

Conference Paper

The Role of Education and Skills in Increasing Women's Participation in Population Policy

Musrayani Usman^{1*}, Rahmat Muhammad¹, Hasbi¹, Mario², and Arini Enar Lestari¹

¹Universitas Hasanuddin, Indonesia

²Universitas Negeri Makassar, Indonesia

ORCID

Musrayani Usman: <https://orcid.org/0000.0002.3790.4295>

Abstract.

Women's participation in population policy has an important role to play in achieving the sustainable development goals. Education and skills are key factors influencing women's participation rates in population policy. This study aims to explore the role of education and skills in increasing women's participation in population policy and analyze its impact on sustainable development. This research method uses a qualitative approach by conducting a literature review and analysis of relevant population policies as well as several interviews. Data collection is carried out through literature studies, government reports, and related policy documents. The results show that education has an important role in increasing access to information and knowledge needed in decision-making related to population policy. In addition, education also provides the skills and abilities needed to be actively involved in the process of planning and implementing population policy. In addition to education, skills also have a significant role in increasing women's participation in population policy. Effective communication and leadership are essential in influencing the successful implementation of population policy. Therefore, education and skills have an important role in increasing women's participation in the population policy. To achieve sustainable development, it is important to strengthen the efforts to improve women's access to relevant education and skills training, and strong and inclusive policy support measures also need to be provided to encourage women's participation in decision-making related to population policy.

Keywords: the role of education, skills, women's participation, population policy

1. Introduction

The role of women in Indonesia today is not only active in the domestic scope but has penetrated into various activities of community life (Pratomo, 2017). Access to education is the right of all people (Nursaptini, Muhammad Sobri, Deni Sutisna, Muhammad Syazali, & Arif Widodo, 2019). It is not without reason that education is very important for women, because women have an important role in improving the quality of the younger generation (Efendy, 2014). But practically, women's space for movement is limited because of unfair perspectives, including in terms of education. Even within the Sustainable

Corresponding Author:

Musrayani Usman; email:

musrayani.usman@unhas.ac.id

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Development Goals (SDGs) have a close relationship, especially in achieving several targets related to gender equality, quality education and women's empowerment, as well as ensuring women can participate fully and have equal opportunities in their lives (Widiastuty, 2019).

Empirical evidence suggests that educational discrimination against women in addition to hindering economic development, also magnifies social inequality (Amory, 2019). According to him (Todaro, 2009), the gap in education needs to be minimized because; 1) In all developing countries, the rate of return on women's education is higher, 2) Increased women's education not only increases their productivity in the workplace but also results in greater labor force participation, marriage delays, decreased mortality rates, and increased labor force benefit children's health and nutritional intake, so that it will benefit the next generation, 3) As women bear a heavier burden of poverty, any significant increase in their role and status through education can have an important impact on efforts to get out of the cycle of poverty and adequate education. The more highly educated Indonesian women will be, the more advanced this nation will be, women with good education will give birth to children who are intelligent and character.

Education is an important factor in human capital investment (Wahyuni & Anugerah Karta Monika, 2016). So that women can utilize their potential optimally, in this study will be analyzed how women's education relates to the development of relevant skills to increase the level Women's Participation, then by reviewing the results and discussion, this study aims to identify and recommend types of population policies related to participation female. This formulation of the problem focuses research on the relationship between women's education, skills development, women's participation and its implications for population policy. Through analysis of results and discussion, this research is expected to provide concrete policy recommendations to increase women's participation through education and population policy relevant.

2. Research Methods

The research method used with a qualitative approach by conducting literature review and analysis of relevant population policies as well as several interviews.

3. Results and Discussion

Women are the key to the progress of the nation, so the government needs to be a concern, because Indonesian women with higher education are still very low even

though quantitatively the number of women is still above men, where women who have very high primary or secondary education but decline in strongly criticizing upper or secondary education are shown in table 1;

TABLE 1: Ratio of Pure Participation Rate (APM) of Women / Men by Area of Residence.

Urban/Rural Classification	Pure Participation Rate Ratio (APM) Female/Male by Area of Residence							
	SD/MI		SMP/MTS		High School/SMK/MA		COLLEGE	
	2021	2022	2021	2022	2021	2022	2021	2022
Urban	99,99	100,16	99,45	101,2	100,22	104,4	117,41	118,36
Rural	100	99,81	101,64	102,77	105,03	107,6	134,61	126,22
Urban + Rural	99,98	100,01	100,41	101,89	102,09	105,7	120,47	121,04

Source: BPS Year 2023

Based on data from the Central Statistics Agency (BPS) in 2021, the Community Participation Rate (APM), accumulatively APM for Women / for men shows that in 2021 – 2022, starting from elementary, junior high, high school and equivalent levels to higher education have increased. The female population is half of the total population, women’s education equality will provide women’s active role in development and is an important determinant in economic development.

