

# Determinant Analysis of Gender Inequality in Human Development in Indonesia

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## Abstract

*The purpose of this research is to examine the impact of poverty, unemployment, economic growth, elderly population, and the average time female education period on gender inequality in human development in Indonesia. The dependent variable is gender inequality. The independent variables are poverty, unemployment, economic growth, elderly population, and female education period. This research was conducted in 34 provinces in Indonesia with an observation period of 2019. The type of data used is secondary data. Data collection was done through online access on Badan Pusat Statistik website. Data analysis method used was multiple regression analysis. The result shown that the number of elderly population and economic growth partially give positive and significant impact on gender inequality in human development in Indonesia. Poverty, unemployment, and the female education period partially give negative and insignificant impact on gender inequality in human development in Indonesia.*

## Keywords

gender inequality; poverty; unemployment; economic growth; number of elderly population; the average of female education period



## I. Introduction

National development essentially has a main purpose, namely to build people to be more prosperous without distinguishing social status, race, religion and gender. Everyone, both male and female, has the same right to participate in development activities and to enjoy the results of the development itself. This equality must be applied in various aspects, both in access to formal work, access to health, and access to education.

The result of human development in Indonesia doesn't equality, especially gender equality. The Human Development Index (HDI) sort by gender in the last few years shows different numbers between male and female. Nationally, during the 2010-2019 period, the HDI of male had a "high" status, while the HDI of female was still of a "medium" status. In 2019, the HDI for male was 75.96 and the HDI for female was still at 69.18. This illustrates the inequality of human development between male and female.

The Gender Development Index (GDI) also shows the inequality between the roles of male and female. During the period 2010-2019, Indonesia's GDI was still below 100. This shows that the role of female is still inferior to male.

On 2018 the Indonesian labor amount is 131,005,641 people with 80,399,421 male, while 50,606,220 female. From these details, the male labor who graduated high school and higher was 42.16%, while the female labor who graduated high school and higher was only 39.74%. It means when viewed from the length of education, the male labor is superior in education compared to the female labor. Excellence in education can increase competitiveness. Education can help a person to access better jobs with better income offering, and can improve the standard of living (Ionescu, 2012).

When viewed from the number of workers in the formal sector, gender inequality also occurs. The labor in the formal sector is still dominated by male. As many as 46.29% of the

male labor are workers in the formal sector, while only 38.20% of the female labor. This shows that female competitiveness level is still low.

Wage gap between male and female also reflect gender inequality. According to Vanek, et. al., (2014) and the World Bank (2011) the wage of female workers tend to be lower than male even though they both work in the formal or informal sector. In fact, in 2018, the average net wage for male was Rp. 3,064,920 per month, while the average net wage for female was Rp. 2,398,674 per month. Female fell behind in various aspects can cause losses in terms of economic growth. Klasen and Lamanna (2009) found that inequality in job opportunities hampered economic growth, and the economic growth lost due to gender inequality in employment was about four times greater than gender inequality in education.

According to Oxfam (2019), good education has considerable power to increase equality between male and female. However, the behavior of society that is more concerned with the education of boys than girls (Sumar, 2015) triggers the gender inequality problem. Economic limitations due to poverty and unemployment make the education of boys prioritized, while the education of girls is neglected. Elders are also become the responsibility of female, which causes their education to be hampered. Because of this, the length of female spent pursuing their education is not comparable to male. In short, poverty, unemployment, the elderly population, and education period cause female to fall behind male. Economic growth has the potential to reduce this inequality. The benefits of economic growth increase income, so that the ability to finance education for female is greater from the explanation above, can be concluded several main problems:

1. There is inequality in human development between male and female in Indonesia
2. Indonesia's GDI is still below 100 which indicates that the role of female is still inferior to male
3. The male labor is superior in education than the female labor
4. Labor in the formal sector is still dominated by male, which shows the low competitiveness level of female

The urgency of this research is to identify things that need to be fixed and improved in women empowerment. Therefore this research aim to test the impact of poverty, unemployment, economic growth, elderly population, and the average female education over gender inequality in human development in Indonesia.

