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SDGS IN FAMILY LAW: THE EFFECT OF GENDER INEQUALITY ON THE QUALITY OF CHILDREN'S EDUCATION IN THE FAMILY

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Abstract

Men and women are based on the influence of the social culture of society (social construction) by not looking at biological types of inequality. Gender differences, which in turn give birth to gender roles, are not a crucial problem as long as they do not cause gender inequalities. However, the reality in society shows that gender differences have created various forms of inequality or injustice, both for men and especially for women. Equal and fair gender relations between parents related to child care and education in the family affect the quality of children's education. So far, the role of women (mothers) in assisting children's education is more than that of men. School selection and other education are often delegated to women. Family law can also influence the educational priorities of girls and boys. Some cultural norms may direct boys to get a better education than girls, ultimately impacting their future employment opportunities and quality of life. In addition, family law also plays a role in determining employment opportunities for women. In Indonesia, there are significant differences in employment opportunities between men and women. Traditional norms and practices still restrict women from engaging in formal employment, especially after marriage or having children. This is closely related to family law provisions that assign women traditional roles as mothers and housekeepers. This research is an empirical-normative legal research. The results of this research state that: First, in a society with a patrilineal kinship system in a neighbourhood in Medan, there is still a low level of understanding of and implementation of gender equality. Second, the gender inequality that still occurs mainly in patrilineal societies affects the quality of education that is unequal between genders and worsens the quality of education and labour in Indonesia. In Indonesia, there are significant differences in employment opportunities between men and women. Traditional norms and practices still restrict women from engaging in formal employment, especially after marriage or having children. This is closely related to family law provisions that assign women traditional roles as mothers and housekeepers.

Keywords: Gender; Gender equality; Sustainable development; Family law; Education.

A. INTRODUCTION

The family is the most basic and central institution that forms a good personality for children. The family, especially parents, is the closest and first-person for children, and the role is to provide education and motivate children to learn. The most significant responsibility for children's education lies with the family, while government agencies and other private institutions participate in education. In Greek, education comes from the word *pedagogic*. *Pandegogik* is the science that guides children.

Melmambessy Moses defines education as systematically transferring knowledge from one person to another according to standards set by scientific experts. The transfer of educational expertise is expected to change attitudes, behaviour, and maturity of thinking and personality in formal and informal education. Education is critical to improving mindset, independence, and taking a stand. The process that lasts throughout life and is helpful in harmonising inner and outer conditions is a form of education that can be seen directly in changes to a person.¹

Parents must prepare their children with good education spiritually and socially. Education in the family for boys and girls is sometimes still unjust. The traits that have developed in society will be used by some families, especially parents, in educating their children. For example, masculine traits given by men and feminine traits given to women will be instilled by parents in their children.²

The education of children in families where there are still injustices related to gender issues is caused by several causes, namely the low understanding of the roles and responsibilities of each family member seen from the work pattern and the low level of experience related to the protection and growth of children in the family.³ It must also be understood that quality education and gender equality are inseparable. Quality education creates awareness of gender equality, which is one indicator of the implementation of quality education.

Gender is not just a biological difference between men and women.⁴ Gender is a distinction of roles, attributes, traits, attitudes and behaviours that grow and develop in society. Gender roles are divided into productive roles, reproductive roles and social roles.⁵ Robert Stoller introduced the term gender, and Ann Oakley later developed it. According to her, gender is behavioural differences between men and women that are socially constructed, namely differences that are not from God's provisions or nature but through a long social and cultural process.⁶

¹ Nur Hidayatus Sa'adah, "Perbedaan Gender Dalam Memilih Lembaga Pendidikan Ditinjau Dari Teori Pilihan Rasional James S. Coleman," *Yinyang: Jurnal Studi Islam Gender Dan Anak* 17, no. 2 (2022): 223–36, <https://doi.org/10.24090/yinyang.v17i2.6677>.

² Farida Hanum, *Kajian Dan Dinamika Gender* (Malang: Intrans Publishing, 2018).

³ Rina Antasari, "Peran Perempuan Dalam Perencanaan Keluarga Responsif Gender Berbasis Agama Di Desa Mulyo Rejo Kecamatan Sungai Lilin Kabupaten Musi Banyuasin," *Intizar* 22, no. 2 (2016): 221–242, <https://doi.org/10.19109/intizar.v22i2.942>.

⁴ Elycia Feronia Salim, Sonny Dewi Judiasih, and Deviana Yuanitasari, "Persamaan Syarat Usia Perkawinan Sebagai Wujud Kesetaraan Gender Dalam Meminimalisir Perkawinan Bawah Umur Di Indonesia," *ACTA DIURNAL Jurnal Ilmu Hukum Kenotariatan* 5, no. 1 (2021): 1–19, <https://doi.org/10.23920/acta.v5i1.519>.

