Inequality of Policy on Work-Area Relocation Patterns Reflected in Female Examiners through a Phenomenological Approach

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Abstract

Implementing gender mainstreaming in realizing gender equality has not been executed optimally in BPK. This inequality could be portrayed through the implementation of mandatory rotation. This research aims to describe the inequality in the office due to the mandatory rotation. The author uses qualitative and phenomenology to depict the problems. Furthermore, the Gender at Work analytical framework proposed by Rao et al. (2016) reflects the experiences of female auditors regarding the inequality encountered in the process of mandatory rotation. The notion of Gender at Work has 4 (four) quadrants that are supposed to link to each other. Those quadrants include Consciousness and Capability, Resources, Rules and Policy, Social Norms, and Deep Structures. There are 3 (three) informants involved in this research: female auditors with 10 (ten) years of experience working. The data was collected by conducting the interview. The conclusion found is that the quadrant of consciousness and capability, as well as resources, influenced each other. In addition, consciousness and capability also influenced quadrants of rules and policies, although the latter did not. The quadrants of consciousness and capability, along with social norms and deep structure, influence each other. At the same time, the social norms and deep structure is also influenced by the quadrants of rules and policies.

I. Introduction

Quoting Momsen (2010: 8) states that gender equality does not mean that the number of men and women or men and women are equal in all activities. It does not mean that they treat them the same. From this, it can be concluded that gender equality means that men and women should have the same opportunities in society and get the same benefits. This quote should be spread in society, but in reality, people still fail to understand the concept of gender equality. Whereas according to Momsen (2010: 8), gender equality aims to recognize and accept that men and women do have different needs and priorities, face different obstacles, and have different aspirations. In the context of development, these differences are not a burden but an advantage, both for men and women. The United Nations or the United Nations as an international institution has been trying to uphold gender equality in all aspects of life since 1946. The United Nations has made significant progress in promoting gender equality globally. Important meetings were held to promote gender equality, such as the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

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To achieve gender equality, non-governmental organizations and governments began to create an approach. One widely known approach is the Gender and Development (GAD) approach, which initially emerged as a criticism of the previously existing WID approach. This criticism occurs because the WID approach categorizes women as homogeneous beings without seeing the effect of differences in class status, age, marital status, belief, and ethnicity or race of each individual involved (Momsen, 2010: 13). GAD uses the concepts of gender and gender relations in analyzing how development reshapes power relations. Therefore, GAD demands a commitment to change the power structure at the national and international levels through gender mainstreaming (Derbyshire, 2002).

In Indonesia, in addition to the Government of Indonesia ratifying CEDAW, which was incorporated into Law Number 7 1984concerning Ratification of the Convention Regarding the Elimination of All Forms of Discrimination Against Women, President Abdurrahman Wahid issued Presidential Instruction (INPRES) of the Republic of Indonesia Number 9 of 2000 concerning Gender Mainstreaming in National Development as a guideline for implementing gender mainstreaming in government circles. This PUG is one of the Indonesian government's concerns in supporting a strategy to integrate gender into an integral dimension of planning, preparation, implementation, monitoring, and evaluation of development policies and programs and becomes the initial basis for reference to gender equality policies. PUG aims to carry out planning, preparation, implementation, monitoring, and evaluation of national development policies and programs with a gender perspective to realize gender equality and justice in family, community, nation, and state life. In addition to realizing gender equality and justice in the personal sphere, the things considered in the Presidential Instruction also improve women's position, role, and quality. Therefore, INPRES No. 9/2000 must implement a gender mainstreaming strategy in national development.

As one of the state institutions, the Supreme Audit Agency of the Republic of Indonesia (BPK RI) is also required to realize PUG in the office environment. BPK is a state institution that is free and independent in carrying out its duties, namely examining the management and responsibilities of state finances. In implementing gender mainstreaming practices, BPK, as a member of the INTOSAI community, is also required to comply with the INTOSAI Development Initiative (IDI) policy which aims to achieve gender equality in the SAI that is a member.

