FACTORS INFLUENCING GENDER DEVELOPMENT INDEX IN INDONESIA (2018-2022)

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Abstract

When Covid-19 is a challenge for the Government to increase the Gender Development Index in Indonesia, this is caused by declining health because many people are infected with the Covid-19 virus and the lockdown, PSBB, and PPKM policies which have reduced company income, resulting in default and layoffs. Both of these are measurements for determining the Gender Development Index. To ensure this, the research aims to find out whether Education and Health are the main factors in increasing the Gender Development Index or whether other factors have a similar effect. This study found a new factor that could affect the Gender Development Index, namely poverty. This research is quantitative research with an explanatory approach. The data used is secondary data obtained from BPS. This research uses PLS 3.0 software. The results of the study show that Education and Health have a significant effect on the Gender Development Index. Interestingly, after being moderated by the Poverty variable, the effect of the Education and Health variables on the Gender Development Index is increasingly significant.

Keywords: *Factors, Gender Growth Index, Education, Health, Poverty*

1. INTRODUCTION

The notion of gender, according to Jary and Jary, for example, in the dictionary, Sociology has two meanings. First, gender is generic and used to differentiate between males and females based on the sex's anatomy. In another sense, especially the meaning. According to the initiative of sociologists and psychologists, this gender is defined more in the separation of "male" and "female" from the inherent characteristics of society and social psychology; many sociologists emphasize that gender discourse is used to create the social division of society into categories of who is "masculine" and who is feminine(Salviana, 2019).

Anthropologists such as psychologists and sociologists have emphasized that Gender is not defined biologically but socio-culturally. Gender is considered culturally and historically significant, and the interpretation and expression of both variants of Gender between different cultures and social factors such as class, age, race, and ethnicity. It is about honing specific meanings, expressions, and experiences of sex, showing that Gender cannot be equated by looking only at Gender or sexuality(Salviana, 2019).

In other words, gender has its own socially constructed characteristics; for example, men are considered more muscular, robust, masculine, aggressive, and rational, while women are seen as gentle, beautiful, motherly, passive, and emotional. However, in time and history, are properties exchanged, e.g. There are gentle, emotional, and motherly men or, conversely, strong, strong, and rational women. However, after all these trips, the social structure separates the inherent traits of both sexes (Izzah, 2015).

Indonesia's Gender Empowerment Index (IDG) results have shown increasing progress. IDG is used to measure gender equality in the political field through the involvement of women

in parliament, decision-making is seen from their position and position as professionals, and the economy is measured through women's income contribution. Indonesia's IDG has increased from 68.15 in 2010 to 75.24 in 2019 in the last nine years. The IDG score in 2019 shot up significantly compared to 2018, with an increase of 3.14 points or 4 .35 percent. IDG's growth in 2018-2019 was speedy compared to 2017-2018, which only increased 0.36 points or 0.50 percent (Lestari et al., 2021).

Measure the achievement of gender equality and women's empowerment. It can be seen through gender development performance indicators, namely the Gender Development Index (IPG) and Gender Empowerment Index (IDG). The IPG measures the development gap between men and women. In contrast, the IDG measures gender equality in the roles of women and men in business, politics, and leadership or decision-making. The IDG calculation is necessary because it is one of the most important indicators of the success of human development, especially in these three fields. IDG is calculated from the arithmetic average of its three components: the representation of women in parliament, women in work, and their contribution to each activity. (KPPA, 2022).

Part of the IPG consists of an educational dimension, a health dimension, and an economic dimension. Among the health factors observed in people with health problems, in 2020, the proportion of women with health problems was 32.65 percent higher than men, which is only 29.29 percent. Based on the level of education (APS) in several age groups, namely. H. APS 7-12 years, 13-15 years, 16-18 years. Judging from the visible aspect of education, in 2020, the APS for all women ages is higher than that of men. From an economic perspective, there is a problem that is quite important in economic development, namely unemployment. This can be measured by the open unemployment rate (TPT) indicator. Based on BPS 2020 data, TPT is still dominated by men at 7.46 percent, higher than women at only 6.46 percent. Based on these figures, it can be seen that there are differences in employment opportunities for men and women which indicate that gender equality policies in the world of work are not yet fully compatible between men and women(KPPA, 2022).