⁵ Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, "Mencapai Kesetaraan Gender Dan Memberdayakan Kaum Perempuan," Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, 2017, <https://kemenpppa.go.id/page/view/MTQzOQ==>.

⁶ Salim, Judiasih, and Yuanitasari, "Persamaan Syarat Usia Perkawinan Sebagai Wujud Kesetaraan Gender Dalam Meminimalisir Perkawinan Bawah Umur Di Indonesia."

H.T. Wilson defines gender as a basis for determining differences in the contributions of men and women to culture and collective life as a result of which they become men and women. Elaine Showalter states that gender is more than just a distinction between men and women, as seen from socio-cultural construction.⁷ Thus, it can be understood that gender is a concept that is used as a parameter in identifying the roles of men and women based on the sociocultural influence of society (social construction) by not looking at biological types of inequality and not making it a means of discriminating one party because of biological considerations.

Many views of society have long described men as having masculine traits that are aggressive, rational, not easily offended, rarely cry, more courageous, easy to overcome problems, and more logical, more assertive, and more potent leadership traits. In contrast, women are described as having feminine characteristics, being less aggressive, emotional, easily offended, often crying, difficult to overcome problems, less logical, home-oriented, less courageous and challenging to make decisions, and difficult to become leaders because they are more people-oriented as Jeany's research data on gender injustice in families, mainly rural areas. Jeany stated that families in rural areas tend to think that education for girls is not prioritised. Such is the view on vocational schools, where there are still stereotypes of girls.⁸

Gender differences, which in turn give birth to gender roles, are not a crucial problem as long as they do not cause gender inequalities. However, the reality in society shows that gender differences have created various forms of inequality or injustice, both for men and especially for women. Gender injustice is manifested in multiple forms, such as marginalisation, subordination, stereotypes, violence, and doubleburden. Gender bias will lead to gender injustice in the form of marginalisation for women in gaining access to education, subordinating women so that women's decision-making is not considered necessary, negative labelling of women, and disproportionate workloads, namely, men are obliged to earn a living. In contrast, women take care of all household chores, and finally, the existence of violence, most of whose victims are women.⁹

Gender equality is a concept developed concerning two fundamental international instruments: the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination against Women. The Universal Declaration of Human Rights states that all human beings are born free and equal. Concerning this Declaration, the Convention on the Elimination of Discrimination against Women includes "equal rights for men and women" and "equal rights for men and women".

Indonesia already has various regulations on gender equality that support its smooth implementation in all development sectors. Women and girls must enjoy equal access to quality education. Equitable education without discrimination of the rights of men and women has been stated in the Law of the Republic of Indonesia Number 20 of 2003 Article 4 paragraph 1 concerning the National Education System, which states: "Education is

⁷ Nasaruddin Umar, *Argumen Kesetaraan Jender Perspektif Al-Qur'an* (Jakarta Timur: Dian rakyat, 2010).

⁸ Jeanny Maria Fatimah, "Komunikasi Keluarga Meningkatkan Akses Pendidikan Bagi Kesetaraan Anak Perempuan Dalam Lingkaran Kemiskinan," *MIMBAR: Jurnal Sosial Dan Pembangunan* 30, no. 2 (2014), <https://doi.org/10.29313/mimbar.v30i2.753>.

⁹ Nur Aisyah, "Relasi Gender Dalam Institusi Keluarga (Pandangan Teori Sosial Dan Feminis)," *Muwazah: Jurnal Kajian Gender* 5, no. 2 (2013).

organised in a democratic and equitable and non-discriminatory manner by upholding human rights, religious values, cultural values, and the plurality of the Nation."¹⁰

However, its implementation is still not optimal due to various obstacles; it can be seen from multiple fields of life and layers of society, where men and women often do not have the same or balanced positions. The right to education is for everyone without discrimination or restrictions on education. This is stated in the Universal Declaration of Human Rights article 26, paragraph 1, which states that: "Everyone has the right to education. Education should be free of charge, at least at the lower school and primary levels. Lower education should be compulsory. Technical and vocational education should be open to all, and higher education should be accessible similarly to all, based on merit."¹¹

The purpose of the Declaration above is for men and women to have access to education services, active participation, control and benefit from the same educational development. To end or overcome all discrimination against women and children, eliminate violence against women and children, and eliminate all harmful practices for women and children such as human trafficking and early marriage. Therefore, Indonesia needs quality education to realise and stop domestic work that does not pay attention to the right to life, ensure all women's participation and equal rights in leadership, and ensure easy and broad access to reproductive health services. Dean of the Faculty of Humanities of Diponegoro University Nurhayati explained the importance of providing quality education for all Indonesian citizens with the principle of inclusiveness (*no one left behind*). According to Nurhayati, the government has designed good schemes to achieve quality education, as stated in the SDGs. What cannot be denied is that the equitable distribution of education quality has not been comprehensive throughout the country. Equitable here means covering all classes, both regionally and socially. It also includes equitable distribution of education facilities, distribution of qualified teachers, and access to education funding.¹²