In addition to the policies pursued by the Central Government and IDI, BPK also implements a local policy, one of which is a transfer policy. The transfer policy is one of the ASN management systems covered by Law Number 5 of 2014 concerning State Civil Apparatus, which is then implemented in Government Regulation 11 of 2017 concerning PNS Management. This mutation policy, referred to as the pattern of relocating work areas within the BPK, also refers to the Decree of the Secretary-General Number 366/K/X-XIII.2/9/2010 concerning the Transfer of Non-Structural Employees to the Implementing BPK. This management aims to produce professional civil servants with basic values and professional ethics who are free from political intervention, corrupt practices, collusion, and nepotism (Badiklat PKN, 2020).is a career development program with several objectives, one of which is developing employee career

transfer, and there is no mapping of competency needs with recruitment patterns. Even though the treatment of regulations or policies is equal, both for women and men, in reality, there are still problems experienced by women over the issue of mutations. Disturbances such as being away from family, not being able to fully take care of their children, having long-distance relationships with family, and the like arise due to the policy of moving the work area. Therefore, starting with the issue of shifting work areas

among female examiners, the author describes the inequality experienced by female examiners due to the policy of shifting work areas. Then, at the same time, the phenomenon of anxiety experienced by female examiners will be highlighted in this article. Therefore, the research question in this paper is: What are the forms of gender inequality seen in policies, especially the policy of relocating work areas within the BPK?

II. Review of Literature

2.1 Gender and Development

Gender and Development is a form of criticism of the Women in Development (WID) approach, where this approach is considered to fail to see that women are not homogeneous creatures. Women of their gender have different backgrounds, classes, ages, marital statuses, beliefs, ethnicities, and races depending on their developmental outcomes (Momsen, 2010: 13). GAD is inseparable from mainstreaming gender equality. The word mainstreaming was first used in 1995 at the UN Fourth World Conference on Women in Beijing. From this conference, it was agreed that the progress of women and their achievement of equality with men is a form of human rights (Momsen, 2010: 15).

Gender mainstreaming is implemented as an effort to combine the power of efficiency and empowerment approaches in the context of mainstream development. Gender mainstreaming is not only focused on women but also men. In the context of development, the experiences and concerns of women and men are needed to be integrated into policies or programs so that no one, especially women, is left behind. This reduces inequality at the policy level (Momsen, 2010: 15).

2.2. Gender Mainstreaming

Gender mainstreaming is an approach to women's rights and gender issues widely adopted by governments or development institutions (Sweetman, 2015: 24). The United Nations or the United Nations defines *gender mainstreaming* as assessing the implications for women and men of any planned action, including legislation, policies, or programs, in all areas and levels. Mainstreaming gender is a strategy to incorporate the concerns and experiences of women and men into a dimension of planning, implementing, monitoring, and evaluating policies and programs in all political, economic, and social spheres into a single unit. This is an effort so that women and men get the same benefits, and inequality slowly stops.

*G*overnmental and non-governmental organizations often use gender mainstreaming as a tool or strategy to achieve gender equality in development. It should be that the results of *gender mainstreaming* can be realized quantitatively, such as the number of women participating in or benefiting from a project that is usually done mainly by men or qualitatively, e.g., women receiving equitable benefits or having the power to challenge gender imbalances and encourage the transformation of gender relations (de Waal, 2006: 209).

Parpart (2013) wrote that Rao and Kelleher emphasized that the power of male bias and cultural practices can undermine *gender mainstreaming*. Therefore 'solutions' are needed, such as strengthening women's activism, programmed interventions, and better organizational processes (2005: 64–66).). Many experiences from *gender mainstreaming* have not progressed ideally. Many programs and policies tend not to look beyond the economic aspects of development and not to focus on overall inequality (Sweetman, 2015: 27). In fact, according to Sweetman (2015: 28), *gender mainstreaming* involves attention to policies, personnel, organizational structure, HR recruitment, and management

procedures, as well as analytical tools used in program planning and implementation to believe that this promotes gender equality and women's rights.

2.3. Gender Inequality Gender

Gender inequality gender is often defined by social theorists as a biological difference between men and women and socially constructed. Gender defines socially constructed feminine and masculine behavior, considered normal and natural for women and men (Ritzer, 2005: 304). Ann Oakley (Nugroho, 2008:3), in Rahayu's writing (2016), writes gender as a social construction or attribute imposed on humans built by human culture.

Over time, women began to compete with the dominance of men by entering state life in large numbers. The existence of women in institutional spaces is believed to have disrupted the power of men and revealed the hidden expectations that exist in these spaces (Lovenduski, 2005: 147). However, in reality, even though women have entered and spread out in the life of the state, political, legal, and bureaucratic positions, it does not mean that institutions will change the existing system (Chappell & Waylen, __: 599-615).

