

Gender Equality Awareness of Indonesian Students in Time of Covid-19 Pandemic

Hotmaulina Sihotang^{1*}, Mita Yesyca², Lolom Evalita Hutabarat³, Santri Purba⁴

^{1, 2, 3, 4} Universitas Kristen Indonesia

^{1*} hotmaulina.sihotang@uki.ac.id

ABSTRACT

Globally, there are still many women who are not literate and do not go to school. Their limited access and opportunities to get an education are often due to intertwined economic and cultural factors. However, constraints remain specially for the young women and girls to participate in higher education. During Covid-19 pandemic, the massive change in roles and responsibilities between men and women brings possibilities to improve gender equality among people. Such situation would be possible with the awareness on daily gendered social practices which will then encourage activism to bring positive change to the community. The paper examines gender equality awareness index of Indonesian students in time of Covid-19 pandemic. The study uses quantitative approach. Data collected from 463 respondents, consisting of 62.4% female and 37.6% male respondents. Result of this study shows that gender equality awareness in Higher Education participation of students in time of Covid-19 pandemic decreases from 3.1793 to 1.8002 after pandemic covid-19. Furthermore, there are positive changing for gender-based economy participation from 2.1605 to 2.4352 after the pandemic. In reproductive health aspect, the index is relatively constant with 3.2408 before the pandemic to 3.2354 after the pandemic.

Keywords

Gender Equality, Awareness Index, Students, Pandemic Covid-19

Introduction

Most of the world's population who live in poverty are women. The losing condition experienced by women do not suddenly happen. There is discrimination that occurs continuously in various fields against women (Jovani, 2017). The unequal social relations between men and women also occur in the field of education, even though education is a basic right for anyone (Dwyer et al., 2013; McLeod, 2019). This gender-based inequality affects not only women, but also men because a family needs a balanced role of father and mother to provide the basic rights needed by their children. Without the roles of father and mother in a balanced and just family, surely a strong nation will never exist (Damayanti, 2017). Unfortunately, in the underdeveloped areas in Indonesia, the level of school participation by sex shows a low rate for women, especially when their education level is getting higher (Yesyca, 2018b). Globally, there are still many women who are not literate and do not go to school. Their limited access and opportunities to get an education are often due to intertwined economic and cultural factors.

To understand gender-based inequality and injustice, the notion of gender and its difference from the concept of 'sex' needs to be underlined (Yesyca, 2018a). Gender is a social relationship between men and women in a society at a certain time, carrying innate roles and social responsibilities for men and women in certain cultures and social structures. Meanwhile, sex is a biological characteristic that can naturally be found in the bodies of men and women. Recognizing gendered practices will help to realize that there are things which can be changed, especially if these are used to discriminate against someone.

Currently, amid the imposition of social restrictions due to the Covid-19 pandemic, there has been a massive change in roles and responsibilities between men and women in society (Nanthini & Nair, 2020). The situation of quarantine and various layoffs has made many families adapt to changes in roles—either by agreement or coercion. By expanding the concepts which have emerged since 1970s, "double presence" or "double duty" or "double burden", we can now see at least three roles shouldered by men and women. The changing roles can be categorized into three broad groups: productive,

reproductive, and socio-cultural roles (Balgah et al., 2019). This change has two possibilities, depending on how men and women respond to it: first, it causes women to carry a larger workload than men, or second, men become involved in a lot of domestic or care works. The latter can happen if there is a more even distribution of domestic responsibilities than before the pandemic, for example in choosing who stays at home as the unpaid caregiver (Miyamoto, 2020). Such situation would not have been possible without the active efforts of both men and women in the family to open and agree on gender justice inside the family (Menniti et al., 2015; Song & Ji, 2020).

Changing unfair gender-based social practices in the field of education requires at least two things. First is the ability to see and examine the gendered practices around men and women as well as the impact of those practices on both. Second is the awareness of gender-based injustice which will then encourage activism to bring positive change to the community where unfair gendered practices are supported (Temin & Roca, 2019).