The Government of Indonesia is firmly committed to the implementation of SDGs, as seen in the Preamble of the 1945 Constitution. The Government of Indonesia became one of 193 world leaders who signed the World Agreement on Sustainable Development Goals. The government has also made a series of preparations, among others: a Policy Plan, determination of indicators at the national level, review of the compatibility of SDGs with the National Medium-Term Development Plan (RPJMN) and inviting various parties to be involved in the implementation of SDGs, including civil society, educational institutions, funding agencies and the private sector. Sustainable Development Goals (SDGs) are a global development agreement document to implement sustainable development in the face of challenges in the development process.¹³

In response to the above phenomenon, as the results of previous research show, it is essential to reformulate the strategic role. Indonesia already has various regulations on

¹⁰ "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Pasal 4 Ayat 1 Tentang Sistem Pendidikan Nasional," Pub. L. No. 20 (2003).

¹¹ Komnas HAM, "Deklarasi Universal Hak Asasi Manusia Pasal 26 Ayat 1" (1948).

¹² SDGs Center Universitas Diponegoro, "Pendidikan Berkualitas Dan Kesetaraan Gender Demi Pembangunan Berkelanjutan," SDGs Center Universitas Diponegoro, 2021, <https://sustainability.undip.ac.id/2021/03/08/pendidikan-berkualitas-dan-kesetaraan-gender-demi-pembangunan-berkelanjutan/>.

¹³ Muhammad Fardan Ngoyo, "Mengawal Sustainable Development Goals (SDGs); Meluruskan Orientasi Pembangunan Yang Berkeadilan," *Sosioreligius: Jurnal Ilmiah Sosiologi Agama* 1, no. 1 (2015), <https://doi.org/10.24252/sosioreligius.v1i1.4525>.

gender equality that support its smooth implementation in all development sectors. Women and girls must enjoy equal access to quality education. However, its implementation is still not optimal due to obstacles in various ways; this can be seen from multiple fields of life and layers of society where men and women often do not get the same or balanced position. The author took field data from an area in Medan, North Sumatra, which adheres to the patrilineal system. That, the level of gender inequality is still very high, which has an impact on the quality of education.

B. RESEARCH METHODS

The research in this article was conducted using normative and empirical legal research with typical characteristics of the methods of researching law. The influence of social science on the discipline of law is a key sentence suitable as an opening conversation about this type of research, namely empirical legal research. The word "empirical" is "the truth can be proven in the realm of reality or can be felt by the five senses" or not fiction or even metaphysics or supernatural, which is a thought process that is usually only fairy tales or spiritual experiences given by God not to every human being and does not have to go through a scientific reasoning process a sure thing can be accepted as accurate, even though scientists are sometimes said to be unscientific or an illogical phenomenon. The expression usually predicates acceptance of something scientific "makes sense", while acceptance of something metaphysical and spiritual is generally referred to as belief.

C. RESULTS AND DISCUSSION

Parents' Perspectives on Gender Equality and Social Inclusion in Efforts to Improve the Quality of Children's Education

The family is the smallest socio-economic unit in society, the basic foundation of all institutions. It is a primary group consisting of two or more people with a network of interpersonal interactions, blood relations, marriage relations, and adoption.¹⁴ Gender equality in the family does not mean that everything should be the same; rather, it should be a custom based on the specific needs of all family members. Gender equality in the family is a form of awareness of the biological differences, aspirations, and needs of each individual in the family who has different needs and roles. Forms of gender relations within the family sphere to find out whether a family has gender justice or there is still gender bias, among others:¹⁵

1. Participation between men and women in the family. The participation of each family member, both men and women, can be done when deciding on planning family activities and involvement of family members in activities outside the home and inside the house. Every activity should involve male and female members to create a family atmosphere with good gender relations.
2. Access and control of all family members, both men and women, in fulfilling each family member's rights, such as education, health, and inheritance. Every family member has rights that must be fulfilled, both men and women. The rights of family members, such as the right to education, health, love, and protection, must be given without discrimination against certain parties. The key to good gender relations in the

¹⁴ Djaali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2023), <https://books.google.co.id/books?id=pOmoEAAAQBAJ>.

¹⁵ Mufidah Cholil, *Psikologi Keluarga Islam: Berwawasan Gender* (Malang: UIN-Maliki Press, 2013).

family lies in how the fulfilment of the rights of each family member are fulfilled regardless of gender.