Changes in social and gender norms in society create additional roles of responsibility for both men and women. The spread of women in the public sector, especially in government, has an impact on the role of women in their families. This career orientation must be compromised for married women because a wife's career must be seen as less important than her husband's career (Lindsey, 2016: 325). In the end, women who have to make peace with themselves apart from obstacles in pursuing a career, marital and family obligations, and traditional beliefs about the role of breadwinner, belong to the husband. Women are ultimately expected to be wives, mothers, and household managers (Wibowo, 2011: 357).

The notion of social norms is related to feminine and masculine, where masculine is described as having positive qualities such as rationality, autonomy, conscientiousness, strength, power, logic, setting boundaries, control, and competitiveness (Hooper, 2001: 44), while the feminine is associated with the opposite is passive, natural, caring, emotional and irrational (Chappell & Waylen, __: 601). By depicting such traits, women have to work harder than men. Women are expected to be able to carry out domestic tasks and work, causing them to carry the burden of multiple roles (Ridwan, 2006: 31).

2.4. Gender at Work (Rao et al, 2016)

Organizations, such as families, markets, and the state, are places where institutional rules or policies play out (Rao & Kelleher, 2003: 143). The policy remains tied to the hierarchy of gender, class, caste, and other essential aspects that help spread power (Rao & Kelleher, 2003: 143). In addition, according to Rao and Kelleher (2003), these aspects subtly enter and influence organizational structure, work practices, and beliefs. According to both, power is essential in keeping women's interests and perspectives away. Therefore, it is difficult for women to fight against institutions. Rao and Kelleher (2003: 144) mention four related factors that make it difficult for women to challenge the institutional system. The four factors are *lack of political access, appropriate accountability systems*, *cultural systems*, and; *cognitive structure* (Rao & Kelleher, 2005: 144).

Gender at work departs from the work of Ken Wilber. Ken Wilber has integrated tradition and developed a framework for exploring many aspects of the human condition (Rao et al., 2016: 25). From the framework, Wilber has developed many combinations of traditions that can bring out the most profound understanding of human experience (Wilber, 1996). In Rao et al. (2016), Wilber said that there are two main ways to organize

what is known about human existence: individually or collectively (systems) and in-depth experience, what is felt and thought. In the context of *gender at work*, this framework tries to understand gender inequality and power relations between women and men in the community (Rao et al., 2016: 27).

Rao and Kelleher (2005) provide a quadrant to view and analyze using a *gender at work*. Four groups influence each other (Rao et al., 2016: 60):

1. Individual awareness of women and men (e.g., knowledge, skills, political awareness, and commitment),
2. Women's objective conditions (e.g., rights and resources, access to health and security services, opportunities for voice),
3. informal norms, such as unjust ideologies and cultural and religious practices, and
4. formal institutions, such as laws and policies.

These four groups were redeveloped into the analytical framework for gender at work proposed by Rao et al. (2016). The following quadrants can describe the four groups:
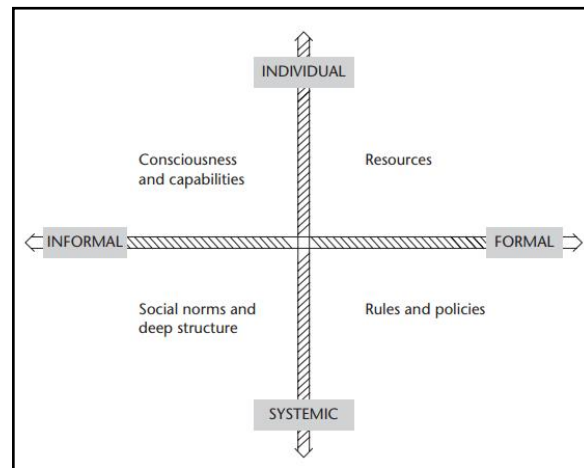

Figure 1. Analytical Framework Gender at Work by Rao et al. (2016)

III. Research Method

In this study, the authors used a qualitative approach. Judith Preissle in Cresswell (1998: 24) defines qualitative research as a freely defined category of design or model in which data acquisition is in the form of verbal, visual, tactile, olfactory, and gustatory data in the form of descriptive narratives such as field notes, or other forms of transcription from audio and video as well as written images or films (Rahmat, 2012). According to Strauss and Corbin in Creswell (1998: 24), qualitative research is a type of research that produces findings that cannot be achieved (obtained) using statistical procedures or other means of quantitative (measurement).