## II. Review of Literatures

### 2.1 Gender Inequality

According to BPS (2020), gender is the differentiation of roles, positions, responsibilities, and division of labor between male and female determined by the community based on the nature of female and male that are considered appropriate according to community norms, customs, beliefs or habits. Gender is not the same as God's will. God's will is something that is determined by God, so that humans are not able to change or deny. Meanwhile, God's will is universal.

Gender inequality is the inequality of roles, positions, responsibilities, and division of labor between female and male in various sectors, including education, economy, employment and other sectors. Natasha (2013) revealed that gender inequality occurs in the fields of education, economy, social, and culture, making female unable to do self development as their self-actualization.

## **2.2 Poverty**

Poverty is a major problem on every country. According to Chambers (1999), poverty is an integrated concept that has 5 dimensions, which is: poverty, powerless, state of emergency, dependence, and geographical and sociological isolation. Poverty is identical with limitations, especially limited resources. Therefore, poverty is a barrier to education accomplishment. Through society perspective, having a son is considered more important and valuable than a daughter, because a son is expected to become a leader for the family, not only in economic terms, but also in all aspects (Sumar, 2015). Poverty cause boys to be prioritized for education over girls. This causes gender inequality.

## **2.3 Unemployment**

According to Sukirno (2004) unemployment is the number of workers who are looking for jobs, but have not found one yet. The result of unemployment is the loss source of income and increasing the threat of losing access to education and healthcare. In addition, in condition of high unemployment, the available job opportunities are very limited. Under these conditions, male are more likely to be accepted for the jobs rather than female. The result of Novianti (2019) research shows that gender has a positive and significant impact on the open unemployment rate based on gender gap in Indonesia, where the number of unemployed female is more than male.

## **2.4 Economic Growth**

Economic growth is the fiscal development of the production of goods and services that apply in a country, such as the increase and the amount of production of industrial goods, infrastructure development, the increase in the number of schools, the increase in the production of the service sector and the increase in the production of capital goods (Sukirno, 2011). Economic growth can contribute to reducing gender inequality in human resource development. Economic growth shows an increase in production and an increase in income. The benefits of economic growth can be allocated to education costs. In addition, high economic growth has contributed to an increase in the number of new jobs. The results of Ioan's (2014) research show that an increase in the growth of the number of jobs is closely related to high economic performance. Particularly, whether inflation is necessary or harmful form economic growth constitutes the basis of the matter in question (Eden in Wollie, 2018). Economic growth is a continuous process of increasing per capita output in the long run (Hakim, 2021). In order to achieve good economic growth and improve the welfare of the community (Lubis, 2020).

## **2.5 Elderly Population**

An elder is a person who is over 60 years old. Over time, the elderly will experience a decline in health conditions and economic productivity and, they will be depend on the productive age adults. This dependence is not only in the aspect of meeting their needs, but also in the aspect of parenting.