3. The usefulness of the activities in the family for all family members. The extent to which men and women in the family benefit from each activity undertaken by the family. The activities carried out should not disadvantage one party so that discrimination and exclusion of certain parties arise.

The role and perspective of parents towards gender equality can be understood first, where the family is the first educator for children who are expected that the education provided by parents will provide an experience and can foster and develop the potential that exists in children.¹⁶ Lytton and Romney, in the book Heri Herdiansyah *Gender in Psychological Perspective*, say that parents have specific indications of influencing children's interests based on gender-specific behaviours and interests. The selection of activities for children is based on parents' perspectives on gender and on parents' fears and concerns about children with different interests in general.

Lynch said that parents still hold strong beliefs related to gender stereotypes regarding children's competence in specific domains. Parents still have beliefs and try to direct children's interests based on their beliefs to force children's interests in academics that are considered appropriate to their gender in the hope that the child will achieve performance and success in that field. In addition to directing the academic domain that the child will choose, with these beliefs, parents will underestimate the child's ability to be able to achieve maximum performance if gender stereotypes are used in aligning gender. Parents' beliefs will affect children's perceptions of their abilities. Children will accept this as a reality and a label they must take. Parents' gender understanding is formed in the child's world according to the theory of Eisenberg, Wolchik, and Pasternack through treatment that is taught and applied in attitudes, treatment, directives and direct actions modelled by parents, including the following:¹⁷

1. Channeling/Shaping

Channelling/shaping is where parents try to shape the child's gender based on their sex. Included in channelling/shaping is naming the child, choosing the colour of clothes, decorating the child's room, and choosing activities that match the child's gender. Channelling/shaping parents try to fully control the gender of the child far into pregnancy after knowing the sex of the child conceived. The interaction carried out by parents towards their children through this channelling pattern is to direct children to activities that are by their gender. So, children will be kept away from activities not commonly done by their gender.

2. Differential Treatment

Differential treatment emphasises different interactions between parents and children. Parents differentiate the treatment of boys and girls in terms of gender; for example, girls are told more princess stories, while boys are told more heroic stories. In addition, Differential treatment differentiates the treatment of boys and girls from the punishment that boys and girls get; for example, boys will be given physical punishment if they violate, and girls are only given verbal emotional punishment.

3. Direct Instruction

¹⁶ Syafi'ah, "Peran Kedua Orang Tua Dan Keluarga (Tinjauan Psikologi Perkembangan Islam Dalam Membentuk Kepribadian Anak)," *Sosial Budaya* 9, no. 1 (2012): 109–20, <https://doi.org/10.24014/sb.v9i1.373>.

¹⁷ Haris Herdiansyah, *Gender Dalam Perspektif Psikologi* (Jakarta: Salemba Humanika, 2016).

Direct instruction is when parents are very dependent on the norms that exist in society. Parents will shape their children according to what applies in the community so that the community can accept their children well. For example, boys who are socially strong children should not be whiny. If society still considers that women only work in the domestic sphere, parents will educate their children to be good at domestic chores.

4. Models

Models, where parents model directly are intended for children to imitate directly and internalise what is taught by parents directly. For example, parents who expect their son to be a person who has strength and can be a leader, then a father directly model show to be a good leader at home or in the neighbourhood.

The family, in this case, means that parents, as the first teacher of their children, have the task of shaping the social in the child, starting from the child's personality, knowledge and behaviour that is taught by what is in society, such as values, norms, and good and evil thoughts.¹⁸ In addition to playing a role in shaping the child's personality, parents also play a role in fostering children's interest in constantly learning and obtaining a broad and high education. According to Slameto, the influence of parents in children's interest in learning through:¹⁹

1. How parents educate

Parents are the first teachers of their children, so the way parents educate is very influential on children's learning. If parents do not care about their children's education, their interest in learning will decrease due to their parents' lack of support and encouragement. What includes how parents educate children is the attention that parents pay to children's education and the interests and needs of children in learning.

2. Relationship between family members

The relationship between family members is the affection between family members, parents' attention to children, and parents' support for children. The affection parents can show to their children includes providing attention, enthusiasm, motivation, and always caring for children's health.

Exposure of research data on Family Gender Understanding of the Growth of Children's Learning Interest in the Medan city area as a form of Implementing Gender Equality and Quality Education in Society.

The table below shows the results of the questionnaire on the level of gender understanding.

Table 1. Results of the Family Gender Understanding Level Questionnaire on the growth of children's interest in learning in Medan Selayang area, North Sumatra.