In addition to using a qualitative approach, this paper also uses a phenomenological approach. Phenomenology aims to describe the meaning of human life experiences as a concept or phenomenon. Usually, these studies focus on the everyday experiences of people in the group. Human experience, as a phenomenon exemplified by Moustakas (1994), includes insomnia, feelings of abandonment, anger, fear, and others (Creswell, 2013).

The description contains "what" they experienced and "how" they experienced it (Moustakas, 1994). Phenomenology can be philosophical because it deals with the individual's personal experience. This is because each individual has an experience and how they see the experience, both subjectively and objectively (Creswell, 2013).

IV. Result and Discussion

The findings were analyzed using an analytical framework of gender at work by Rao et al. (2016), where this framework departs from Ken Wilber's framework. This framework can also be used to analyze and understand gender inequality and its relationship to power between women and men in a community (Rao et al., 2016: 27). Using this frame of mind, Rao et al. (2016) developed an understanding of the broad human experience, both individually and collectively.

The results of the gender at work (Rao et al., 2016) are divided according to the quadrants in the framework chart. The quadrant consists of 4 (four), namely: 1)Consciousness and capabilities; 2) Resources (Resources); 3) Rules and policies (Rules and policies); and 4)Social norms and deep structure.

4.1 Consciousness and Capabilities

three informants were interviewed regarding their awareness and ability to access their rights as employees and examiners in the office. Rao et al. (2016) revealed that not all quadrants are transformational. It can be started from the individual's understanding of access to their rights.

Of course, thejourney to equality is not easy and almost perfect. Various international and national organizations have often searched for strategies and education to create gender awareness in their respective environments. On the other hand, efforts are still minimal and always leave room for improvement. No exception, organizations—institutions like BPK RI, to be precise. By signing Law Number 7 of 1984 concerning the Ratification of the Convention on the Elimination of All Forms of Discrimination Against Women, the Government of Indonesia is committed to eliminating discrimination experienced by women, both in the private sector and the private sector public.

This awareness and ability quadrant focuses on women's knowledge, willingness, and ability to promote and gain their rights and other rights (Rao et al., 2016: 40). In addition, this section should reflect the individual's experience and understanding of the inequalities that occur. From this understanding, the individual will develop other critical thoughts, such as whether this understanding can encourage them to make changes and encourage equality in the office environment.

Awareness is defined by Rao et al. (2016) as a collection of experiences, values , and knowledge that affects how a person can see gender relations. Using gender at work (Rao et al., 2016), the three informants—Examiner A, Examiner B, and Examiner C were interviewed regarding their reflection on awareness and ability to change. To reach the point of awareness of being willing to change, an individual goes through a learning process. As Rao et al. (2016) wrote, Freire (1981) emphasizes the importance of the ability to act as part of the learning process. Then, Rao et al. (2016: 43) also define learning as an activity that is connected to social change, can be understood as a process, and can be applied to systems and individuals. Rao et al. (2016: 43) also say this learning will later refer to changes that are transformational in nature and self-understanding, new understandings of problems that lead to new actions.

However, in reality, in the BPK environment, each individual carries out this learning with their understanding efforts. Based on interviews conducted with four informants, it was shown that the BPK office—both central and representative—is still lacking in providing seminars and education related to gender awareness. Education and seminars on gender and gender awareness are still minimal. This follows what Examiner

A, Examiner B, and Examiner C. Examiner C said from his experience that the office does not conduct gender-related education or seminars regularly.

This shows that BPK is still not maximally conducting gender learning to employees in its environment. Moreover, the target of seminar participants or education, which is only specifically for female employees, proves that the role of men in promoting equality is still low, or the office has not encouraged male employees to play an active role in increasing gender awareness. In addition, this can be one of the causes of misunderstandings about gender equality in the office environment.

4.2 Access to Resources

Using Gender at Work can help identify access to and control resources and opportunities (Rao et al., 2016: 61). In this section, the authors examine what access and control examiners have. According to Rao et al. (2016), the intended access includes access to education and health services and freedom from violence and mobility.

