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Test the Different Perceptions of Students towards Gender Equality Partnerships in a Different Decade (2012 and 2022)

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Abstract:

Gender discrimination in various aspects of social life results in different outcomes between men and women. Differences in treatment, norms, and views that are formed in society between men and women have an impact on various things in life. The younger generation has different desires and expectations from decade to decade because the development of society demands dynamic patterns of thinking and acting. As objects, they still need coaching and development toward growing potential and ability to an optimal level; they are not yet independent.

Operational Definition The variable used in this study is students' perceptions of male-female equal partnerships, which means that students' opinions about harmonious conditions between men and women are manifested through the pattern of attitudes and behavior between men and women who care, respect, value and help each other so that between men and women can work together as equal partners by using questionnaires in ordinal measurement data and a Likert scale. The indicators used are a gender analysis framework.

For women, there is no difference in perceptions of equal partnerships between 2012 and 2022, which means that women's perceptions are consistent about equal partnerships in terms of a gender analysis framework. Men and women have the same position, rights, obligations, and opportunities to play a role in all aspects of life. In men, there are differences in perceptions of equal partnerships between 2012 and 2022. It means that in terms of the gender analysis framework, men's perceptions of equal partnerships between 2012 and 2022 have experienced positive and significant changes.

Keywords: Gender equality partnership, perception

1. Introduction

Gender refers to the social, behavioral, and cultural attributes, expectations, and norms associated with being a woman or a man (UN Women, 2012). The term gender is often confused with sex. However, both are different things. Gender itself refers to the physical condition that is outwardly possessed by a person. When someone is born a boy or a girl, there are differences in norms and behavior between the two. It is this difference in treatment that then forms socially constructed roles, behaviors, and attributes in society which are often referred to as gender. Historically unequal power relations between women and men have led to domination over, and discrimination against, women by men and to the prevention of the full advancement of women. However, both women and men are victims of stereotypes restricting their full capabilities (Esposito & Sodfa, 2019)

Gender discrimination in various aspects of social life results in different outcomes between men and women. Women's involvement in the public sphere is often confronted with gender bias views that place women's role in the domestic sphere (Maimon Herawati). In areas where there is still a strong patriarchal culture, women generally lag behind men in the areas of health, education, and the economy. This happens because the norms that exist in patriarchal culture often harm women by placing them as 'second-class citizens'. Now, gender issues have become one of the important things that are included in various development planning documents, both at the national and global levels. Gender issues are one of the points in the Sustainable Development Goals (SDGs). The SDGs are a continuation of the Millennium Development Goals (MDGs), which ended in 2015. Gender equality is listed in the 5th goal of SDGs, namely 'Achieving Gender Equality and Empowering Women'. The Strategic Plan 2022–2025 aims to guide UN-Women for the next four years – with an eye toward the 2030 deadline to achieve the Sustainable Development Goals/SDGs (UN-Women, 2022) Gender is a multidimensional issue. This issue includes health, education, and the economy, which are also the focus of the SDGs. Apart from being specifically included in the fifth goal, gender issues are also covered in almost all of the goals in the sustainable development goals. Regarding the concept of equal partnership, it is suggested to be limited as follows: It is a condition in which men and women have equal rights and obligations that are manifested in opportunities, positions, and roles that are based on attitudes and behaviors that help and complement each other in all areas of life. The

