

A Comparative Study Of Parents' Perspectives On Girls' Education In Rural And Urban Environments

Irma Yuniar Wardhani¹ , Rizqona Maharani² , Khansa Melatika Hilman³ , Fitri Widyanigrum⁴

Institut Agama Islam Negeri Kudus

irmayuniar@iainkudus.ac.id

ABSTRACT

This study aims to determine parents' perspectives on girls' education in rural and urban environments. In this study, parents' perspectives on girls' education were adapted from Benard's indicators which refer to three main sources on girls' education according to UNICEF, UNESCO and GenderStats data base. The sampling technique used was purposive sampling, including parents who have daughters in Pati, Kudus and Jepara districts totaling 100 respondents. The approach applied in this study used a quantitative approach, with a comparative research type. Data were obtained through a questionnaire and analyzed using a Mann Whitney U test. Based on the results of the study, a significance value of $0.237 > 0.05$ was obtained, which means that there is no significant difference between parents' perspectives on girls' education in rural and urban environments. This is because nowadays many parents are aware of the importance of education. However, there are about 20% of the research sample who think that higher education is not so important for girls. Whereas every child, both boys and girls, have the same rights in education. Parents' perspectives on girls' education can be influenced by several factors, such as educational background, living environment and economic conditions.

Keywords: parents' perspectives, girls' education, environments.

A. INTRODUCTION

Every child born into the world has the potential for intelligence which, if developed, will make it easier for children to interact in society. Education is a planned effort to develop the potential possessed by a child through the learning process (Rahman et al., 2022). Through education, children will acquire useful skills in society that include intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). In Indonesia itself, education is divided into three main channels, namely formal, non-formal and informal education. Meanwhile, educational institutions in Indonesia consist of early childhood education (kindergarten equivalent), basic (elementary school equivalent), secondary (junior high school equivalent - high school equivalent), and college (university) (Sugiyono et al., 2020). Therefore, every child must at least pursue education from early childhood education to high school.

Education is a right that every child has. It is important for parents, educational institutions and local governments to work together to improve the quality of education and provide easier access for children to achieve their dreams. The education that rural children receive has several influencing factors such as socio-cultural conditions and the economic limitations of formal education. Formal education for rural children is also affected by economic limitations because formal education is expensive and many parents prefer their children to work in the fields or paddy fields. Often, rural children lack support for formal education because their parents hold strong traditional beliefs in the local education system (Riyana & Suciptaningsih, 2023). In contrast to rural education, urban areas are more encouraging of children's educational progress. Parents in urban areas fully support their children's education. The high awareness of parents in urban areas of the education their children receive makes parents selectively choose the quality of schools for their children to get an education. This is based on the fact that many parents already know and understand how children's education has a major influence on children's growth and development (Yenita & Syofriend, 2021).

Education is important for all children, both boys and girls. For a woman who will play the role of a mother, pursuing education up to the university level is also very important. It is undeniable that there are still many people who think that

women in many ways are always positioned under men. Women are not given the freedom to be independent. Although education is the right of all humans, in reality there is still an education gap in Indonesia. Higher education for women is often considered unimportant by some people (Musfah, 2023). This is supported by the assumption that women culturally do not need higher education because in the end, when they are married, women only become complements whose job is only to take care of housework. This view appears in many areas that are still thick with tradition, they think that when a woman has graduated from high school then that is enough (Syamsiyah, 2015).

To advance the Indonesian nation, of course, these assumptions must be eliminated, because one of the steps to become a developed country is gender equality in society. Education with equality between men and women must be realized in Indonesia, and the assumption of society that men have a higher position than women must also be changed because men and women are equal (Handak & Kuswanto, 2021).

Gender equality is a condition that must be met by all countries. However, in reality there are still many gender inequalities not only in Indonesia but also other countries. The Global Gender Gap Index (GGGI) is one index that can be used to measure gender gaps in politics, economics, education and health (Angraini, 2022). Globally, Indonesia is currently ranked 87 out of 146 countries with a GGGI score of 69.7%. New Zealand is ranked first for the Asia Pacific region with a score of 85.6%. This means that the score gap between New Zealand and Indonesia is 15.9%.

The 2023 Global Gap Gender Report (GGGR) from the World Economy Report (WEF) shows the gender inequality of countries in the world. GGGI is between 0-100, meaning that the higher the index value, the higher the gender equality of a country. Globally, GGGI is 68.4%, which means that the average gender equality of countries in the world is only about 68.4% or only 68.4% of the gender gap can be overcome from all existing gender gaps. Indonesia's GGGI value of 69.7% means that only 69.7% of gender equality has been achieved in Indonesia. In 2023 Indonesia ranks 6 out of 10 Southeast Asian countries based on the GGGI value. Indonesia's rank is still lower than the Philippines, Lao PDR, Singapore, Vietnam

and Thailand, while Cambodia, Timor Leste, Brunei Darussalam and Malaysia rank below Indonesia.