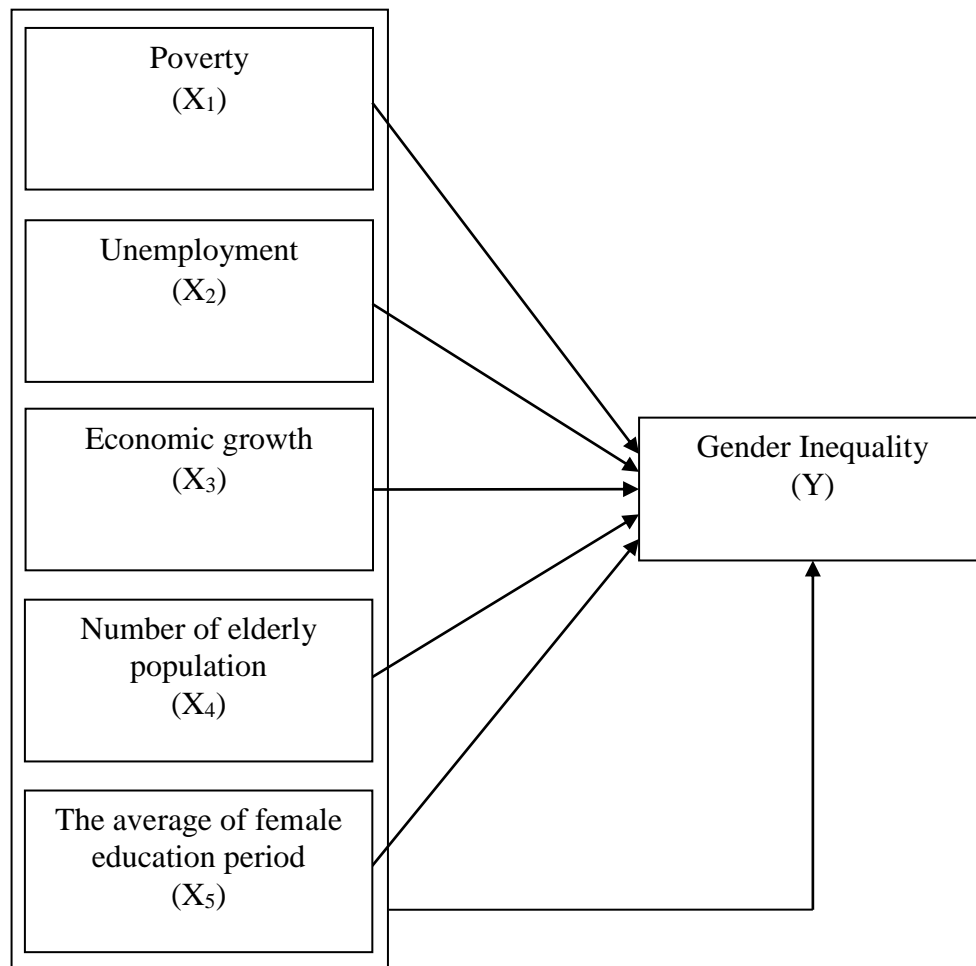
According to Laubunjong (2008), the majority of the elderly want to be taken care by their daughters. Ruiz and Nicolas (2018) suggest that parenting is defined as a fully naturalized role and moral duty of women. Meanwhile, boys are educated to be able to earn a living and are prepared to achieve high goals so that their orientation is directed to leave the house and be freed from household tasks (Yuhono, 2017). Parenting for the elderly is a barrier for female to pursue education and have a career. As a result, girls will fell behind boys in terms of education and income.

## 2.6 The Average of Female Education Period

There have been many studies found that education has a significant contribution to achieve gender equality. Ionescu (2012) suggests that education can help someone to access better jobs with income, and ultimately can improve their standard of living. Low education makes it impossible for women to take part in the public sector, economy, politics, health and so on (Zusmelia, 2012). A person education background can basically be seen from his education period. In general, the longer the learning period, the higher the level of education they have. From the community perspective, female don't have to graduate high school because in the end they will only be taking care of the household (Rizaludin et. al., 2019). This causes the educational period between male and female to be disproportionate and causes gender inequality.

## 2.7 Conceptual Framework

This research conceptual framework can be described as:



*Figure 1. Conceptual Framework*

## 2.8 Hypothesis

The hypothesis of this research are:

1. Poverty has a positive and significant impact on gender inequality in human development in Indonesia.

2. Unemployment has a positive and significant impact on gender inequality in human development in Indonesia.
3. Economic growth has a negative and significant impact on gender inequality in human development in Indonesia.
4. The number of elderly population has a positive and significant impact on gender inequality in human development in Indonesia.
5. The average of female education period has a negative and significant impact on gender inequality in human development in Indonesia.

### III. Research Methods

The method used in this research is quantitative descriptive. The main variable is gender inequality in human development, as the dependent variable, while the independent variables are poverty, unemployment, economic growth, the number of elderly people, and the average female education. This research was done in 2019 on 34 provinces in Indonesia. The data used is secondary data sourced from the BPS. The gender inequality variable uses the Gender Development Index data. The data used for the independent variables are data on the population of poverty, data on the number of unemployment, data on economic growth rates, data on the percentage of the elderly population and data on the average female education period. Data collection was done online by accessing the BPS website. Data analysis method used was multiple regression analysis.