Employment	Questionnaire Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Farmers	3	2	3	3	4	3	2	1	2	1	3	3
Military	2	3	1	3	3	2	3	4	3	2	2	1
Housewife	2	3	2	3	4	1	3	4	2	1	4	1
Construction	3	3	2	4	1	3	3	4	1	1	1	2

¹⁸ Syaikh Fuhaim Musthafa and Wafi Marzuqi Ammar, *Kurikulum Pendidikan Anak Muslim* (Surabaya: Pustaka Elba, 2009).

¹⁹ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT Rineka Cipta, 2010).

Employment	Questionnaire Number											
	1	2	3	4	5	6	7	8	9	10	11	12
worker												
Trader	2	2	1	2	3	2	1	1	3	3	3	2
Housewife	4	3	2	3	1	2	3	3	3	2	4	2
Farm laborer	3	2	3	1	2	2	3	2	4	3	4	1
Civil Servant	3	1	3	3	4	3	2	1	2	1	3	3
Civil Servant	2	3	1	3	3	2	3	4	3	2	2	1
Housewife	3	2	1	2	3	3	2	1	2	1	3	3
Trader	2	3	1	3	3	2	3	4	3	2	2	1
Trader	3	3	2	4	1	3	3	4	1	1	1	2
Farmers	3	2	3	1	2	2	3	2	4	3	4	1
Military	3	2	3	3	4	3	2	1	2	1	3	3
Housewife	2	3	1	3	3	2	3	4	3	2	2	1
Construction worker	3	2	3	3	4	3	2	1	2	1	3	3
Trader	3	2	3	3	4	3	2	1	2	1	3	3
Housewife	2	2	1	2	3	2	1	1	3	3	3	2
Farm laborer	2	2	1	2	3	2	1	1	3	3	3	2
Civil Servant	4	3	2	3	1	2	3	3	3	2	4	2
Civil Servant	3	2	3	1	2	2	3	2	4	3	4	1
Housewife	3	1	3	3	4	3	2	1	2	1	3	3
Trader	2	2	1	2	3	2	1	1	3	3	3	2
Farmers	2	3	1	3	3	2	3	4	3	2	2	1
Military	2	3	1	3	3	2	3	4	3	2	2	1
Housewife	3	2	1	2	3	3	2	1	2	1	2	3
Construction worker	2	2	1	2	3	2	1	3	3	3	1	2
Trader	3	2	3	3	4	3	2	2	2	1	3	2
Housewife	3	1	3	3	2	3	3	4	2	1	4	1
Farm laborer	3	2	3	3	2	2	2	1	2	1	2	2
Civil Servant	3	2	3	3	3	4	1	2	2	1	3	4
Civil Servant	3	2	1	2	3	2	3	1	2	1	1	1
Housewife	2	3	1	3	3	2	3	4	3	2	2	1

Source: Primary Data Processed in 2023

The variable of gender understanding in families related to gender understanding, which is then interacted with their children, consists of 4 indicators, namely Channeling / Shaping, Differential Treatment, Direct Instruction, and Models, which are translated into 12 questions. Each question has four alternative answers, and each answer is scored. The questions were given to 30 respondents, and the highest and lowest scores were obtained from these questions. Of the 12 questions provided, there is the highest score (4x12=48) and the lowest score is (1x12=12).items. Each question has four alternative answers, each given a score. The questions were given to 30 respondents, and the highest and lowest scores were obtained from these questions. Of the 12 questions provided, there is the highest score (4x12=48) and the lowest score is (1x12=12). The interval length

formula is as follows: The length of the interval = From the above calculations, the result shows that the interval class of the variable gender understanding of parents is 5.

Achieving Gender Equality and Quality Education in Sustainable Development Goals/SDG'S through regulations in Indonesia. The initial concept of the *Sustainable Development Goals* originated from the definition of "Our Common Future" in 1987 by a prime minister from Norway named Harlem Brundtland in his report. He revealed that the problem of growth in society is about limited human resources and their distribution. *Sustainable Development Goals* or SDGs is a follow-up program to the *Millennium Development Goals* (MDGs).²⁰ The United Nations drafted a document called the *Sustainable Development Goals*, which contains goals and targets to improve the well-being of humanity worldwide. The goals are interconnected and leave no one behind, and it is critical to achieve each goal and target by 2030.²¹ The SDGs approach adopted by the UN fits well with the systems approach to sustainable development discussed earlier. First, the 2030 agenda emphasises that the SDGs are interconnected and ensures that integration across all 17 goals is critical to achieving sustainable development. Second, each SDG can be characterised as a goal primarily linked to economic, environmental or social systems.²²