In contrast to the opinion of BPS, researchers consider that the most suitable indicator representing the economic dimension for measuring the Gender Development Index is poverty. Therefore, this study aims to analyze the direct effect of Education, Health, and Poverty on the Gender Development Index variable.

2. RESEARCH METHOS

The type of study used in this study is a quantitative study using a path analysis model. This research method uses four independent variables dependent variables and parameters(Sugiyono, 2019). The data source used with secondary data. In this study data were collected using literature and manuals. Data used in this study were obtained from the Central Bureau of Statistics for the period 2018-2022. The study examined the population of 34 provinces in Indonesia. A sample of this study is an annual report with a total of 510 data on health education poverty. The Partial Least Squares (PLS) method was used for data analysis with the help of SmartPLS 3 program with the following models and hypotheses(Jonathan Sarwono, 2016).
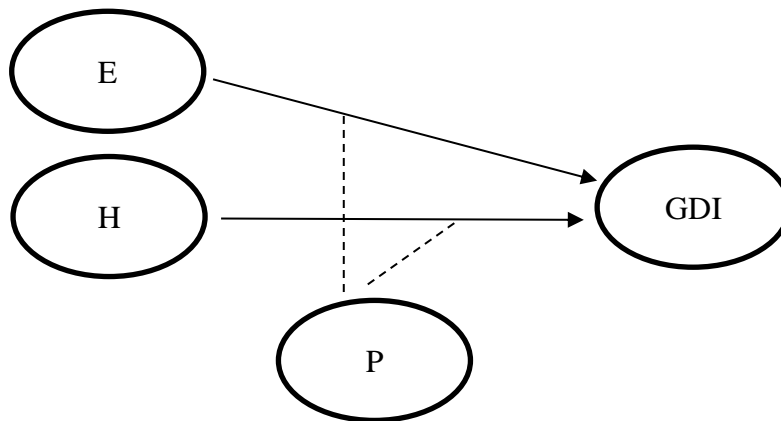
Gambar 1
Model Penelitian

Hypothesis:
1. The Influence of Eduction To Gender Development Index
2. The Influence of Health To Gender Development Index
3. Poverty Moderates Education In Gender Development Index
4. Poverty Moderates Health In Gender Development Index

3. RESULT AND DISCUSSION
3.1 Education

Education is an inherent part of life. Understanding this may seem forced, but if you try to trace the flow and process of human life, it cannot be denied that education has rosenai, the long road of human life from beginning to end. Education becomes a faithful bodyguard and becomes a basic human need. Education is a faithful guardian and an essential need for man. V.R. Taneja, citing Property Lodge's statement that life is education and education is life. That means that talking about humans will always coincide with education, and vice versa (Yusuf, 2018).

The debate about education, in the opinion of the writer, is not locatedon whether or not education is necessary for humans, but moreto how education is carried out, what should beachieved (objectives) and how the work procedures of the executors (educators). Therefore, education is then defined in various opinions and statements. The diversity of opinions is something to be grateful for so that it opens up opportunities to compare various opinions and add to the body of knowledge(Purwanto, 2019).

In law No. 20 of 2003, regarding the System National Education formulated that the goal of national education is: Developing the potential of students to become human beings
believe and fear God Almighty, have good moralsnoble, healthy, knowledgeable, capable, independent, and become a democratic and responsible citizen. In line with this objective, to measure the Gender Development Index, one of the indicators used by BPS is Education through Old School Expectations(Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

3.2 Health

The degree of public health is one of the indicators is Life Expectancy. Life Expectancy is a tool to evaluate the government's performance in improving the welfare of the population in general and improving health status in particular. Health development programs and other social

programs, including environmental health, adequate nutrition and calories, and poverty eradication programs, must follow low life expectancy in an area.(Faturahman, 2029)

Life Expectancy estimates the average additional age a person is expected to continue to live. *Life Expectancy* can also be defined as the average number of years a person lives after reaching the x-th birthday. The size commonly used is several life expectancy at birth, which reflects the state of health at the time. Life expectancy is one measure that can be used as a measure. Health can make men and women more productive in fulfilling their obligations(Sari et al., 2019).