The research regression equation can be written as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + e$$

Y is gender inequality, X1 is poverty, X2 is unemployment, X3 is economic growth, X4 is the number of elderly population, X5 is the average of female education period,  $\alpha$  as the constant,  $\beta$  is regression coefficient, and e is error.

### IV. Discussion

#### 4.1 Results

##### a. Descriptive Statistic

An overview of data is presented as follow:

**Table 1.** Descriptive Statistics of Data Classic Assumption Test

Variabel	Minimum	Maximum	Mean	Std. Deviation
Gender inequality	80,05	94,77	90,28	3,30
Poverty	48.610	4.056.000	728.996,18	999.786,97
Unemployment	15.062	192.9515	20.8953,65	364.751,52
Economic growth	-15,75	8,83	4,6865	3,80583
Number of elderly population	3,44	14,50	8,0397	2,41746
Average of female education period	0,263	9,390	4,85188	3,849807

## b. Classical Assumption Test

### 1. Normality Test

Normality test used was Kolmogorov-Smirnov test. If the Asymp value. Sig. (2-tailed)  $> 0.05$ , then the research data is normally distributed. Table 2 shows the Asymp values. Sig. (2-tailed) of 0.200. The value is greater than 0.05. Thus, it can be concluded that the data is normally distributed.

**Table 2.** Normality Test Result

		Unstandardized Residual
N		34
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	2,16298134
Most Extreme Differences	Absolute	,113
	Positive	,083
	Negative	-,113
Test Statistic		,113
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

### 2. Multicollinearity Test

The result show that the regression model is free from multicollinearity problems. This is indicated by the Tolerance value of all variables are greater than 0.1 and the Variance Inflation Factor (VIF) value of all variables less than 10.

**Table 3.** Multicollinearity Test Result

Variable	Tolerance	VIF	Note
Poverty	0,213	4,700	There is no multicollinearity
Unemployment	0,268	3,728	There is no multicollinearity
Economic growth	0,660	1,514	There is no multicollinearity
Number of elderly population	0,525	1,906	There is no multicollinearity
Average of female education period	0,882	1,133	There is no multicollinearity

### 3. Heteroscedasticity Test

Heteroscedasticity test used was Glejser test. The research model is declared free from heteroscedasticity problems if the significance probability value of all independent variables is greater than 0.05. Based on Table 4, it is known that all independent variables have a significance probability value greater than 0.05. This shows that the research model is free from heteroscedasticity problems.

**Table 4.** Heteroscedasticity Test Result

Variable	Sig	Note
Poverty	0,636	There is no heteroscedasticity
Unemployment	0,852	There is no heteroscedasticity
Economic growth	0,205	There is no heteroscedasticity
Number of elderly population	0,286	There is no heteroscedasticity
Average of female education period	0,178	There is no heteroscedasticity



### c. Multiple Regression Analysis

Data analysis method used is the multiple linear regression analysis method. The results of the analysis are presented in Table 5 below:

**Table 5.** Summary of Multiple Linear Regression Analysis Results

Variable	Regression Coefficient
Constant	84,137
Poverty	-0,0000005469
Unemployment	-0,0000000231
Economic growth	0,395
Number of elderly population	0,678
Average of female education period	-0,156

Based on the results of the analysis, the following multiple linear regression equation was obtained:

$$Y = 84,137 - 0,0000005469X_1 - 0,0000000231 X_2 + 0,395 X_3 + 0,678 X_4 - 0,156 X_5$$

The equation can be explained:

1. The constant value of 84.137 shows that if poverty, unemployment, economic growth, the number of elderly people, and the female education period are 0, then the gender inequality in human development in Indonesia is 84.137.
2. Poverty coefficient value of -0.0000005469 indicates that if other independent variables remain and the number of poor people increases by one person, then gender inequality in human development in Indonesia will decrease by 0.0000005469. The poverty coefficient is negative, indicating a negative relationship between poverty and gender inequality. This means that if poverty increases, gender inequality will decrease, and vice versa.
3. Unemployment coefficient value of -0.0000000231 indicates that if other independent variables remain and the number of unemployed increases by one person, then gender inequality in human development in Indonesia will decrease by 0.00000000231. The unemployment coefficient is negative, indicating a negative relationship between unemployment and gender inequality. This means that if unemployment increases, gender inequality will decrease, and vice versa.
4. The value of the coefficient of economic growth of 0.395 indicates that if other independent variables remain and economic growth increases by one percent, then the gender inequality in human development in Indonesia will increase by 0.395. The coefficient of economic growth is positive, indicating a positive relationship between economic growth and gender inequality. That is, if economic growth increases, gender inequality will also increase, and vice versa.
5. The coefficient value of the number of elderly population of 0.678 indicates that if other independent variables remain and the number of elderly people increases by one percent, then gender inequality in human development in Indonesia will increase by 0.678. The coefficient on the number of elderly people is positive, indicating a positive relationship between the number of elderly people and gender inequality. This means that if the number of elderly people increases, gender inequality will also increase, and vice versa.

6. The coefficient value of the average female education period is -0.156, indicating that if the other independent variables remain constant and the average female education period increases by one year, the gender inequality in human development in Indonesia will decrease by 0.156. The coefficient on the female education period is negative, indicating a negative relationship between the average female education period and gender inequality. This means that if the average female education period increases, gender inequality will decrease, and vice versa.

#### d. Hypothesis Test

##### 1. Determinant Coefficient Test ( $R^2$ )

The determinant of coefficient test aims to determine the ability of the independent variable to explain the variation of the dependent variable. The determinant coefficient in this research is indicated by the value of R square. Table 5 shows the R square value of 0.570. This shows that poverty, unemployment, economic growth, the number of elderly people, and the female education period are able to explain variations in gender inequality in human development in Indonesia by 57%, while the remaining 43% is explained by other variables not included in the model.

**Table 6.** Determinant Coefficient Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,755 <sup>a</sup>	,570	,493	2,34818

##### 2. Significant Simultant Test (F Test)

The purpose of this test is to determine the effect of the independent variable simultaneously on the dependent variable. The level of significance (alpha) is determined at 5% or 0.05. If the significance probability value of the F test < 0.05, then the independent variable has a significant effect on the dependent variable.

**Table 7.** Simultaneous Significance Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	204,293	5	40,859	7,410	,000 <sup>b</sup>
Residual	154,390	28	5,514		
Total	358,683	33			

The statistical test result show that the significance probability value of the F test is 0.000. The significant probability value is less than 0.05. Therefore, it can be concluded that poverty, unemployment, economic growth, the number of elderly people, and the average female education period simultaneously have a significant effect on gender inequality.

##### 3. Significant Partial Test (t Test)

The T Test aims to partially test the impact of the independent variable on the independent variable. The level of significance (alpha) is determined at 5% or 0.05. The independent variable is declared to have a significant effect on the dependent variable if the significance probability value of the independent variable is <0.05.



**Table 8.** Summary of Partial Significance Test Results

Variable	Regression Coefficient	t	Sig.
Poverty	-0,0000005469	-,617	,542
Unemployment	-0,0000000231	-,011	,992
Economic growth	0,395	2,985	,006
Number of elderly population	0,678	2,903	,007
Average of female education period	-0,156	-1,379	,179

The results of the analysis show the significance probability value (p-value) of the poverty variable is 0.542. The significance probability value is greater than 0.05. Furthermore, the poverty regression coefficient is known to be negative. Thus, it can be concluded that poverty has a negative and insignificant effect on gender inequality. Based on these results, the first hypothesis is rejected.

The significance probability value of the unemployment variable is known to be 0.542. Similar to the poverty variable, the significance probability value of the unemployment variable is greater than 0.05. Furthermore, the unemployment regression coefficient shows a negative relationship between the unemployment variable and the gender inequality variable. Thus, it can be concluded that unemployment has a negative and insignificant effect on gender inequality. This finding is not in accordance with the initial assumption, so the second hypothesis is also rejected.