Literature Review

Distribution of Incoming Student

Study from one of the oldest private universities in Jakarta shows the composition of incoming students for some Faculties in the past 4 years based on their sex in table below. From the data, it can be seen that the number of female incoming students increases every year with average of 60% - 79% of total incoming students in each faculty. For most of the faculties, number of female students are higher than male students; except for Engineering Faculty and Law Faculty with average of 24% and 42% respectively. Although in total there are more female incoming students than male incoming students from year to year; UKI students themselves come from various regions throughout Indonesia with various expressions of patriarchal culture. Therefore, a deeper measure is needed which can examine gender equality among them.

Table 1. Incoming Student from Academic Year 2017/2018 to 2020/2021

| Faculty | 2017/2018 | | 2018/2019 | | 2019/2020 | | 2020/2021 | |
|--|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| <i>Faculty of Teacher Training and Education</i> | 20 | 94 | 25 | 103 | 38 | 128 | 30 | 97 |
| <i>Faculty of Lettes</i> | 17 | 50 | 25 | 44 | 9 | 30 | 11 | 27 |
| <i>Faculty of Economics and Bussiness</i> | 55 | 98 | 68 | 95 | 39 | 80 | 61 | 114 |
| <i>Faculty of Law</i> | 109 | 84 | 120 | 92 | 107 | 70 | 145 | 111 |
| <i>Faculty of Engineering</i> | 58 | 18 | 76 | 29 | 71 | 19 | 112 | 36 |
| <i>Faculty of Social and Political Sciences</i> | 66 | 103 | 71 | 103 | 66 | 96 | 97 | 147 |
| <i>Faculty of Vocational</i> | 39 | 53 | 27 | 78 | 30 | 89 | 25 | 78 |

Gender Equality Awareness

To transform the unequal social relations, understanding and awareness on the principles of equality expressed in daily experiences must be developed by people in the community (Gobo, 2016). Indonesia has made a lot of progress in

improving access to education in recent decades (Rosser, 2018; Wicaksono & Friawan, 2011). Not only that, but major improvement has also been done to prevent adolescent girls drop out from school, primarily because of marriage, work, pregnancy, or the poor quality and irrelevance of their education. In many education institutions, lack of female teachers has been addressed by

providing role models or gender-sensitive treatment for girls to develop their potentials (Marpinjun et al., 2018; Nair, 2019). Much progress made in primary to secondary education because of governments' actions to improve the national educational systems through regulations. However, constraints remain specially for the young women and girls to participate in higher education. Many problems associated with girls' poor access relate to cultural values or poverty, requiring them to work instead of going to higher education institutions. To address the barriers, it would require both men and women to question if both share the equal positions in their own culture and social practices.

Methods

This study aims to describe the profile of gender equality awareness, to reveal students' experience regarding gender equality in their daily social practices. The study was conducted from September to November 2020 at Universitas Kristen Indonesia in the time of pandemic covid-19, using quantitative approach (Creswell &

Creswell, 2018). Case study is a series of scientific activities carried out intensively, in detail and in depth about an organization's program to obtain in-depth knowledge of the events that took place. Therefore, generating hypothesis using the case study is most useful, whereas other methods are more suitable for hypothesis testing and theory building (Tight et al., 2016). The research instrument used in this study was a questionnaire consisting of 25 statement items, of which 18 items were for conditions before the Covid-19 pandemic and 7 items for conditions afterwards (Aydin et al., 2013).

Respondents were incoming students of undergraduate programs and diplomas in the 2020/2021 academic year, consisting of 7 faculties and 23 study programs with total 463 respondents. The technique used was purposive sampling before treatment on gender equality. Questionnaire was taken by 283 respondents after the treatment (Ashley Crossman, 2019; Bloor & Wood, 2016; Crossman, 2017; Jupp, 2015; Rai & Thapa, 2015; Vogt, 2015). The treatment itself covered *studium generale*, seminars and service learning about gender equality for freshmen.