3.3 Poverty

Poverty can be defined as a condition of social beings. In this case, humans as individuals or groups who cannot meet their basic needs in sustaining themselves economically and developing their standard of living to be better(Riswanto, 2016). Meanwhile, according to another opinion, poverty is a condition experienced by humans as social beings who cannot achieve a more humane standard of living (Barika, 2013).

In addition, Barika (2013) revealed that poverty is a condition of not eating at all, living as a homeless person, and if you are sick or even die, someone is used to helping (Barika, 2013). Poor people generally cannot read for not being able to go to school, for not having a job, for fear of facing the future, and for losing a child to illness. Poverty is a situation of being powerless and marginalized, even if you do not have the freedom to live. In line with Barika's opinion, poverty, in general, can be a barrier for humans to get an education and a decent life. Therefore, researchers believe that the Poverty variable is more effective in moderating education and health, so it significantly affects the Gender Development Index variable.

Table 1
Direct Reslut

Variable	T-satistict	P-Values	Results
H->EG	2.813	0.005	Accepted
E->EG	2.851	0.003	Accepted

Sumber : Data diloah peneliti, 2023

3.4 The Influence of Eduction To Gender Development Index

Based on the results of the table above, education has a positive influence on the Gender Development Index, the t-statistic value is above 1.96, which is 2,813, and the p-value is less than 0.05, which is 0.005. This is in line with the analysis from KPPA that one of the indicators influencing the Gender Growth Index is education as measured by the expected length of schooling.

3.5 The Influence of Health To Gender Development Index

Based on the results of the table above, education has a positive influence on the Gender Development Index, the t-statistic value is above 1.96, which is 2,851, and the p-value is less than 0.05, which is 0.003. This is in line with the analysis from KPPA that one of the indicators influencing the Gender Growth Index is Health as measured by the Life Expectancy.

In addition to examining the direct effect, this research also examines the effect of Education and Health on the Gender Development Index with Poverty as a moderating variable with the following results.

Table 2
Moderation Result

Variable	T-satistict	P-Values	Results
P--)E--)DGI	10.711	0.000	Accepted
P--)H--)EG	17.321	0.000	Accepted

3.6 Poverty Moderates Education In Gender Development Index

Based on the results above, poverty can moderate the Education variable on the Gender Development Index because the t-statistic value is above 1.96, 10,711, and the p-value is less than 0.05, 0.000. This aligns with Barika's opinion that poverty can affect a person's education and health(Barika, 2013).

3.7 Poverty Moderates Health In Gender Development Index

Based on the results above, poverty can moderate the Education variable on the Gender Development Index because the t-statistic value is above 1.96, 17.321, and the p-value is less than 0.05, 0.000. This aligns with Barika's opinion that poverty can affect a person's education and health(Barika, 2013).

To find out how much the Education, Health, and Poverty variables influence the Gender Development Index variable, the R-Square is known as follows:

Table 3.
R-Square

Variable	R-Square	Adjusted Square
GDI	0.972	0.970

Based on the table above, the variables of Education, Health, and the moderating variable of Poverty can influence the Gender Development Index variable by 97%. The rest is explained by other variables not present in this study. These results show a strong influence because it is above 75%. According to SarTEDT, strong influence is above 75%, moderate is above 50%, and weak is above 25%(Sarstedt et al., 2014).

4. CONCLUSION

Based on the results above, the Education and Health variables directly and significantly affect the Gender Development Index variable. After being moderated by the Poverty variable, the effect of the Education and Health variables on the Gender Development Index is increasingly significant. This is because poverty is the most critical factor for the community to get a decent education and good health.

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