realization of harmonious equal partnerships is a joint responsibility of men and women. Equal-partnership is the condition of a harmonious relationship between a man and a woman. A harmonious and balanced relationship is a relationship that is realized through a pattern of attitudes and behavior between men and women, who respect each other, respect each other, help each other and care for each other (Ministry of Women's Empowerment and Child Protection, 2011). The pattern of attitudes and behavior based on the above must be realized in everyday life both in the family, community, work, and campus environment. In this way, men understand and realize the position, role, rights, and obligations of women. Women will increasingly have the opportunity to exercise their rights and be able to utilize their potential as subjects of development, as well as improve their position, function, and role as policy-makers and decision-makers. The process of understanding and awareness of this equal partnership must always be socialized and practiced in everyday life. Campus life is a suitable scope for applying the understanding of male-female partnerships because, as students, it is hoped that in the next three to five years, they will be able to apply it in a wider scope, both in the family environment, work environment, and community environment. Gender Equality in Development, in addition to work participation and polemics over the role of women in income creation, also occurs in work performed. When women have decided to enter the world of work, they are confronted again with various policies that are not gender-responsive. There is discrimination in the process of recruiting employees to such an extent that the difference in labor wages between men and women is still visible. Equality that occurs in the field of education shows that women are no longer left behind compared to men in the academic field. Now, gender issues have become one of the important things included in various development planning documents, both at the national and global levels. Gender equality and justice are one of the development goals for improving the quality of life and the role of women in development (Ministry of Women's Empowerment and Child Protection, 2018). The increase in women's education has begun to shift views about women because they have started or have been recognized as having the same competence as men to participate in the public sphere. However, on the other hand, the view that the domestic sphere is entirely the responsibility of women generally has not changed (Maimon Herawati), but shifting values and changes in gender relations do not help solve women's problems (Thung Ju Lan., 2015). Policies are needed that mainstream gender and involve women in development. This policy will ensure that women are able to survive and carry out their social functions properly. (Probosiwi R, 2015). The promotion of gender equality and the empowerment of young women is at the heart of UNDP's mandate and intrinsic to its development approach. These efforts include advocating for equal rights for women and girls, combating discriminatory practices, and challenging roles and stereotypes that influence inequality and exclusion. (UNDP 2017)

National development in Indonesia must have a gender-responsive strategy (Ministry of Women's Empowerment and Child Protection, 2018). Men and women are involved together in development with their own characteristics and an adequate level of competence or professionalism (Djarkasi, Agnes S: 2000). The younger generation has different desires and expectations from decade to decade because the development of society demands dynamic patterns of thinking and acting. As objects, they still need coaching and development toward growing potential and ability to an optimal level. They are not yet independent. As subjects, they already have the provision and ability as well as the foundation to be independent through their own initiatives starting from the formulation of ideas, plans, implementation, and programs to the refinement of the next plan. (Wahyudi, Heri: 2021)

In this study, students were selected as research subjects. In the age stratification of the younger generation who are in the 19-23 year group (Wahyudi, Heri: 2021), it is hoped that after they graduate and work, they can make policies or make decisions that are sensitive to gender issues or responsive to gender. Besides that, they can also socialize the issue of male-female equal partnerships so that the chain of socialization of gender issues and male-female equal partnerships is not interrupted.

The objectives to be achieved in this research are:

- To determine the level of understanding of students about parallel partnerships,
- To find out students' perceptions of male-female equal partnerships in productive activities,
- To find out students' perceptions of male-female equal partnerships in reproductive activities,
- To find out students' perceptions of male-female equal partnerships in social activities,
- Are there differences in students' perceptions of gender equality partnership values in two different decades?

The results of this study can be used as material for consideration for observers of women and gender issues, especially in making decisions related to the preparation and management of programs to increase the role of women. Policies are formulated that mainstream gender and involve women in development. It can also be used as a reference for researchers who are interested in the field of women's studies so that women's problems in development can be approached and solved scientifically.

2. Method

Operational Definition The variable used in this study is students' perceptions of male-female equal partnerships, which means that students' opinions about harmonious conditions between men and women are manifested through the pattern of attitudes and behavior between men and women who care, respect, value and help each other so that between men and women can work together as equal partners. A questionnaire is used in ordinal measurement data, and the Likert scale with the indicators of the gender analysis framework:

- Productive activities - These activities are carried out by members of the community in an effort to earn a living and or meet family needs. These activities are also called economic activities because, in general, these activities generate money, such as selling at the market, working in an office, and so on,

- Reproductive activities - These activities are closely related to the maintenance and development of human resources in the family. These activities do not directly generate money, such as taking care of children, cleaning the house, and so on,
- Social activities - These activities are carried out by community members related to social relations. These activities do not generate money, such as helping neighbors for celebrations, community service, and so on.