Relevant research results pertain to the significance of parents' perceptions of girls' education in Madhesh village, Nepal. The research conducted in Madhesh village found that there are gender differences in education in Madhesh village. Parents' perspectives see a diminishing returns to girls' education compared to boys' education. Girls in Madhesh village are excluded from education as a result of conventional cultural practices. Despite the fact that many parents realize the importance of girls' education, the main constraints to girls' education exclusion are household chores, traditional norms and values, poverty, early marriage and fixed dowry (Kumar Gupta, 2019).

Based on these data and descriptions, there is still a gender gap in education, as well as different perspectives between people in rural and urban environments. Parents' perspectives on girls' education were adapted from Benard's indicators, which refer to three main sources on girls' education according to UNICEF, UNESCO and the GenderStats database, including primary education, secondary education, tertiary education and primary school completion rates (Benard, 202). Therefore, this study aims to examine the perspectives of parents in different regional environments (rural and urban) on education for their daughters. The scope of this study also focuses on regions in Indonesia, there are Pati, Kudus and Jepara.

The sampling technique used was purposive sampling, including parents who have daughters in Pati, Kudus and Jepara districts totaling 100 respondents. The approach applied in this study used a quantitative approach, with a comparative research type. Data were obtained through a questionnaire and analyzed using a Mann Whitney U test, because in this study using purposive sampling and the sample came from a population that was not normally distributed.

B. RESULT AND DISCUSSION

The definition of city that is then more often used as a reference in Indonesia is a place where the concentration of population is denser than the surrounding area due to the concentration of functional activities related to the activities or activities of the population. Another definition of city is a settlement with a

relatively large population, limited area, generally non-agrarian, relatively high population density, where a group of people in a certain number and reside in a certain geographical area, tend to pattern rational, economic and individualistic relationships.

In addition to the notion of city, there is also urban (urban), which has a broader definition that shows urban characteristics. In this case, urban or urban areas are settlements that include the main city and the area of influence outside its administrative boundaries in the form of surrounding suburbs/suburban areas. UU No. 24/1992 defines urban areas as areas that have non-agricultural main activities with an arrangement of regional functions as a place for urban settlements, concentration and distribution of government services, social services, and economic activities.

As opposed to urban areas are rural areas, namely: Rural Areas are areas that have agricultural main activities including natural resource management with an arrangement of regional functions as a place for rural settlements, government services, social services and economic activities (Iwan Kustiwan, 2008).

This study involved 50 respondents who lived in an urban environment and 50 respondents who lived in a rural environment. The urban environment includes Pati city (Pati sub-district and Margorejo sub-district), Kudus city (Kudus sub-district and Bae sub-district), Jepara city (Jepara sub-district and Mayong sub-district) while the rural environment includes rural areas in Pati (Cluwak sub-district, Tayu, Margoyoso, Gembong, Wedarijaksa, Kayen, Gabus), rural areas in Kudus (Dawe, Jekulo, Jati, Gebog, Mejobo, Kaliwungu), rural areas in Jepara (Tahunan, Batealit, Welahan, Nalumsari).

Table 1. Shapiro-Wilk normality test results

	living environment	Shapiro-Wilk		
		Statistic	Df	Sig.
Parents perception	Urban	0.514	50	0.000
	Rural	0.651	50	0.000

The results of the normality test using Saphiro-Wilk showed a significance value of 0.000 for both urban and rural. The significance value of 0.000 <0.05

indicates that H_0 is rejected, meaning that the data on parents' perceptions for urban and rural groups are not normally distributed.

Furthermore, data analysis was carried out using the Mann Whitney U test, this test is a non-parametric test used to determine the median difference between 2 independent groups if the dependent variable data scale is ordinal or interval/ratio but not normally distributed. The results of the Mann Whitney U test can be seen in Table 2 below.

Table 2. Mann Whitney U test results

Null Hypothesis	Sig.	Decision
The distribution of parents perception is the same across categories of living environment	0,237	Retain the null hypothesis

Based on the results of the study, a significance value of $0.237 > 0.05$ was obtained, which means that the distribution of parents' perception is the same across categories of living environment or there is no significant difference between parents' perspectives on girls' education in rural and urban environments. This is because nowadays many parents are aware of the importance of education. This result is reinforced by the CCGI study on the condition of gender inequality in the educational attainment sub-index. The gap between women and men's access to current education through the ratio of women to men in primary, secondary and tertiary education and the ratio of female to male literacy rates.



Figure 1. Global Gender Gap Index (GGGI) data on the state of gender inequality in the educational attainment sub-index

Based on Figure 1, it is known that the ratio of women and men who obtain secondary education as well as higher education is ranked 1st at the global level with a score of 1.00. This means that women have received secondary and higher education on par with men in Indonesia (Angraini, 2022).

In 2023, East Asia and the Pacific has the second lowest score on the Educational Attainment sub-index compared to other regions at 95.5%. Malaysia and New Zealand rank first, along with nine other countries that score over 99%. China, Lao PDR and Indonesia, with a population of more than 1.7 billion people, ranked the lowest. Cambodia and Thailand were the only countries in the region to improve their rankings by more than 1% compared to 2022. Thailand improved its score in secondary education enrollment, while Cambodia improved its literacy rate and enrollment in primary and higher education.