Table 2. Distribution of Respondents

| Faculty | % Respondents Before Treatment | | % Respondent After Treatment | |
|--|---|--------|------------------------------|--------|
| | Male | Female | Male | Female |
| | Faculty of Teacher Training and Education | 2% | 13% | 6% |
| Faculty of Lettes | 2% | 4% | 2% | 7% |
| Faculty of Economics and Bussiness | 2% | 5% | 2% | 13% |
| Faculty of Law | 14% | 14% | 5% | 5% |
| Faculty of Engineering | 8% | 4% | 11% | 5% |
| Faculty of Social and Political Sciences | 7% | 14% | 7% | 11% |
| Faculty of Vocational | 3% | 9% | 2% | 7% |
| Total Respondents | 100% | | 100% | |

The data was obtained through a questionnaire about the condition of students, i.e. identity, sex, and changes in attitudes/actions during the Covid-19 pandemic. The latest literature related to

gender issues are used prior to the survey. Furthermore, an adaptation process was carried out to the study instrument, namely the condition of students who described gender and changes in

attitudes/actions during the Covid-19 pandemic. Validation of the questionnaire was done through expert validation. Data collection and instrument dissemination were carried out by distributing instruments in Microsoft Office 365 Forms which were integrated with android devices. Descriptive analysis was used to describe the profile of gender equality and justice. All data collected was then processed and analyzed using SPSS after a validation test carried out on each statement item in the questionnaire (Cronk, 2018).

Data Analysis

Profile of Respondents

The data for this study is taken on October 2020 for 463 of incoming students Universitas Kristen Indonesia. From the data in Table 2, it can be seen that 62% of respondents are female and 38% are male. Composition of respondents' ages are 17

years (15%), 18 years (53%), 19 years (21%), 20 years (6%) and others (6%). Based on the distribution of respondents' regions, most of respondents came from Java-Bali and Sumatera areas (82%).

Ethnic background in Indonesia greatly influences gender equality awareness profile, therefore the data on the distribution of ethnicities of the respondents is very important in analyzing this study. Changes in gender characteristics cannot be equated in one region with another. The changes are very volatile and each region has different gendered social practices. For example, in certain ethnic groups, men are prioritized to get higher education because they are considered as the successor or family leader in the future. Most of the respondents are Bataknese (47%), Javanese (14%) and Timor tribe (12%) who followed the paternal line as the dominant party in certain fields, as seen in figure below.

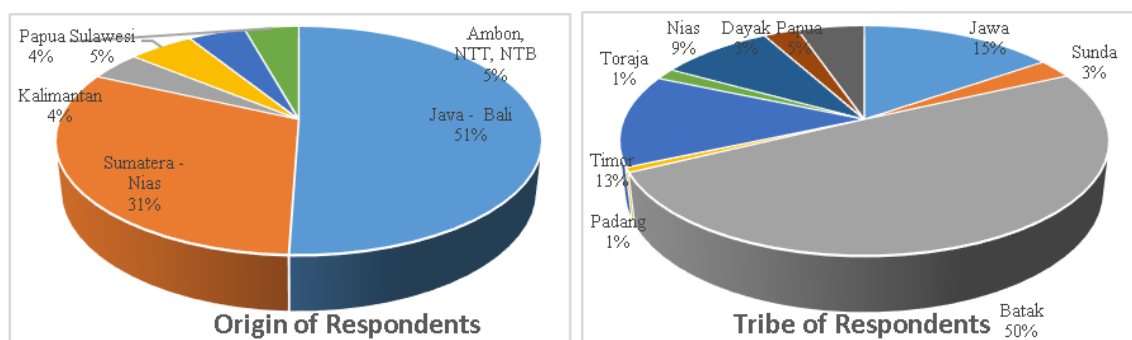


Figure 1. Distribution of Respondents' Ethnic and Origin

Gender awareness in a culture also influences on how people can get education. Based on Indonesian government regulations, male and female have the same right and equal opportunities to get a formal education: women and men must have the same access to obtain higher education. In the era of the Covid-19 pandemic, all of respondents attend lectures online. Thus, a questionnaire is distributed via Microsoft Office 365 Form, so it can be accessed from various areas of students' origin.