The population in this study were students of the Faculty of Business Economics, Merdeka University, Malang. The sampling technique was carried out randomly. This technique was chosen because the population is relatively homogeneous. The data analysis technique used is a gender analysis framework with the following methods:

(1) Descriptive statistical analysis, the interpretation of the results is based on: Frequency > 60 % = Most; 41% - 59 % = Part; < 40 % = Fraction (2) Paired Sample T-Test

3. Results and Discussion

3.1. Description of the Gender Analysis Framework

Understanding of Male-Female Equal Partnership (in Percentage)												
Statement	2012						2022					
	Men			Women			Men			Women		
	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A
Equal partnerships in everyday life can be realized in an atmosphere of togetherness between men and women	7.7	17.3	75	6.8	18.2	75	0	33.3	66.7	0	33.3	66.7
Equal partnership is a dynamic condition in which men and women work with mutual respect and appreciation and help	0	19.2	80.8	0	12.5	82.5	0	13.3	86.7	0	3.3	96.7
Equal partnership means that men and women have the same position, rights, obligations, and opportunities to play a role in all aspects of life.	7.7	21.1	71.2	2.3	2.5	72.7	0	30.0	70.0	0	13.3	86.7

Table 1: Understanding of Male-Female Equal Partnership (in percentage)
(Disagree/DA=1, Simply Agree/SA=2, Agree/A=3)

3.1.1. Understanding of Male-Female Equality Partnership in 2012 (Yuniriyanti, Eny, 2012)

Table 1 shows that 75% of men and 75% of women understand the meaning of equal partnership between men and women. 80.8% of men and 82.5% of women agree that men and women work with mutual respect, appreciation, and help. The majority of the male and female respondents (71.2%, and 72.7%, respectively) agree that men and women have the same position, rights, and obligations, as well as opportunities to play a role in all aspects of life. When compared, it turns out that women understand the meaning of equal partnership better than men.

3.1.2. Understanding of Male-Female Equality Partnership in 2022

Table 1 shows that most of the respondents (66.7% male and 66.7% female) understand the meaning of equal partnership between men and women. The majority of men (86.7%) and the majority of women (96.7%) agree that men and women work in a respectful, appreciative, and helpful way. The consistency regarding the understanding of male-female equality partnerships is shown by the majority of men and women (70.0%, and 86.7%, respectively) agreeing that men and women have the same position, rights, and obligations as well as opportunities to play a role in all aspects of life. When compared, it turns out that the number of women who understand the meaning of equal partnership has increased.

Gender Analysis Framework: Productive Activity (in percentage)												
Statement	2012						2022					
	Men			Women			Men			Women		
	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A
Men are fully responsible for the maintenance of the family	11.5	23.1	65.4	13.6	18.2	68.2	3.3	30	66.7	0	20	80
Women work only as additional breadwinners for the family	11.5	40.4	48.1	13.6	36.6	47.8	6.7	53.3	40	6.7	40	53.3
Women should not work outside the home	57.7	23.1	19.2	80	18.2	1.8	63.3	37.7	0	73.3	20	6.7
Preferably in work, women do not need to think about career development	60	21.1	18.9	91	9	0	56.7	433	0	76.7	16.7	6.7
It is better for working women to prioritize their household rather than their work	7.7	26.7	65.6	6.8	31.8	61.4	13.3	63	23.3	23.3	70	6.7
In completing the same work, men have better abilities than women	46.2	25	28.8	72.7	6.8	20.5	30	43.3	26.7	50	36.7	13.3
In decision-making, men have better abilities than women	38.5	23	38.5	75	12.5	12.5	26.7	47	26.7	46.7	26.7	26.7
Women are more suitable to work in fields that require skills, thoroughness, and patience	1.9	36.5	61.6	11.4	40.9	47.7	20	40	40	10	50	40
Women are more suitable to work in fields that require skills, thoroughness, and patience	26.9	34.6	38.5	31.8	36.4	29.5	13.3	60	26.7	30	36.7	33.3
Men are better suited to be leaders than women	15.4	30.8	53.8	45.5	25	29.5	20	30	50	33.3	30	36.7
In career development, men have greater rights and opportunities than women	26.9	21.1	52	52.3	22.7	25	33.3	37	30	56.7	33.3	10
If given the opportunity, women are able to become leaders	9.6	38.5	51.9	6.8	18.2	75	6.67	57	36.7	3.33	23.3	73.3
A woman being a leader is a violation of nature as a woman	80.8	9.6	9.6	81.8	6.8	75	83.3	10	6.67	96.7	3.3	0
Women also have the ability in the field of Science and Technology	7.7	26.7	65.6	4.5	20.5	75	0	23	77	3.33	20	76.7
In the field of Science and Technology, women's ability is far below that of men	69.2	21.1	9.7	72.7	20.5	6.8	67	23	10	73.3	26.7	0