Indonesia's education achievement sub index in 2023 is 0.972 with Indonesia ranking 106th in the world and 9th in ASEAN countries. Malaysia is the first-ranked country in the Southeast Asia region with a score of 1.000, while Lao PDR is the last-ranked country with a score of 0.964. Indonesia's ranking has decreased compared to 2022 and 2023, although its score has increased by 0.02 compared to 2021. Indonesia still has gaps in literacy and enrollment in primary education and this is also the case for countries that have achieved less than Indonesia.

In relation to primary education participation, based on the research data, 82% of respondents in urban areas stated that 100% of girls in their neighborhood had completed primary education. Meanwhile, in rural areas 77% of respondents stated that 100% of girls in their neighborhood had completed primary education.

In addition, although there is no significant difference in parents' perceptions of girls' education in rural and urban environments, there are 20% of the research sample who think that higher education is not so important for girls. It was found that only about 10.4% of the respondents stated that 100% of girls in their area continue their education to college level. Whereas every child, both boys and girls, have the same rights in education. Parents' perspectives on girls' education can be influenced by several factors, such as educational background, living environment and economic conditions.

In relation to economic conditions, we can look at some of the policies implemented by other countries that have a better gap index than Indonesia, such as Malaysia, Brunei Darussalam and Thailand. The education policy in Brunei Darussalam is regulated by the 21st Century National Education System. Among the policies, it is stated that the government will cover the cost of education so as to create a highly educated and qualified society. Gender equality in education in Brunei Darussalam is reflected in the number of female graduates outnumbering male graduates in all majors except engineering.

Thailand's education policy can be seen in the law which states that all Thais (Thailand's people) have an equal right to at least 12 years of good quality free primary education. Men and women have equal access to education and government assistance for disadvantaged children (Angraini, 2022).

Islamic education in Malaysia can be said to be advanced, because the government strongly emphasizes Islamic education and moral values are indispensable for the development of its society. This is evidenced by the existence of several universities in Malaysia that open Islamic Studies programs such as the International Islamic University of Malaysia (IIUM), University Malaya (UM), University Kebangsaan Malaysia (UKM), University Sains Malaysia (USM), Kolej University Islam Selangor (KUIS), and so on. Education in Malaysia aims to develop individual potential in a comprehensive and integrated manner to realize a balanced and harmonious person in terms of intellectual, spiritual, emotional, and physical aspects, based on trust and obedience to God. This goal is intended to produce Malaysians who are knowledgeable, skilled, noble, and responsible for society and the state. The types and levels of Islamic education in Malaysia are pondok schools, madrasah schools, and other Islamic religious schools. The types of general education institutions such as Sekolah Kebangsaan, Sekolah Kluster, Sekolah Jenis Kebangsaan, and so on. The levels of education are Pre-Primary Education, Primary Education, Junior Secondary Education, Senior Secondary Education, Post-Secondary Education, and Higher Education (Aslindah, 2015).

Based on the results of research conducted by Jelas and Dahan (2010), it is known that the trend that female students are academically superior to male students is in line with the findings of research conducted in other developing

countries. The primary data suggests that female students' learning characteristics contribute substantially to their academic excellence. Further research is needed to explore the nature of male and female students' anxiety towards learning/school and its consequences on academic achievement.

In Malaysia, selection of students into schools and higher education institutions is based on merit and there is no discrimination against women. Given the absence of education policies that limit women's participation in education, the existence of segregation in education is a result of prevailing gender stereotypes in society (Aminah, 1998; Azizan, 2003; Koh Soo Ling, 2004). This is the same as in Indonesia, where gender equality in education is actually good. There is no educational discrimination against women. However, the perception of the community in certain areas, especially in rural areas, sometimes has a perspective that women do not need to have higher education. We need to straighten this out and pay attention, so that every girl in Indonesia has the same opportunity and right to get an education up to higher education.

C. CONCLUSION

Based on the results of the study, a significance value of $0.237 > 0.05$ was obtained, which means that the distribution of parents' perception is the same across categories of living environment or there is no significant difference between parents' perspectives on girls' education in rural and urban environments. This is because nowadays many parents are aware of the importance of education. Although there is no significant difference between parents' perceptions on girls' education in rural and urban environments, there are 20% of the research sample who think that higher education is not so important for girls. It was found that only about 10.4% of respondents stated that 100% of girls in their area continue their education to tertiary level. In relation to primary education participation, it was found that in urban areas 82% of respondents stated that 100% of girls in their neighborhood had completed primary education. Meanwhile, in rural areas 77% of respondents stated that 100% of girls in their neighborhood had completed primary education. Whereas every child, both boys and girls, have the same rights in education. Parents' perspectives on girls' education can be influenced by several factors, such as

educational background, living environment and economic conditions. We need to pay attention, so that every girl in Indonesia has the same opportunities and rights in getting education up to higher education.

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