Statistics Descriptive

Data collected from 463 respondents, consisting of 62.4% female respondents and 37.6% male respondents from 7 faculties, is shown as follow.

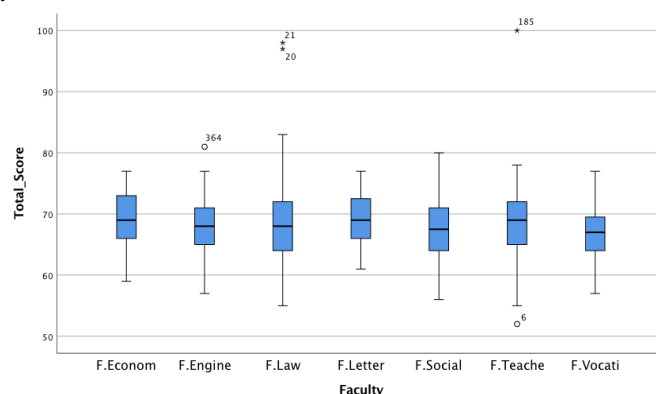


Figure 2. Distribution of Respondents' Faculty

Analysis of data using statistics method of SPSS also conducted to examine all data collected from

questionnaire. The results of the analysis are shown in Table 3.

Table 3. Statistics Descriptive

| Gender | Parameter | Statistics | Std Error | |
|----------------------------------|----------------------------------|------------|-----------|------|
| Female | Mean | 68.45 | .329 | |
| | 95% Confidence Interval for Mean | Lower | 67.81 | |
| | | Upper | 69.10 | |
| | 5% trimmed mean | 68.29 | | |
| | Median | 68.00 | | |
| | Variance | 31.249 | | |
| | Std of Deviation | 5.590 | | |
| | Minimum | 56 | | |
| | Maximum | 100 | | |
| | Range | 44 | | |
| | Interquartile Range | 7 | | |
| | Skewness | 1.089 | .143 | |
| | Kurtosis | 5.034 | .286 | |
| | Male | Mean | 67.74 | .430 |
| 95% Confidence Interval for Mean | | Lower | 66.89 | |
| | | Upper | 68.58 | |
| 5% trimmed mean | | 67.69 | | |
| Median | | 68.00 | | |
| Variance | | 32.207 | | |
| Std of Deviation | | 5.675 | | |
| Minimum | | 52 | | |
| Maximum | | 97 | | |
| Range | | 45 | | |
| Interquartile Range | | 7 | | |
| Skewness | | .598 | .184 | |
| Kurtosis | | 3.377 | .366 | |

Based on Table 3, it is shown that the average female concern for gender is 68.45 which is good. With a confidence level of 95%, the average female concern for gender was $67.81 \leq X \leq 69.10$. The average male concern for gender is 67.74 which is good. With a confidence level of 95%, the average male concern for gender is $66.89 \leq X \leq 68.58$. This means that female students care more about gender than male ones.

Gender Awareness in Time of Covid-19 Pandemic

Gender Equality Awareness in this study covers of three aspects, which are (1) higher education participation; (2) economy participation and (3) reproductive health. Aspect of higher education

participation consists of three indicators which are motivation to get higher education, financing ability to get higher education, and opportunities for continuing education to quality higher education. Aspect of economy participation focuses on indicator of adequacy of the family economy. While aspect of reproductive health has indicator of maintaining reproductive health. Result of this study of Gender Equality Awareness before and after Covid-19 pandemic can be seen in Table 4 and Table 5 below. From the result, it can be seen that there are changing unfair gender-based social practices in the aspect of Higher Education Participation from 3.1793 before Covid-19 pandemic, which decreases to 1.8002 after Covid-19 pandemic. Furthermore, there are positive changing in the aspect of economy

participation from 2.1605 before Covid-19 pandemic, which increases to 2.4352 after the pandemic. Whereas the aspect of reproductive

health is relatively constant at 3.2408 before the pandemic, and at 3.2354 after the pandemic.