Another reason that shows that women should be a concern is that women’s early marriage is still very high, as a result they cannot continue their higher education and experience the risk of infant mortality and their mental health, early marriage is one of the factors women do not continue to study, this is possible due to cultural factors, education is not considered as a major factor in economic improvement and success of one’s life, School is considered to spend time and money that may not necessarily be able to return after finishing college. Family economic factors that cause most people cannot reach tuition fees due to poverty.

From this view, the value of higher education is considered not so important for women, if women do not have adequate quality education, then it is certain that women cannot carry out their roles to replace men in the family, women will find it difficult to get decent work to meet the family economy, therefore women also have the same right to get education to anticipate such conditions. The indicator of educational opportunities between women and men is measured from the APM ratio which shows gender equality and justice in the field of education, because education is one of the important aspects of human development

The rapid increase in educational participation has led to many women not only functioning as housewives but also working outside the home. The progress of women

in Indonesia is not only measured in the success of managing the household but success in education and career in their work. This is shown in the decline in the birth rate in Indonesia, the delay in the age of marriage and the increasing number of jobs relative to women's abilities.

Good and higher education is very important for the role of women today, due to the improvement of the family economy, involvement in public roles and improvement of the quality of family education. Educating in the current era is not easy because children cannot be separated from devices (electronic devices in (Musfah, 2023) the digital world), so it requires the role of smart women in educating children. Women in a family have responsibilities that are not light, besides they must prepare themselves to work in an effort to fulfill their lives, following full responsibility for their children both physical, loving and educational needs of children. The fulfillment of children's education does not just provide opportunities for their children to learn and be schooled alone, the role of women in education in a family in general includes; 1) forming a family that is conducive to children's education, 2) women as educators, 3) women as protectors and maintainers and 4) women as the foundation for children's education. (Syamsiyah)

Discrimination against girls or women in education is not only unfair but detrimental from the point of view of efforts to achieve educational goals. In Indonesia, in the investment pattern, there are still errors in education investment, compulsory excess actually occurs in compulsory primary and secondary education, while upper or advanced educators get low priority as shown in Figure 1., whereas by obtaining upper or further education, then one gains important skills, which are most needed for development, especially the economy (Amory, 2019).

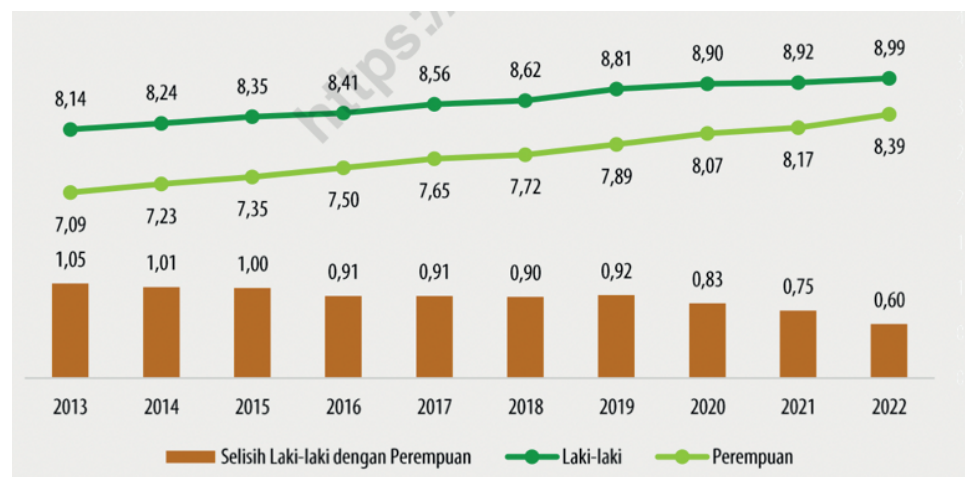


Figure 1: Average Length of Schooling (RLS) by gender (year), 2013-2022. Source: Central Bureau of Statistics in 2022.

Figure 1. Shows that educational opportunities between men and women have begun to be equal. The pattern of increasing the average number of years of schooling during the period 2013-2022 is relatively the same between men and women. During this period, the difference or gap in the average achievement of the length of schooling between men and women is getting smaller, although it has not reached the same level. In 2022, the average male length of schooling is 8.99 years, which means that the average male population aged 25 years and above has completed education up to the level of junior high school. In addition, the average length of schooling for girls is 8.39 years, which means that the average female population aged 25 years and over is 8.39 years old. Completed education up to junior high school level. This difference shows that there is still little difference in education levels between men and women, with men having little level of education higher.

However, attention needs to be paid to the fact that the average level of the highest level of education completed in 2022 increased by 1 level compared to the previous six years, both in Men and women, this shows progress in the fulfillment of the right to education and increased opportunities for men and women to complete their education. It is important to continue to encourage efforts in achieving educational equality between men and women. These include efforts to reduce disparities in education levels, improve access to quality education, expand learning opportunities and overcome social barriers, economic and cultural that may hinder women from obtaining equal education. Equality of education between men and women is essential in creating a sustainable and just society.