In the *Sustainable Development Goals* program agreed upon by UN member states and other countries in the world, Quality Education and Gender Equality are two things or targets of the 17 goals that must be achieved in the program, which are the fourth goal and fifth goal of the *Sustainable Development Goals* document. It is stated that gender equality is a fundamental human right and one of the efforts to achieve world peace and prosperity. *Sustainable Development Goals* (SDGs) are programs in development efforts to maintain the improvement of economic welfare and quality of life of people in a related manner, including education. Education can influence the achievement of sustainable development. Education goals are used as a foothold to encourage the goals and targets of this SDGs program; improving education in Indonesia will spur the achievement of the goals of the 17 SDGs points, one of which is an effort to build a quality country through quality and proper education. To achieve this, men and women must work together to contribute to achieving these sustainable development goals. In the document *Transforming Our World: The 2030 Agenda for Sustainable Development*, specifically paragraph 20 states:

1. Gender equality and the empowerment of women and girls will make an essential contribution to the progress of the overall goals and targets.
2. Achieving full human potential and sustainable development will not be possible if half of humanity continues to be denied their full human rights and opportunities.
3. Women and girls should enjoy equal access to quality education, economic resources, political participation, and equal opportunities with men and boys for employment, leadership, and decision-making at all levels.
4. Seek a significant increase in investments to close gender inequalities and strengthen support for institutions related to gender equality and women's empowerment at the global, regional and national levels.

²⁰ Alvira Oktavia Safitri, Vioreza Dwi Yunianti, and Deti Rostika, "Upaya Peningkatan Pendidikan Berkualitas Di Indonesia: Analisis Pencapaian Sustainable Development Goals (SDGs)," *Jurnal Basicedu* 6, no. 4 (2022): 7096–7106, <https://doi.org/10.31004/basicedu.v6i4.3296>.

²¹ United Nation, "Take Action for the Sustainable Development Goals," accessed September 28, 2023, <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

²² Edward B Barbier and Joanne C Burgess, "The Sustainable Development Goals and the Systems Approach to Sustainability," *Economics* 11, no. 1 (2017): 20170028, <https://doi.org/10.5018/economics-ejournal.ja.2017-28>.

5. All forms of discrimination and violence against women and girls must be eliminated, including through the involvement of men and boys.
6. The systematic mainstreaming of a gender perspective in implementing this Agenda is very important.

To support gender equality, the system also provides equal opportunities and treatment between women and men. Efforts to achieve SDG targets are a national development priority, requiring synergised planning policies at the national, provincial and district/city levels. As one of the UN member states, Indonesia is undoubtedly involved and needs to realise the targets and declarations set by the UN. Not only that, Indonesia, which agreed to the document, also considers that the problems to be resolved through this program include gender inequality, which is a polemic problem in Indonesia.

To achieve the ideals and philosophy of the Indonesian nation through Presidential Regulation Number 59 of 2017 concerning the Implementation of Achieving Sustainable Development *Goals*, a National Medium-Term Development Plan is designed, which requires alignment with the National Long-Term Development in the implementation of achieving Sustainable Development *Goals*.²³ Therefore, the Indonesian government has also made Presidential Regulation Number 111 of 2022 concerning the Implementation of Achieving the Sustainable Development Goals.

In addition to the *Sustainable Development Goals* target, a continuation of the *Millennium Development Goals* that ended in 2015, Presidential Regulation No. 59/2017 was formed to achieve national goals and a tool to implement sustainable development goals through the National Medium-Term Development Plan. In addition, the formation of this regulation also considers existing regulations. There are several rules that become references and considerations in the formation of this regulation, namely Article 4 paragraph (1) of the 1945 Constitution of the Republic of Indonesia, Law Number 25 of 2004 concerning the National Development Planning System (State Gazette of the Republic of Indonesia of 2004 Number 104, Supplement to the State Gazette of the Republic of Indonesia Number 4421), Law Number 17 of 2007 concerning the National Long-Term Development Plan, Law Number 23 of 2014 concerning Regional Government as amended several times, most recently by Law Number 9 of 2015 concerning the Second Amendment to Law Number 23 of 2014 concerning Regional Government.²⁴

The Sustainable Development Goals have goals and targets that will be achieved universally and by the countries adopting the document. Unlike the Millennium Development Goals, whose goals are only aimed at developing countries, the Sustainable Development Goals are aimed at all countries worldwide—quality education achievement targets in the SDGs. Ensure equitable and inclusive quality education and promote lifelong learning opportunities for all. The targets under this goal are:

1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes;
2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and preschool education so that they are ready for primary education;
3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
4. By 2030, substantially increase the number of youth and adults who have relevant

²³ Pemerintah Pusat, “Peraturan Presiden No. 59 Tahun 2017 Tentang Pelaksanaan Pencapaian Tujuan Pembangunan Berkelanjutan,” Pub. L. No. 59 (2017).