Rao et al. (2016: 73) mention that power, in this case, is seen as a dynamic relationship. Both raise questions, such as can access to resources support attitude and belief change or vice versa? Whether formal policies on resources can be fully shared with women or perhaps other actions are needed to address implementation gaps. Others, what things are needed so that female examiners can access existing resources to change discriminatory social norms and structures of inequality (Rao et al., 2016: 73).

In the implementation of gender mainstreaming, where the experiences and needs of men and women are needed to form an equally beneficial policy for both. To achieve mutually beneficial policies, it should start with access to resources such as education, health, and freedom from violence for both men and women. According to Rao et al. (2016: 74), resources for women's empowerment are critical and essential in producing positive results, although not in the form of awareness transformation of discriminatory norms.

The resources described in BPK regarding core business look almost perfect. Given that BPK itself has fundamental values that are held, such as Independence, Integrity, and Professionalism (IIP). Based on the interviews conducted with Examiner A, Examiner B, and Examiner C, this IIP value is neutral. According to the three informants, the IIP score did not discriminate against female examiners, increasing equality in the field of work. Even quoting from what Examiner B said, The professionalism of the IIP value encourages female and male employees to behave equally professional in their work. As mentioned in the previous section, access to understanding gender awareness and experience is minimal compared to others. This will undoubtedly endanger employees in the office environment. Misperceptions of gender will certainly continue to overshadow. Resources not specifically targeted to women's needs can also be essential and impact women's lives (Rao et al., 2016: 74).

Gender mainstreaming by holding gender education or seminars that are not only aimed at female participants can encourage faster equality. Because it can be said that if equality can be realized, many employees' lives—both men and women, will benefit from this, and indirectly the office will benefit from it.

Rao et al. (2016: 79) say that having more women in decision-making roles in organizations has been a long-standing call of the women's movement worldwide. In addition, BPK is currently taking one step forward with the appointment of the first female BPK RI Chair in history, Dr. Isma Yatun, CSFA., CFrA. This is one of the advancements in empowering women in the BPK so that exercising power can lead to gender equality.

However, having a female leader is not enough if the exercise of power is not inclusive and fair and does not have a transformative vision in dealing with gender equality.

If the policy of relocating work areas is carried out following the merit system, then it should be carried out fairly and after an assessment first. In practice, there is still a clear gender relationship between the examiner and the leader. As previously stated, an issued decree must be carried out immediately and cannot be rejected for any reason, except for essential family matters and health. It is known that the examiner can request or refuse a new placement as long as the decree has not been officially issued. Examiner A said that in his case, he did not have access to the initial information regarding the transfer decree to be issued. Examiner B's statement was different. Examiner B received initial information regarding the relocation of the work area through his supervisor and even offered him which placement he wanted.

Circumstances like this can trigger inequality, even among female examiners. Injustice in accessing information, of course, is not in line with the goal of equality. In addition, Examiner C, in his interview, said that other information is that BPK should have a mapping related to employee transfers so that the employee concerned knows where he will be transferred at least a year before the decree is issued. Rao and Kelleher (2003: 144) mention four factors that make it difficult for women to challenge the institutional system in this context, to access existing information related to the pattern of relocation of work areas namely, lack of political access, lack of appropriate accountability systems, cultural systems, and cognitive structures. The ignorance of this female examiner could have occurred due to one of the factors mentioned, namely, lack of political access. Political access means that the disadvantaged female examiner does not have a robust system or actor (leader) who can bring and push her views and interests to the surface in this case, she has access to information related to the regional relocation she will be dealing with.

4.3 Rules and Policies

This quadrant focuses on formal rules and policies. Formal regulations and policies mean visible and documented regulations, policies, laws, procedures, or strategies mutually agreed upon (Rao et al., 2016: 104). Rao et al. (2016) underlined that the quadrant would highlight what governs who has power, who gets the resources, and what makes the government regime visible? It must be possible to frame the problem to identify whether a regulation or policy has helped promote equality. It is framing the problem in terms of looking for any problems that arise from the policy—problems rooted in the deep structures that instill gender inequality. Rao et al. (2016: 105) write that this gender at work framework can help understand that policy is not just a piece of paper that emerges but is part of a complex process of individual and collective efforts that are influenced by and impact other dimensions of transformation.

