies complement it for samples paired with quasi-experimental methods to determine whether alternative hypotheses of gender inequality in the way of value, as an assessment of academic performance, are acceptable between the two orientations of the taught subject(Arias et al., 2021; Townsend et al., 2019). The results showed that in the experimental group, higher motivation and studying higher scores, compared to the control group, found no statistically significant gender differences in academic performance(Soares et al., 2021).

4.4 Women and Partiarkhi Culture in Social System

According to Sadik, Patriarchy is a social system that places men as the central authority in social organizations. Fathers have authority over women, children, and property. Implicitly this system institutes male government and privileges and demands the subordination of women (Sodik, 2012). Furthermore, Sadik details Patriarchy as a concept used in the social sciences, especially in anthropology and the study of reference to femininity. Patriarchy also means a distribution of power between men and women, in which men have an edge in one or more aspects, such as the master of the lineage (exclusive patrilineal descent and carrying the last name), the rights of the firstborn, personal autonomy in social relations, participation in public and political or religious status or the attribution of various works of men and women determined by the sexual division of labor (Nurcahyo, 2016).

Zaprulkhan says that Patriarchy is the cause of oppression of women (Zaprulkhan, in a society that adheres to a patriarchal system, puts men in a position and power that is dominant over women. Men are considered to have more power than women. In all walks of life, society views women as weak and helpless. According to Azizah, as quoted by Zaprulkhan, the history of patriarchal society since the beginning formed human civilization, which considers that men are stronger (superior) than women, both in personal life, family, society, and state. This patriarchal culture hereditarily shaped differences in behavior, status, and authority between men and women in a society that later became the gender hierarchy. (Zaprulkhan, 2015).

On another occasion, Ahdiah said that the problem of marginalization women faces lies in the patriarchal culture, namely the values that live in society, which position men as superior and subordinate to women. A patriarchal culture like this is reflected in family life, society, nation, and state. It is a trustworthy source of authority distribution, decision-making, labor division, ownership, and gender-biased distribution systems. This culture will eventually come down to the treatment of the Challenge of Realizing Gender Equality, discrimination, marginalization, exploitation, and violence against women (Ahdiah, 2013).

5. Conclusion

From several descriptions of research data, conclusions can be drawn; first Indonesian women live in a patriarchal culture, able to realize women's equality through education. First, educational institutions are a formal means of socialization as well as the transfer of values and norms prevailing in society, including gender values and norms. Women who do not have human resources in education will naturally find it very difficult to access jobs, especially in the relatively high-income formal sector. Now, the existence of women cannot be doubted, women in all sectors of life; Second, Thus, in general, society still recognizes the existence of strict segregation of space between men and women; Males in public spaces while females in domestic spaces. These are the factors that pose a theoretically factual challenge to improving women's equality; Third, In the aspect of education, control over education policy is more male-dominated, considering that men are more in strategic positions in the management of education, especially in structural positions, starting from the central level to the lowest level

This paper analyzes several arguments on gender equality, subordination, and gender injustice. First, stereotypes. That is the standard image of an individual or group that does not correspond to the existing empirical reality. Negative labeling, in general, always breeds injustice. This has resulted in discrimination and various injustices that harm women. Therefore, realizing social justice, among others, by realizing gender equality is a common interest. Because of injustice, wherever the estuary is, the creation of an uncomfortable social order and alienation can even cause conflict. Therefore, earnest efforts are needed from all parties to realize gender equality by changing the culture.

This study recommends serious efforts from all parties, society, and government, to realize equitable gender equality. Furthermore, it is necessary to open access and opportunities for women about public policies oriented towards gender bias; third, involving the participation of women to provide benefits for the public interest. The limitations of this study are only about the study of gender equality in the scope of education. It has not seen injustice and gender equality in social, cultural, political, legal, and Religious.

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