Table 4. Result of Gender Equality Awareness Before Covid-19

| Parameter | Higher Education Participation | Economy Participation | Reproductive Health |
|-----------------------|--------------------------------|-----------------------|---------------------|
| Mean | 3.1793 | 2.1605 | 3.2408 |
| Std Error of Mean | .01487 | .01604 | .02407 |
| Median | 3.1667 | 2.00 | 3.00 |
| Mode | 3.33 | 2.00 | 3.00 |
| Std of Deviation | .31993 | .34524 | .51786 |
| Variance | .102 | .119 | .268 |
| Skewness | -.748 | -.103 | -.103 |
| Std Error of Skewness | .113 | -.113 | -.113 |
| Kurtosis | .871 | -.615 | -.615 |
| Std Error of Kurtosis | .226 | .226 | .226 |
| Percentiles | 25 | 3.00 | 2.00 |
| | 50 | 3.16 | 2.00 |
| | 75 | 3.5 | 2.33 |

Table 5. Result of Gender Equality Awareness After Covid-19 Pandemic

| Parameter | Higher Education Participation | Economy Participation | Reproductive Health |
|-----------------------|--------------------------------|-----------------------|---------------------|
| Mean | 1,8002 | 2.4352 | 3.2354 |
| Std Error of Mean | .01510 | .01408 | .03068 |
| Median | 2.00 | 2.50 | 3.00 |
| Mode | 2.00 | 2.50 | 3.00 |
| Std of Deviation | .32490 | .30305 | .66015 |
| Variance | .106 | .092 | .436 |
| Skewness | -1.376 | -.415 | -.478 |
| Std Error of Skewness | .113 | .113 | .113 |
| Kurtosis | .631 | .914 | .054 |
| Std Error of Kurtosis | .226 | .226 | .226 |
| Percentiles | 25 | 1.50 | 2,25 |
| | 50 | 2.00 | 2,50 |
| | 75 | 2.00 | 2,50 |

Based on Figure 3, in general, the awareness on gender of new students after studying at UKI for one semester increases, students are also motivated to learn. Even though before the Covid-

19 pandemic there were families having sufficient income, but after the Covid-19 pandemic family income decreased. The condition resulted in requiring family members to work to help parents

to support the family. This does not make students complain, but instead they can understand this

condition and stay motivated in college to keep achieving.