According to Rao et al. (2016: 105), 187 out of 194 countries have ratified CEDAW, which is one of the guarantees and substantive equality between men and women. The BPK is no exception, which is a state institution that must participate in realizing equality in the work environment. The Indonesian government has signed the ratification of CEDAW, which means that the government has agreed to eliminate discrimination against women, both in the private and public spheres.

The policy is a pattern of relocating work areas that occurs twice a year. Although this policy is based on a merit system, this transfer pattern has been determined by considering the principles of fairness, transparency, and objectivity by considering the requirements following laws and regulations and organizational needs (Badiklat PKN, 2020). In addition, the program or policy of this transfer pattern is stated as career

development. However, the results of interviews with Examiner A, Examiner B, and Examiner C show that the results tend not to influence examiners, especially female ones. Other problems arise from this policy, such as the consequences of being away from family—spouse and children, or for families who are brought in, the budget money given is insufficient to relocate to a new place.

Verloo (2007) in Rao et al. (2016: 111) states that the equal treatment policy seeks to provide equal opportunities to all individuals. However, if we look at the problems that arise with this policy of relocating work areas, the same treatment using a merit system creates a new problem space.

4.4 Social Norms and Deep Structure

It cannot be denied that the BPK, like other state institutions, is still deeply embedded in a patriarchal culture. This can be seen from the number of decision-making roles in the office environment, which men dominate. Rao et al. (2016) wrote that many communities and societies worldwide deliberately fill in rules and values that maintain women's subordinate position, such as the division of labor based on gender and the devaluation of work and home care.

Rao et al. (2016: 144), in their book, note the 2012 World Bank report, "On Norms and Agencies: Conversations about Gender Equality with Women and Men in 20 Countries," where 4,000 data found social norms about gender roles are similar to each other across countries that women's roles tend to be rigid and closely related to domestic and childcare activities, few women's defiances of other traditional norms and norms remain intact and even deliberately forced. Even though when viewed from the year the report was implemented, it seems old and irrelevant to the current situation, in the BPK environment, this is still clearly visible.

The three informants, Examiner A, Examiner B, and Examiner C, have the same role in domestic life: a mother and a wife. As mothers, all three have a role in caring for and looking after children, while the three answered in unison when asked about their role as wives serving their husbands. This dual role seems to haunt the female examiners at BPK. Whether they realize it or not, the role of the mother is always carried out optimally by the three informants. This causes Examiner A, Examiner B, and Examiner C to make extra efforts to multitask and balance domestic and work life.

Rao et al. (2016) mention that discriminatory social norms and inequality structures can manifest differently in this quadrant. Rao et al. (2016) believe that these norms and structures have five qualities in common: they are often invisible, very 'normal,' and are taken for granted by the organization. As a result, there is no need to question them; they are layered and mutually reinforcing; they are repeated repeatedly; norms and structures are resilient and often come back in new forms, and both are immutable and subject to change. These five qualities are still visible in the BPK office environment, although in a vague way. Patriarchy plays a role in influencing these five qualities. Connell (2005: 832-3) in Rao et al. (2016: 149) writes that 'hegemonic masculinity' is defined as a pattern of practice that allows men to be dominant over women to continue.

Rao et al. (2016) mention that patriarchy builds cognitive constructs that influence how gender equality issues are framed and regulations within an organization. Elson (1998) also points out that nursing and unpaid work is an undervalued and unparalleled responsibility that women assume for the care of children and the elderly – something like this still exists and is enduring in many places around the world, not least in the United States. office environment.