Table 2: Gender Analysis Framework: Productive Activity (in percentage)
(Disagree/DA=1, Simply Agree/SA=2, Agree/A=3)

3.1.3. Productive Activity Gender Analysis Framework in 2012 (Yuniriyanti, Eny, 2012)

Most of the men and women respondents (65.4% and 68.2%) agree that men are fully responsible for providing for the family. Some men and women (48.1% and 47.8%) agree that women work only as additional earners for the family. Most of the men (57.7%) and most of the women (80%) do not agree that women should not work outside the home. Most women (91%) and some men (60%) do not agree that women do not need to think about career development.

Most of the male and female respondents (65.6% and 61.4%, respectively) agree, and only a small number of men and women (7.7% and 6.8%, respectively) disagree that working women should prioritize their household over their work. Only a small number of male respondents (28.8%) and a small number of female respondents (20.5%) agree that men have better abilities than women in completing the same work. 38.5% of male respondents and 75% of women respondents disagree, while 38.5% of male respondents and only 12.5% of female respondents agree that the decision-making abilities of men are better than women.

61.6% of males and 47.7% of females agree that women are more suitable to work in fields that require skills, thoroughness, and patience. On the other hand, 38.5% of males and 29.5% of females agree that men are more suitable to work in fields that require skills, thoroughness, and patience. 53.8% of the males and 29.5% of the females agree, while

15.4% of males and 45.5% of females disagree that men are more suitable to be leaders than women. This means that more men than women agree with the statement that men are better suited to be leaders than women.

Most of the male respondents agree (52%), and a small number of female respondents agree (25%) with the statement that in career development, men have greater opportunities than women. However, some of the male respondents (51.9%) and most of the female respondents (75%) agree with the statement that if given the opportunity, women are capable of becoming leaders. Most of the male and female respondents (80.8% and 81.8%, respectively) disagree with the statement that women being leaders is a violation of their nature as women. The majority of males (65.6%) and the majority of females (75%) agree with the statement that women also have abilities in the field of science and technology like men. In contrast, most men and women (69.2% and 72.7%, respectively) disagree that women have abilities far below those of men in science and technology.

3.1.4. Productive Activity Gender Analysis Framework in 2022

Most men and women (66.7% and 80%, respectively) agree that men are fully responsible for providing for the family. Most of the men and women (40% and 53.3%, respectively) agree that women work only as additional earners for the family. Most of the men (63.3%) and most of the women (73.3%) do not agree that women should not work outside the home. Most women (76.7%) and some men (56.7%) disagree that women in workplaces are considered not to think about career development. Most men and women (63% and 70%, respectively) simply agree that working women should prioritize their household over their work. Only a small percentage of men (26.7%) and even a smaller percentage of women than men (13.3%) agree that men have better abilities than women in completing the same work. 26.7% of men and 46.7% of women do not agree with the statement that in terms of decision-making abilities, men are better than women.