The level of education plays an important role in developing self-confidence because of the capacity they have, when women have access and control over resources, then they easily make choices. Studies from across developing countries consistently show that expanding primary education opportunities for girls shows the highest return on investment (Amory, 2019) . Women are not a complement to development, women's involvement in development is most effective if it is made the main thing.

Based on Figure 2. Shows an increase in women's participation in the labor force in 2022 by 0.06 percent. This means that the number of women involved in economic activities, such as formal or informal work, has increased in the year. About 94.25 percent of the women participating in the labor force made it into the job market, which indicates a success rate in getting a job. The opportunity rate (TKK) also increased by 0.36 percent compared to the previous year, indicating that employment opportunities for women are increasing, providing them with greater access to contribute to economic development.



Figure 2: Development of the Labor Force Participation Rate (TPAK) and Employment Opportunity Rate (TKK). Women in Indonesia, 2021-2022. Source: Central Bureau of Statistics in 2022.

Increasing the role of women in development requires support in the fulfillment of equal rights and opportunities with men, this means that women must be given equal access to education, training, employment, asset ownership and political participation. By providing equal opportunities, women can optimize their contribution to development. However, to ensure that women can provide optimal benefits in development, it is important to pay attention to the quality of their involvement. This means that women should have the opportunity to develop their skills and capacities, earn wages equivalent to comparable work and have access to necessary support such as health services and good governance.

Considering women as a burden in development because of their low quality is an unfair challenge and does not consider the great potential possessed by women in encouraging social and economic progress. Therefore, it is important to create an environment that supports women and promotes gender equality in all aspects of life, including in development.

In the perspective of some sociologists see the problem of population policy. The sociological press provides a social point of view and structure that has a different focus and approach, but overall highlights the importance of understanding the role of policy in shaping and influencing women's participation in education. Pierre Bourdieu's revelation on social capital emphasises the importance of social factors in determining the opportunities of individual involvement in education, Bordieu highlights the gap in social capital the rural that may occur between men and women in access to education, how social factors such as family background, economics and culture affect opportunity women's education, as well as the role of policy agents in strengthening or reducing this

gap. Dorothy Smith emphasizes the importance of gender analysis in understanding the dynamics of social policies and practices. In the context of population policy towards women's education, Smith highlights aspects related to the social construction of gender and the normative role exerted on women in society, how population policy affects the division of labor based on gender and social understanding of women's roles and values in education.

Gerhard Lenski stressed the importance of structural factors and technology in shaping society. In the context of women's population and education policies, Lenski analyzes how demographic changes, population growth and technological developments can affect women's access to education, how to position policies that consider these factors to form more favorable conditions for women in accessing education. While Judith Butler discusses the concept of gender liberation and gender performativity, how these policies can play a role in maintaining or breaking down gender norms that limit women in Education, Butler noted the importance of approaches that acknowledge gender diversity and address gender stereotypes in population policy in order for women to take part in education by freedom and equality.

To analyze population policy, especially on women's education, involves assessing the impact of these policies on access, equity, quality and outcomes of women's education, including other; 1) Access to Education, it is important to evaluate the policy in providing equal access for women to get basic and even further education, so that it does not become social, economic or cultural barriers that hinder women's participation in education. 2) Educational equality in this case how to reduce the gap between men and women in the level of education achieved, including participation rates, graduation rates and higher levels of education. 3) Quality of education and 4) Educational outcomes in terms of opportunities employment, economic independence, political participation and social welfare, it is important to see if the policy is successful in creating good employment opportunities. Equal for women after completing education, as well as whether women can take an active role in social and economic development.

Population policy in general is aimed at protecting the interests and developing the welfare of the population itself, especially future generations, providing the possibility for everyone to gain greater freedom, to determine what is best for the welfare of themselves, their families and children, and policies must be directed to improve the quality of life of the population itself. (Hidayat, 2013) Human development that shows the achievement of improving the quality of human life, the even improvement in the quality of life felt between genders is expected to optimize national development (Setiawan, et al., 2022).

4. Conclusion

The implication of the results of this study is how population policy, especially education for women, becomes more attention, providing access to education for women, especially at a young age. Education gives women the skills, knowledge and understanding necessary to become independent and skilled individuals, through education women can develop their potential, acquire skills relevant to the world of work, and improve their capacity for conscious decision-making. Education provides an important foundation for achieving gender equality, with equal education, women have equal opportunities to reach their full potential and participate in all aspects of life including economic, political and social. Education has a positive impact on women's health and well-being, women who have higher education tend to have better knowledge about health care, having access to health services. Education provides an important foundation for economic growth and poverty alleviation, thus enabling women to contribute actively to economic development and become an agent of change in society. Education provides women with the necessary knowledge and skills to participate in political life with adequate education, women can understand their rights They influence public policy and are involved in decision-making processes at the local, national and international levels. Education for women is not only important for individuals, but also for society as a whole, by providing equal and quality education for women, we can creating a more just, sustainable and inclusive society.

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