Economic growth is known to have a positive and significant effect on gender inequality. This is indicated by the probability value of the economic growth variable which is smaller than the alpha value ( $0.006 < 0.05$ ). The economic growth regression coefficient is positive which indicates the relationship between the two variables is unidirectional. When economic growth increases, gender inequality also increases. The relationship between the two variables is not in accordance with the initial assumption. Thus, the third hypothesis is also rejected.

The variable number of elderly population is known to have a significance probability value of 0.007 with a positive regression coefficient. This shows that the number of elderly people has a positive and significant effect on gender inequality. The results of this analysis are in accordance with the initial assumptions, so the fourth hypothesis is accepted.

The average female education period does not have a significant effect on gender inequality. This is indicated by the significance probability value of the female education period variable is greater than the alpha value ( $0.179 > 0.05$ ). Based on the results of statistical tests, it is known that the relationship between the female education period and gender inequality is negative. Thus, it can be concluded that the female education period has a negative and insignificant effect on gender inequality. The initial assumption that the effect was significant was not proven. The suitability of the hypothesis with the test results was only found in the relationship between the two variables. For this reason the fourth hypothesis is rejected.

## 4.2 Discussion

### a. Poverty Impact on Gender Inequality

The results of the analysis show that poverty has a negative and insignificant effect on gender inequality in human development in Indonesia. The initial assumption that poverty will play a role in increasing gender inequality in human development is not proven, in fact research findings show the opposite, although not significant.

Poverty is synonymous with limited resources. In this limitation, when faced with a choice between prioritizing the education of boys or the education of girls, in the end the choice always falls on the education of boys. This is what underlies the assumption that poverty will further exacerbate inequality between women and men, considering that in our culture, discrimination against women is still common.

However, this thinking is not supported by the results of the research conducted. One of the possible reasons why poverty is no longer the main factor causing gender inequality is the distribution of education carried out by the government through the compulsory education program. According to the Ministry of Education and Culture (2018), for 33 years since compulsory education was rolled out in 1984 to 2017, this program has shown positive results. This is indicated by the gross enrollment rate (GER) for Preschool reaching 72.35%, GER for Elementary School/Madrasah Ibtidaiyah or its equivalent reaching 106.44% with a net enrollment rate (NER) of 93.73%, GER for Middle School/Madrasah Tsanawiyah or equivalent reaching 101.05. % with NER of 76.29%, and GER of High School/Vocational High School/Madrasah Aliyah or equivalent reached 81.95 with NER of 61.20%. According to the Ministry of Education and Culture, the achievement of this participation rate has been relatively successful, especially for the 6-year and 9-year compulsory education programs. The Ministry of Education and Culture also stated that the government's efforts to provide equitable distribution and expansion of access have been successful, although quality distribution has not yet been successful.

Through this compulsory education program, the government provides affordable schools for children, especially the poor. Thus, every child has the same opportunity to receive education even though they live in limitations. The educational gap between male and female will decrease. Because of this program, poverty is no longer a factor influencing gender inequality in human development in Indonesia.

## **b. Unemployment Impact on Gender Inequality**

The results of the analysis show that unemployment has a negative and insignificant effect on gender inequality in human development in Indonesia. This is inconsistent with the initial assumption that unemployment will further exacerbate gender inequality in human development in Indonesia. Unemployment is one of the factors causing the increase in poverty. Individuals who do not have jobs in the long term will fall into poverty because they have no income.

The emergence of allegations that unemployment will have a positive impact on increasing gender inequality is based on the assumption that the absence of sources of income will create a threat of loss of access to education. This will expose families who have no income to two choices between prioritizing the education of boys or prioritizing the education of girls. Sumar (2015) suggests that in the view of our society, having a son is considered more important and valuable than having a daughter. Therefore, when faced with a choice between a boy and a girl, the main choice always falls to the boy. In education, this also applies.