²⁴ Pemerintah Pusat.

skills, including technical and vocational skills, for employment, decent work and entrepreneurship;

5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, Indigenous peoples and children in vulnerable situations;
6. By 2030, ensure that all youth and most adults, both men and women, achieve literacy and numeracy;
7. By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including, inter alia, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and cultural contributions to sustainable development;
8. Build and improve education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all;
9. By 2020, increase the number of scholarships available to developing countries globally, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communication technology, technical, engineering and scientific programs, in developed and other developing countries;
10. By 2030, the supply of qualified teachers will substantially increase, including through international cooperation for teacher training in developing countries, especially developing countries and small island developing states.

Targets for achieving gender equality in the SDGs. Achieving gender equality and empowerment of all women and children. There are several targets in terms of achieving gender equality, namely:

1. End all forms of discrimination against all women and girls everywhere;
2. Eliminate all forms of violence against all women and girls in public and private spaces, including sexual and other types of trafficking and exploitation;
3. Eliminate all harmful practices, such as child, early and forced marriage and female circumcision;
4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within households and families as nationally appropriate;
5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life;
6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed by the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences;
7. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, by national laws;
8. Increase the use of enabling technologies, mainly information and communication technologies, to promote women's empowerment;
9. Adopt and strengthen strong policies and enforceable legislation to promote gender equality and empowerment of all women and girls at all levels.

To realise the two goals and targets of the SDG'S, technical guidelines for the

preparation of action plans for Sustainable Development Goals were made. Through the technical guidelines for the preparation of action plans for Sustainable Development Goals (SDGs)/SDG'S, it is also stated that the conditions of achievement and challenges for the implementation of SDGs/SDG'S to Ensure Inclusive and Equitable Education Quality and Increase Lifelong Learning Opportunities for All and Achieve Gender Equality and Empower Women.²⁵ In the annexe to the list of goals, targets and indicators of SDGs, some targets on goal (4)Quality education are stated, namely:

1. (4.1) By 2030, ensure that all girls and boys complete free, equitable, quality primary and secondary education leading to relevant and effective learning outcomes.
 2. (4.2) By 2030, ensure that all girls and boys have access to quality early childhood development and care, nurturing, and basic preschool education to prepare them for primary education.
 3. (4.3) By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and higher education, including university.
 4. (4.5) By 2030, gender disparities in education will be eliminated, and equal access to all education and vocational training levels for vulnerable communities, including persons with disabilities, indigenous peoples, and children in vulnerable conditions, will be ensured. By Indicator:
 - a. Pure Participation Rate (APM) ratio at the primary/equivalent level and
 - b. Gross Participation Rate (APK) ratio at the junior secondary/equivalent, senior secondary/vocational/equivalent, and tertiary levels for:
 - 1) female/male,
 - 2) rural/urban,
 - 3) bottom/top quintile,
 - 4) disability/without disability.
 5. By 2030, ensure that all adolescents and a certain proportion of male and female adults have literacy and numeracy skills.
 6. (4.7) By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and respect for cultural diversity and the contribution of culture to sustainable development.
- Furthermore, in target goal 5: Gender Equality
1. (5.5) Ensure women's full and effective participation and equal opportunities for them to lead at all levels of decision-making in political, economic, and community life.
 2. (5.c) Adopt and strengthen good policies and legislation to promote gender equality and empower women at all levels.

The Role of Family Law and Legislation in Tackling Gender Inequality in Children's Education. Family law plays a vital role in shaping the framework for achieving this gender equality. Education is an essential foundation in preparing individuals to enter the professional world. In recent decades, Indonesia has made significant progress in improving access to education for women. However, while access has improved, gender equality in education still faces challenges. Family laws can also affect the prioritisation of education between girls and boys. Some cultural norms may lead to boys getting a better education than girls, which ultimately impacts their future employment opportunities and

²⁵ Bappenas, *Pedoman Teknis Penyusunan Rencana Aksi Tujuan Pembangunan Berkelanjutan (TPB)/Sustainable Development Goals (SDGs)* (Jakarta: Kementerian PPN, 2020).

quality of life. In addition, family law also plays a role in determining employment opportunities for women. In Indonesia, there are significant differences in employment opportunities between men and women. Traditional norms and practices still restrict women from engaging in formal employment, especially after marriage or having children. This is closely related to family law provisions that assign women traditional roles as mothers and housekeepers.

The Ministry of Women's Empowerment and Child Protection considers that equal and fair gender relations between parents related to child care and education in the family affect the quality of children's education. So far, the role of women (mothers) in assisting children's education is more than that of men. School selection and other education are often delegated to women.²⁶ Where children must attend school from home, women experience a double burden. Women act as substitute teachers and are required to have the capacity and skills to accompany children in learning. Therefore, the Ministry of Women's Empowerment and Child Protection encourages equal and fair gender relations between the two parents in making decisions related to children's education in a family to improve family quality. The role of the mother and the family in education and childcare is essential, especially in producing the golden generation of human resources. Data from the Human Development Index (HDI), Gender Development Index (GDI), and Gender Inequality Index (GII) 2020 show that Indonesia is still ranked unsatisfactory.