A small number of men and women (40%) agree that women are more suitable in fields that require skills, thoroughness, and patience. Only a small proportion of men and women (26.7% and 33.3%, respectively) agree that men are more suitable to work in fields that require skills, thoroughness, and patience. 50% of men and a small number of women (36.7%) agree that men are more suitable to be leaders than women. This means that more men than women agree with the statement that men are better suited to be leaders than women.

30% of men and 10% of women agree that men have greater opportunities than women in terms of career development. A small proportion of men (36.7%) and most women (73.3%) agree that if given the opportunity, women can become leaders. Most of the male and female respondents (83.3% and 96.7%, respectively) disagree with the statement that a woman being a leader is a violation of her nature as a woman. Most of the male and female respondents (77% and 76.7%, respectively) agree that women also have abilities in the field of science and technology like men. However, most of the men and women (67% and 73.3%, respectively) disagree that women have abilities far below those of men in science and technology.

Statement	Gender Analysis Framework: Reproductive Activity (in percentage)											
	2012						2022					
	Men			Women			Men			Women		
	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A
In the household, determining the menu, shopping, and cooking is a woman's obligation	13.5	25	61.5	13.5	25	61.5	23.3	40	36.7	13.3	36.7	50
In the household, washing and ironing is a woman's job	30.8	21.1	48.1	52.3	22.7	25	36.7	40	23.3	13.3	56.7	30
In the household, sweeping and mopping the floor is a woman's job	51.9	19.2	28.9	63.3	13.6	22.8	43.3	40	16.7	16.7	60	23.3
In a family, children's education (registering, dropping off at school, and taking report cards is the mother's responsibility)	65.4	19.2	15.4	59.1	31.8	9.1	66.7	30	3.3	53.3	40	6.7
In a family, caring for children (bathing, feeding, and caring if sick is the mother's job)	34.6	26.9	38.5	52.3	15.9	31.8	53.3	33.3	13.3	43.3	46.7	10

Table 3: Gender Analysis Framework: Reproductive Activity (in percentage)
(Disagree/DA=1, Simply Agree/SA=2, Agree/A=3)

3.1.5. Gender Analysis Framework: Reproductive Activities in 2012 (Yuniriyanti, Eny, 2012)

61.5% of males and females agree that determining food menus, shopping, and cooking are women's obligations. A small proportion of men (48.8%) and women (25%) agree, while 30.8% of men and 52.3% of women disagree that washing and ironing activities are women's work. Some men (51.9%) and most women (63.3%) disagree that sweeping and mopping the floor is a woman's job. Only a small proportion of men and women (15.4% and 9.1%, respectively) agree,

and the majority of male and female respondents (65.4%, and 59.1%, respectively) disagree that in a family, children's education is the mother's responsibility. A small number of men and women (38.5% and 31.8%, respectively) agree that raising children is a mother's work.

3.1.6. Gender Analysis Framework: Reproductive Activities in 2022

A small number of men and women (36.7 and 50%, respectively) agree that determining food menus, shopping, and cooking are women's obligations. A small proportion of male and female respondents (23.3%, and 30%, respectively) agree, and even a smaller proportion of male and female respondents (36.7%, and 13.3%, respectively) disagree that washing and ironing activities are women's work. Most of the male respondents (43.3%) disagree, and most of the female respondents (60%) simply agree that sweeping and mopping the floor is a woman's job. Only a small proportion of men and women (3.3% and 6.7%, respectively) agree, and a majority of men and women (66.7%, and 53.3%, respectively) disagree that in a family, children's education is the mother's responsibility. A small number of men and women (13.3% and 10%, respectively) disagree that raising children is the mother's work, meaning that family maintenance is a shared responsibility.