V. Conclusion

Based on the results found in the discussion, it can be concluded that the awareness and ability quadrant is related to awareness and the ability to access their rights as employees and examiners in the office. Awareness and ability are based on women's knowledge, willingness, and ability to encourage and gain self and other rights. Both should reflect the individual's experience and understanding of the inequalities. This experience and understanding of gender awareness will encourage individuals to make changes and encourage equality. It was found that the three informants had a sufficient understanding of awareness, but this did not represent the knowledge of other examiners.
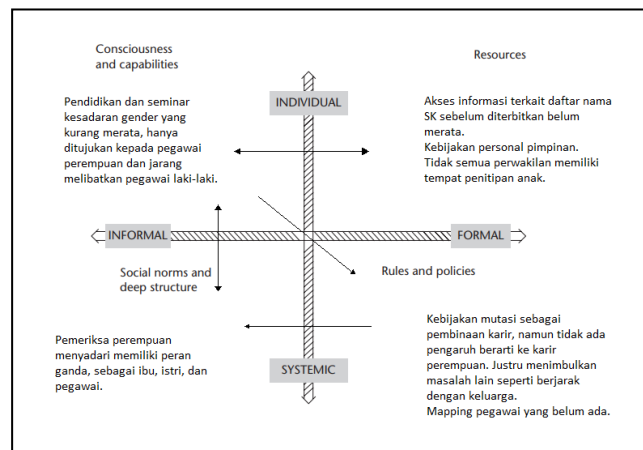

Figure 2. Results of the Gender at Work Analytical Framework by Rao et al. (2016) in the BPK

This quadrant intersects with quadrants II, III, and IV—or resources, regulations and policies, and deep social norms and structures. It is considering that education and seminars related to gender awareness are rarely held in the office environment, either at the Center or at the Representative Office. As for educational activities or seminars, they are usually attended by female examiners and held by in-office organizations, such as Dharma Wanita. This kind of activity is rarely directed at male employees or examiners. This can lead to errors in the concept of gender in a society that cannot be corrected optimally in the office environment.

Gender awareness education and seminars still not carried out optimally in the office environment can affect access to resources for female and male employees, even between female employees and each other. As can be seen, the initial access to information related to the SK for the transfer of work areas, not all of them received this information. This kind of justice has not yet occurred among employees, both between men and women and among the same gender.

However, this is also influenced by the personal policies of each leader. Leaders with good gender awareness will provide leniency measures for female employees who require other priorities. On the other hand, if the leader does not have sufficient gender awareness, it will not accommodate the needs of female employees. From this, it is illustrated that gender education and seminars are needed for all groups to build essential gender awareness for leaders or other employees.

Furthermore, this awareness and ability also influence the regulatory and policy quadrant. The transfer policy is mentioned as career development for employees, but in reality, the examiner has not felt the impact and has no significant influence. The policy of

relocating work areas is part of the ASN management system that uses a merit system where the system is carried out without discrimination against employee backgrounds, including gender. An assessment is carried out in the merit system before a decision is made. However, in reality, although this merit system is said to encourage transparency, this has not been realized to its full potential.

The policy's outcome should consider the concerns and experiences of female and male employees. However, this has not materialized. It can be seen from the problems arising from the policy of relocating work areas. Problems that arise, among others, such as separated families. If policymakers have sufficient gender awareness, the needs of employees, especially women, will be considered in the policy. Mapping the relocation pattern of work areas as a result of this mutation policy should be made according to the needs and experiences of male and female employees.

The awareness and ability quadrants and the profound social norms and structure quadrants also influence each other. In the social norms and deep structure quadrant, it was found that there was still a dual role for female examiners in the office environment. The three informants, as BPK employees, also have roles as mothers and wives.

In the domestic sphere, these three informants still have complete responsibility for the children and care for their husbands while simultaneously fulfilling their obligations as BPK employees. These three informants are also aware of this obligation as a role burden that must be carried out. It is like being ingrained in them as something normal.

Gender education and seminars in the awareness and ability quadrant have a role to play in developing employee gender awareness. Suppose in this quadrant, the education and seminars conducted in the office environment are still low. In that case, it will be difficult for female employees and examiners to escape the dual role they experience. In addition, two of the three informants have husbands whom both work at BPK. With gender education and seminars that are not conducted regularly and are only aimed at female employees and examiners, it will be difficult to expect the presence of men in promoting equality in the office environment.

Then, the regulation and policy quadrant also affects the social norms and deep structure quadrant. Moving the workplace far away will affect the role of the female examiner, especially if the female examiner does not bring her family with them. The dual role that has been carried out becomes even more complicated when a person has to experience long-distance relationships with family, especially children.

From the research results, it was found that the budget money provided by the office was insufficient to cover the costs required to carry out the transfer. In addition, adapting to children, which may take a long time, becomes a problem for female examiners. Issues like these should be considered in the making and assessment of policymakers. Paying attention to the problems faced by female examiners, of course, will ease the burden of the role they are carrying out so that equality between male and female employees will be achieved.

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