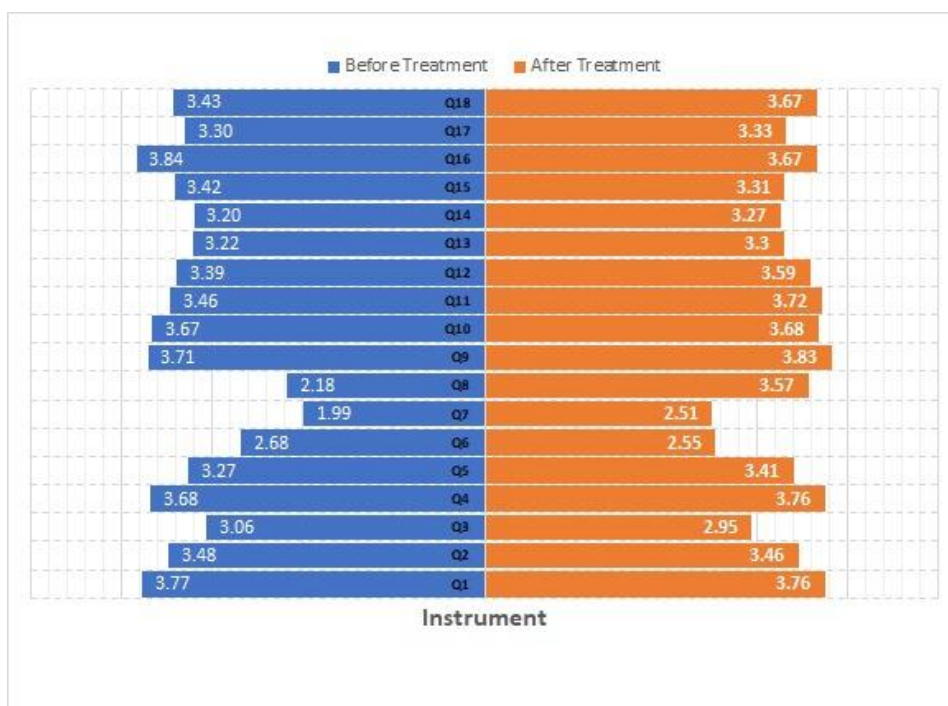


Figure 3. Student Perception of Gender Equality Before Pandemic



Figure 4. Student Perception of Gender Equality in Time of Pandemic

Based on Figure 4 before the Covid-19 pandemic, students were not too involved in work at home; but after the Covid-19 pandemic they were involved in doing work at home. This happens because the parents' income has decreased. The household assistant is reduced and even dismissed. In addition, it is shown both before studying at UKI and after studying for one

semester students already understand and maintain reproductive health.

Conclusion

Based on the results of data analysis, it can be concluded as follows:

- (1) Male students have gender awareness with a mean of 67.74 and female students have

gender awareness with a mean of 68.43. It can be interpreted that women's awareness of gender is higher than that of men, although there is not too much difference.

- (2) Before the pandemic, student awareness in the aspects of desire and achievement of studying in higher education is very high. After the pandemic, student awareness in the aspects of desire and attainment to study in higher education decreases drastically.
- (3) Before the pandemic, student awareness in the aspect of participation in supporting economy in the family is quite good. After the pandemic, student awareness of supporting the family economy increases.
- (4) Before the pandemic, students' awareness of reproductive health is very good. After the pandemic, the awareness of students in the aspects of knowledge on reproductive health is also very good.

References

- [1] Ashley Crossman. (2019). Purposive Sampling - Definition and Types. In *Thoughtco.com*.
- [2] Aydin, S., Demirdogen, B., Tarkin, A., Kutucu, S., Ekiz, B., Akin, F. N., Tuysuz, M., & Uzuntiryaki, E. (2013). Providing a set of research-based practices to support preservice teachers' long-term professional development as learners of science teaching. *Science Education*. <https://doi.org/10.1002/sce.21080>
- [3] Balgah, R. A., Amungwa, F. A., & Egwu, B. M. J. (2019). A Gender Analysis of Intra-Household Division of Labor in Cameroon Using Moser's Triple Roles Framework. *Asian Journal of Agricultural Extension, Economics & Sociology*, 29(4), 1–12. <https://doi.org/10.9734/ajaees/2019/v29i430095>
- [4] Bloor, M., & Wood, F. (2016). Purposive Sampling. In *Keywords in Qualitative Methods*. <https://doi.org/10.4135/9781849209403.n73>
- [5] Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches - John W. Creswell, J. David Creswell - Google Books. In *SAGE Publications, Inc.*
- [6] Cronk, B. C. (2018). How to use SPSS. A Step-By-Step Guide to Analysis and Interpretation. In *Journal of Chemical Information and Modeling*.
- [7] Crossman, A. (2017). Purposive Sampling - Definition and Types. In *Thoughtco*.
- [8] Damayanti, A. (2017). *Pemberdayaan Perempuan Dalam Upaya Ketahanan Nasional*.
- [9] Dwyer, R. E., Hodson, R., & McCloud, L. (2013). Gender, debt, and dropping out of college. *Gender & Society*, 27(1), 30–55. <https://doi.org/10.1177/0891243212464906>
- [10] Editor, B., Jaivin, L., Farrelly, P. J., & Strange, S. (2019). *ANU Press Chapter Title : GIRL POWER Chapter Author (s) : Jane Golley Book Title : Power. May*.
- [11] Gobo, G. (2016). Chapter Title : The Care Factor : A Proposal for Improving Equality in Scientific Careers The Care Factor : A Proposal for Improving Equality in Scientific Careers 1. In *Utopian Discourses Across Cultures* (pp. 157–183).
- [12] Jovani, A. (2017). Politik Dan Kaum Feminis. *Sociae Polites*, 141–152. <http://ejournal.uki.ac.id/index.php/sp/article/download/467/354>
- [13] Jupp, V. (2015). Purposive Sampling. In *The SAGE Dictionary of Social Research Methods*. <https://doi.org/10.4135/9780857020116.n162>
- [14] Lidstone, J., & MacLennan, J. (2018). The SWOT Analysis. In *Marketing Planning for the Pharmaceutical Industry*. <https://doi.org/10.4324/9781315249674-4>
- [15] Marpinjun, S., Rengganis, N., Riyanto, Y. A., & Dhamayanti, F. Y. (2018). Feminists' strategic role in early childhood education. *Feminism and the Politics of Childhood*, 218–224. <https://doi.org/10.2307/j.ctt21c4t9k.21>
- [16] McLeod, J. (2019). *CHAPTER 3 The discovery of sexism in schools : Everyday revolutions in the classroom*.
- [17] Menniti, A., Demurtas, P., Arima, S., & De Rose, A. (2015). Housework and childcare