Gender Analysis Framework: Social Activity (in percentage)												
Statement	2012						2022					
	Men			Women			Men			Women		
	DA	SA	A	DA	SA	A	DA	SA	A	DA	SA	A
Helping a neighbor's celebration is a woman's duty	59.6	15.4	27.7	50	25	25	50	36.7	13.3	26.7	53.3	20
Being active in social activities in the neighborhood is only suitable for women	73.1	11.5	15.4	70.5	22.7	6.8	70	26.7	3.3	66.7	26.7	6.7
Being active in community organizations is only suitable for men	71.2	13.5	15.3	77.2	11.4	11.4	46.7	40	13.3	60	33.3	6.7

Table 4: Gender Analysis Framework: Social Activity (in percentage)
(Disagree/DA=1, Simply Agree/SA=2, Agree/A=3)

3.1.7. Gender Analysis Framework: Social Activities in 2012 (Yuniriyanti, Eny, 2012)

A small number of men and women (27.7% and 25%, respectively) agree that activities to help neighbors in celebrations are a woman's obligation, meaning that men and women have the same obligation to help with neighbors' celebrations. Most men and women (73.1% and 70.5%, respectively) disagree that being active in social activities in the neighborhood is only suitable for women, meaning that being active in community organizations is only suitable for men. Most male and female respondents (71.2%, and 77.2%, respectively) disagree that being active in community organizations is only suitable for men.

3.1.8. Gender Analysis Framework: Social Activities in 2022

A small proportion of men and women (13.3% and 20%, respectively) agree that activities to help neighbors in celebrations are a woman's obligation, meaning that men and women should have the same obligation to help neighbors' celebrations. Most men and women (70% and 66.7%) disagree that being active in social activities in the neighborhood is only suitable for women. Only a small proportion of men and women (13.3% and 6.7%, respectively) agree that being active in community organizations is only suitable for men.

3.2. Perception Difference Test

- Ho: There is no difference in perceptions about equal partnerships in 2012 and 2022
- Ha: There are different perceptions about parallel partnerships in 2012 and 2022

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Male1 - Male2	2.58462	14.01433	2.74844	Lower	Upper	.940	25	.356
					-3.07589	8.24512			

Table 5: Paired Samples Test

The output results show a significance value of > 0.05 , meaning that in women, there is no difference in perceptions of equal partnerships between 2012 and 2022.

This means that women's perceptions are consistent from 2012 and 2022 regarding equal partnerships in terms of a gender analysis framework. Men and women have the same position, rights, obligations, and opportunities to play a role in all aspects of life.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Male1 - Male2	11.45769	11.67881	2.29040	6.74052	16.17486	5.002	25	.000

Table 6: Paired Samples Test

The output results show a significant value of <0.05 , meaning that in men, there are differences in perceptions of equal partnerships between 2012 and 2022.

This means that in terms of the gender analysis framework, men's perceptions of equal partnerships between 2012 and 2022 have experienced positive and significant changes. In 2022, more men will disagree if women should not work outside the home and women are better suited to work in fields that require skills, thoroughness, and patience. Fewer men agree that men are better suited to work in areas that require thinking and men are better suited to be leaders than women. More men agree that women also have abilities in the field of science and technology. In domestic household activities, including educating children, more men disagree that women are more responsible. In social activities, fewer men disagree that social organizations are only suitable for men.

3.3. Level of Student Understanding of Male-Female Equal Partnership

Students' perceptions of male-female equality partnerships mean that students' opinions about harmonious conditions between men and women are manifested through the pattern of attitudes and behavior between men and women who care, respect, respect, and help each other so that men and women can work together as equal partners. Most of the students understand the meaning of male-female equality partnership. Their understanding is shown by their agreement with the statement that equality partnerships in everyday life can be realized in an atmosphere of togetherness, also reinforced by their agreement answers to the statement that men and women work to respect each other, respect each other, and help each other. To show the consistency of students' answers about the understanding of the equal partnership between men and women is evidenced by their agreement with the statement that men and women have the same position, rights, and obligations, as well as opportunities to play a role in all aspects of life.