However, the limitations that arise due to the problem of unemployment are no longer a barrier for girls to get an education, because the government has launched a compulsory education program that opens equal access to education for families living below the poverty line. This compulsory education program is the reason why unemployment does not have a significant effect on increasing gender inequality in human development in Indonesia. This means that the compulsory education program is quite successful in increasing educational equality in Indonesia.

### **c. Economic Growth Impact on Gender Inequality**

The results of the analysis show that economic growth has a positive and significant impact on gender inequality in human development in Indonesia. This is not in accordance with the initial assumption that economic growth will further narrow the gap between male and female. Economic growth has an impact on increasing income and employment so that it is expected to provide opportunities for women to find work and increase income. However, the research results show a positive relationship between economic growth and gender inequality. This means that an increase in economic growth actually widens the gap between male and female.

The emergence of a phenomenon like this is caused by the existence of discrimination against women in various fields, including in the world of work. Verniers and Vala (2017) argue that gender inequality in the workplace stems from the discrimination shown against women. The higher the gender discrimination in the workplace, the more likely it is that men will be recommended for managerial positions than women (Masser and Abrams, 2004). Apart from the position side, the remuneration system is also not free from gender discrimination. In many provinces in Indonesia, women only receive half or even less than half of the wages received by men (Bappenas, 2012).

Although the increase in economic growth adds new jobs, this will actually widen the gender gap, because these new jobs will be filled by a large proportion of the male workforce. Women will continue to have limitations in employment opportunities and inequalities in treatment in the work environment (Innayah and Pratama, (2019). This can explain why economic growth does not have an impact on reducing gender inequality, in fact it widens the existing inequality.

### **d. Number of Elderly Population Impact on Gender Inequality**

The results of the analysis show that the number of elderly people has a positive and significant effect on gender inequality in human development in Indonesia. This means that an increase in the number of elderly people plays an important role in increasing gender inequality in human development in Indonesia. The patriarchal culture is the main cause of the backwardness of women from men. In society, there is a belief that parenting is defined as a fully naturalized role and moral duty of women (Ruiz and Nicolas, 2018). Meanwhile, boys are educated to be able to earn a living and are prepared to achieve high goals so that their orientation is directed to leave the house and be freed from household tasks (Yuhono, 2017). And this is still going on today. Huda's (2020) research found that Samin women in Bojonegoro still live in patriarchal shackles because they only have a role as household managers and there is no rejection of the patriarchal rules even though they have been faced with many outside influences.

This patriarchal culture threatens the future of women who are still shackled by the existing practices. As a result, although the government has opened wide access so that there is equality in education for women, the patriarchal culture in society will prevent women from taking this opportunity. As a result, women will always be left behind. Women need to leave cultural constraints that are not constructive and should focus on improving self-quality through education. Education is a driver of the human development index, where if the level of development of the education aspect of an area is maximized, then the human development index in that area will also be maximized (Herdiansyah and Kurniati, 2020).

#### **e. The Average of Female Education Period Impact on Gender Inequality**

The results of the analysis show that the average of female education period has a negative and insignificant effect on gender inequality in human development in Indonesia. Herdiansyah and Kurniati (2020), stated that education is the driver of the human development index. However, this will not apply if discrimination against female still occurs. Female will not be able to bring out their potential because they continue to be limited by discriminatory practices.

The high education and ability of female will not be a guarantee for them to occupy the highest positions in the workplace. Inayah and Pratama (2020) stated that the increasing number of female who received higher education and were able to obtain high positions did not make them have more opportunities to move up to higher positions. This shows that discriminatory actions against women are still the reason why women's the average of female education period has no significant effect on gender inequality.

### **V. Conclusion**

Based on the results of the analysis and discussion, some conclusions can be drawn as follows:

1. Poverty has a negative and insignificant effect on gender inequality in human development in Indonesia.
2. Unemployment has a negative and insignificant effect on gender inequality in human development in Indonesia.
3. Economic growth has a positive and significant impact on gender inequality in human development in Indonesia.
4. The number of elderly population has a positive and significant impact on gender inequality in human development in Indonesia.
5. The average of female education period has a negative and insignificant effect on gender inequality in human development in Indonesia.

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