- in Italy: A persistent case of gender inequality. *Genus*, 71(1), 79–108. <https://doi.org/10.4402/genus-630>
- [18] Miyamoto, B. I. (2020). Covid-19 H Ealthcare W Orkers : 70 % Are W Omen. *Journal of Psychology*, 10(2), 8–10.
- [19] Nair, T. (2019). *S . Rajaratnam School of International Studies Report Part Title : Female Labour in ASEAN Economies — Gender , Inequality and Work Report Title : Working Women and Economic Security in Southeast Asia Report Author (s) : Tamara Nair S . Rajaratnam School.*
- [20] Nanthini, B. S., & Nair, T. (2020). *COVID-19 and the Impacts on Women. July*, 1–11.
- [21] Rai, N., & Thapa, B. (2015). A study on purposive sampling method in research. *Kathmandu: Kathmandu School of Law.*
- [22] Rosser, A. (2018). Beyond access: Making Indonesia's education system work. *Lowy Institute For International Policy, February*, 1–25. <https://think-asia.org/handle/11540/8034>
- [23] Song, J., & Ji, Y. (2020). Complexity of chinese family life: Individualism, familism, and gender. *China Review*, 20(2), 1–17.
- [24] Temin, M., & Roca, E. (2019). *Filling the Gender Data Gap Filling the Gender Data Gap In May at this Deliver conference , males year ' s and females Women. 47(3)*, 264–269.
- [25] Tight, M., Symonds, P., & Symonds, P. M. (2016). The Case Study as a Research Method. In *Case Studies*. <https://doi.org/10.4135/9781473915480.n2>
- [26] Vogt, W. (2015). Purposive Sample. In *Dictionary of Statistics & Methodology*. <https://doi.org/10.4135/9781412983907.n1547>
- [27] Wicaksono, T. Y., & Friawan, D. (2011). Recent Developments in Higher Education in Indonesia: Issues and challenges. *Financing Higher Education and Economic Development in East Asia*. <https://doi.org/10.22459/fheede.11.2011.08>
- [28] Yesyca, M. (2018a). Can Feminism Be Considered a Mainstream Theory of International Relations? *Jurnal Asia Pacific Studies*, 1(2), 185. <https://doi.org/10.33541/japs.v1i2.620>
- [29] Yesyca, M. (2018b). Percepatan Pembangunan di Empat Daerah Tertinggal di Jawa Timur: Perspektif Feminis. *Jurnal Inada: Kajian Perempuan Indonesia Di Daerah Tertinggal, Terdepan, Dan Terluar*, 1(1), 26–54. <https://doi.org/10.33541/ji.v1i1.825>