3.4. Student Perceptions of Male-Female Equal Partnership in Productive Activities

Productive activities are defined as activities carried out by community members in an effort to earn a living and or meet family needs. This activity is also called economic activity because, in general, this activity generates money. From the answers given by the students, it can be revealed that:

In accordance with the concept of gender, which states that gender is a trait that is inherent in men and women that is socially and culturally constructed, for example, because of the social construction of gender, men must be strong and aggressive so that they are then trained and socialized and motivated to become or lead to gender traits constructed by society. It is better for women to be considered gentle, caring, and affectionate. From infancy, the socialization process takes place so that it affects not only emotional development but also physical and biological development. The difference in these assumptions is socialized in everyday life where men are the heads of the family responsible for providing for their families, and women are the housewives responsible for taking care of the household. This is reinforced and proven by the students' answers, which show that most (men and women) agree that family maintenance is the responsibility of men, and women work only as additional breadwinners. More men disagree that women should not work outside the home. Both men and women agree that working women should prioritize their household over work.

3.5. Student Perceptions of Male-Female Equal Partnership in Reproductive Activities

Reproductive activity is defined as an activity that is closely related to the maintenance and development of human resources in the family. These activities do not directly generate money, such as taking care of children, cleaning the house, etc.

There is an assumption that women are nurturing and diligent and are not fit to be the head of the household, resulting in all domestic work being the responsibility of women. Consequently, many women have to work hard and spend their time keeping their household clean and tidy, from cleaning and mopping floors, cooking, washing, looking for water for bathing to raising children. Among poor families, this heavy burden must be borne by the women themselves. Moreover, if a woman has to work, she carries a double workload. The above assumption is reinforced and caused by the views and beliefs in society that work that is considered by society as women's work, such as domestic work, is considered and valued lower than types of work that are considered men's work.

From this study, it was revealed that the assumption mentioned above was not entirely correct because:

- Most men and women agreed that in the household, women had an obligation to determine the menu, shop, and cook,
- A small number of men and some women agreed, but with a lower percentage that washing and ironing is a woman's work,
- Most men and most women disagree that child education is the responsibility of the mother,
- A small number of men agree, and a small number of women agree, but with a smaller percentage that child rearing (bathing, feeding, and nursing, if sick) is a mother's job.

It was concluded that for domestic work, more and more men agreed to be involved in cleaning the house (sweeping and mopping) and take responsibility for children's education (registering for school, driving to school, and taking report cards), while setting menus, shopping, and cooking is considered to be the responsibility of women.

3.6. Student Perceptions of Male-Female Equal Partnership in Social Activities

Social activities, namely activities carried out by community members related to social relations, these activities do not generate money, such as helping neighbors for celebrations, community service, and so on. In this research, it was revealed that with regard to social relations, both men and women agree that they have the same rights and obligations to help neighbors at celebrations, actively participate in social activities, and are active in community organizations.

4. Conclusion

For women, there is no difference in perceptions of equal partnerships between 2012 and 2022, which means that women's perceptions are consistent about equal partnerships in terms of a gender analysis framework. Men and women have the same position, rights, obligations, and opportunities to play a role in all aspects of life. For men, there are differences in perceptions of equal partnerships between 2012 and 2022. It means that in terms of the gender analysis framework, men's perceptions of equal partnerships between 2012 and 2022 have experienced positive and significant changes. More men disagree that women should not work outside the home and are better suited to work in fields requiring skills, thoroughness, and patience. Fewer men agree that men are better suited to work in areas that require thinking and that men are better suited to be leaders than women. Fewer men agree that men are better suited to work in areas that require thinking and that men are better suited to be leaders than women. More men agree that women also have abilities in science and technology. In domestic household activities, including children's education, more men disagree that women are more responsible. In social activities, fewer and fewer men disagree that social organizations are only suitable for men. They have the same rights and obligations to help neighbors in celebrations, actively participate in social activities, and are active in social organizations.

5. Suggestion

For observers of women's and gender issues, it is necessary to think about how to motivate women to be more able to recognize and improve their own abilities as well as increase self-confidence. Programs on raising gender awareness or understanding male-female partnerships should also involve men.

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