The role of mothers and families in education and childcare is essential, especially in producing the golden generation of human resources. Therefore, the Ministry of Women's Empowerment and Child Protection encourages equal and fair gender relations between parents in making decisions related to children's education in a family to improve family quality. This is a common concern, especially in the GII, which shows that Indonesia is ranked 121st out of 189 countries worldwide and 10th out of 10 countries in ASEAN. The index is measured by maternal mortality, teenage birth rate, women's participation in parliament, population with secondary education, and labour force participation rate. This means that the worst portrait is on the issue of women and gender inequality, where women are far behind compared to men.²⁷ Improving gender equality requires empowering women in various development fields, such as education, economy, politics, health, law, employment, and others. Women's empowerment also requires attention and cooperation from the government, community organisations, academics, the business world, and the general public. The growth and development of children as the nation's next generation is highly dependent on the education they receive, both at home and school. Therefore, the active role of the community in advancing education is needed. So, as parents, we must instil the spirit of independent learning in children. The essence of independent learning is to provide the broadest possible opportunity and space for children to think, learn and create. In supporting efforts to empower women and gender equality, the Ministry of Research, Technology, and Higher Education continues to fight for equal rights to education. The breakthroughs of the Merdeka Belajar program emphasise efforts to bring quality education to all Indonesians, regardless of social, economic and gender backgrounds.

²⁶ Dian Thenniarti, "Kesetaraan Relasi Gender Pengaruhi Kualitas Pendidikan Anak Dalam Keluarga," Info Public, 2022, <https://www.infopublik.id/kategori/nasional-ekonomi-bisnis/636707/kesetaraan-relasi-gender-pengaruhi-kualitas-pendidikan-anak-dalam-keluarga>.

²⁷ Biro Hukum dan Humas Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak, "Relasi Gender Setara, Tingkatkan Kualitas Pendidikan Anak," Kementerian Pemberdayaan Perempuan Dan Perlindungan Anak Republik Indonesia, 2022, <https://kemenpppa.go.id/page/view/MzkzMQ==>.

Through the Minister of Education and Culture Regulation (Permendikbud) No. 82 of 2015 on the Prevention and Handling of Violence in the Education Unit Environment, the Ministry of Education and Culture aims to realise an education unit environment free from intolerance, bullying, and sexual violence. In addition, through Permendikbudristek Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, it continues to encourage the realisation of campuses that are free from sexual violence. Currently, it is also working to accelerate the formation of selection committees and task forces as implementers of the prevention and handling of sexual violence within universities. Women and children in Indonesia have tremendous potential to advance the nation in various fields. This can be seen from 2/3 of Indonesia's total population of 270.2 million, of which 65.2% are women and children. This extraordinary potential needs to be optimally empowered, especially considering the data from the Human Development Index (HDI), Gender Development Index (GDI), and Gender Inequality Index (GII) in 2020 which shows that Indonesia is still ranked unsatisfactory. In addition, gender-based discrimination still occurs in all aspects of life, all over the world. This is despite considerable progress in gender equality today. The nature and extent of discrimination varies significantly across countries or regions. There is no single region in the Third World where women enjoy equality in legal, social and economic rights. Gender disparities in opportunities and control over resources, the economy, power and political participation are ubiquitous. Women and girls bear the brunt of these inequalities, but they are fundamentally harmful to everyone. Therefore, gender equality is a central issue of a development goal that has its value.

Gender equality will strengthen a country's ability to develop, reduce poverty, and govern effectively. Promoting gender equality is thus a central part of the development strategy to empower people (all people), women and men, to lift themselves out of poverty and improve their lives. Economic development opens up many avenues for improving gender equality in the long run. The Sustainable Development Goals agenda is crucial because, once adopted, it will be used as a global and national reference so that the development agenda becomes more focused. Each of the goals upholds human rights and aims to achieve gender equality and empowerment of women, both young and old.

D. CONCLUSION

Gender differences, which in turn give birth to gender roles, are not a crucial problem as long as they do not cause gender inequalities. However, the reality in society shows that gender differences have given birth to various forms of inequality or injustice. Family law can also influence the educational priorities of girls and boys. Some cultural norms may direct boys to get a better education than girls, ultimately impacting their future employment opportunities and quality of life. In addition, family law also plays a role in determining employment opportunities for women. In Indonesia, there are significant differences in employment opportunities between men and women. Traditional norms and practices still restrict women from engaging in formal employment, especially after marriage or having children. This is closely related to family law provisions that assign women traditional roles as mothers and housekeepers.

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