

**POLICIES ON INDONESIAN IDENTITY IN THE DIGITAL AGE: STUDENT  
AWARENESS OF GENDER DISCRIMINATION**

**Mechelle Juana Chandra<sup>1</sup>, Dea Fatmawati<sup>2</sup>, Evita Fairuza Salsabila<sup>2</sup>, Moh. Ayub  
Alchabib<sup>2</sup> dan Moses Glorino Rumambo Pandin<sup>3</sup>**

<sup>1</sup>Fakultas Kedokteran Hewan, Universitas Airlangga Surabaya

<sup>2</sup>Fakultas Vokasi, Universitas Airlangga Surabaya

<sup>3</sup>Fakultas Ilmu Budaya, Universitas Airlangga Surabaya

Jl. Mayjen. Jalan Prof. Dr. Moestopo Nomor 47, Surabaya - 60132 Indonesia (Kampus A)

Jl. Airlangga Nomor 4-6 Surabaya - 60285 Indonesia (Kampus B)

Jl. Mulyorejo Surabaya - 60115, Indonesia (Kampus C)

<sup>1</sup> Email: mechelle.juana.chan-2021@fkh.unair.ac.id

<sup>2</sup> Email: dea.fatmawati-2021@vokasi.unair.ac.id; evita.fairuza.salsabila-  
2021@vokasi.unair.ac.id; moh.ayub.alchabib-2021@vokasi.unair.ac.id

<sup>3</sup> Email: moses.glorino@fib.unair.ac.id

**ABSTRACT**

Indonesia is full of diversity. Therefore, it is necessary to inculcate the value of tolerance considering that the social conditions of the multicultural society have the impact of discriminatory actions, one of which is gender discrimination. This study aims to determine the condition of students' awareness of gender discrimination in the digital era and what actions are appropriate to respond to this level of awareness. This study uses a qualitative research method with an instrument in the form of a questionnaire so that the results of data collection can be discussed in order to find conclusions about answers to the questions that have been mentioned. The results showed that the average knowledge of students about gender discrimination was not that far away and most students still found gender discrimination in their surrounding environment but had never experienced it.

**Keyword:** gender discrimination; digital era; identity; awareness; nationalism.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) International License

**INTRODUCTION**

Indonesia lives full of diversity, from that diversity into a solid unity under the auspices of Pancasila and its motto 'Bhineka Tunggal Ika' (Suryani & Dewi, 2021). Because of the diversity and uniqueness that Indonesia has, this makes its own identity and also becomes an advantage that can distinguish Indonesia from other countries in the world. From there we know that we must cultivate nationalism and civic education to maintain Indonesia's rich biodiversity. Especially in this digital era, Indonesian people are required to have innovation and continue to make changes so that all wealth in Indonesia is not recognized by other countries (Nur Nazhiifah & Dewi, 2021). And for that, it is necessary to inculcate the value of tolerance given the abundance of wealth and diversity that Indonesia has, the social conditions of a multicultural society have an impact where people often experience discriminatory actions (Hasibuan, 2021).

Discrimination is an act that is done against a person or group of people differently. Discrimination initially arose because of differences between humans based on ignorance and indifference to other groups that could trigger prejudice and stigma (Pramesty, 2021). And discrimination can be related to gender. Gender is not something that is standard and does not apply universally, or in other words the conception of gender between one society and another is different (Ahmad & Yunita, 2019). Gender is not a temporary condition but a predetermined trait and has a continuous process (Aprilianti et al., 2021).

Gender discrimination often occurs in women because there are many perceptions that women are weak. In terms of history and tradition, men are positioned as heirs, successors of the family name, and the holder of the highest power in their families, while women are positioned as complements (Saputri et al., 2021). Women experience higher levels of gender-based discrimination, mainly because women are part of a dominant patriarchal system, and are found to be dominant in society, namely men, who have emotional ties to local government and are of productive age, socially influential and have an intermediate role economic status (Yaneri & Deswanti, 2021). In addition, men have strong, tough, courageous, and assertive characteristics (Setyawan, 2020). This view makes men sometimes act arbitrarily. Violence, harassment, humiliation in the form of harsh and inappropriate words are often experienced by women. For example, a woman who was treated unpleasantly during her time as a journalist, namely finding temptations through messages in the application at the time of writing after conducting interviews with sources, sexist jokes uttered during get-togethers in the office environment by male superiors. and colleagues, even the physical touch experienced by female journalists when following resource persons to an event (Pratiwi et al., 2021). This case may never end because victims feel ashamed to report what happened to the authorities because the public has the perception that it is a disgrace (Putri & Suyanto, 2021).

There is a gender ideology that places the roles of men and women differently based on an understanding of the biological and physiological differences between men and women in determining their roles (Sarina & Ahmad, 2021). However, this difference should not be used as an excuse to give different treatment between the two. The unfair division of roles and tasks in everyday life is also one of the causes of gender discrimination. Just as there are women who have to earn a living to meet the necessities of life because their husbands do not work or are called unemployed and this can happen to women both physically and psychologically (Widarwati et al., 2021). Indeed, women also have the right to be able to do jobs that are usually done by men, but if there is too much emphasis on

---

women's abilities, then there is no gender equality in these habits. Because it has the potential to trigger family conflict because the husband is too used to being unemployed so he doesn't want to help his wife in doing household chores (Ningrum & Mas'udah, 2021). Even in patriarchal social structures, women are tied to gendered emotional production roles, which are responsible for providing emotional care for men and men, and providing sexual satisfaction for men (Agustina et al., 2021). However, to take care of something related to children, both men and women have to take on a role because actually men can do that too (Marpaung, 2020).

The role of women in employment is still low and there are gaps in the world of work which can have an impact on the emergence of barriers to economic development due to educational discrimination against women (Amory, 2019). The stigma that men are tasked with earning a living and women taking care of the house is one of the reasons why many women choose not to work (Sari, 2021). And also in the world of politics, it can be seen that the participation of women in political parties does not really see the power of women to organize a government because they are used as a winning strategy solely to win the sympathy of the people. voters or take advantage of women's popularity as a target for voting (Elizabeth, 2021). This patriarchal view permeates the cultural elements, where people still believe in the sole control by men in various fields, resulting in inequality of access and opportunities for women to advance in these fields (Apriliandra & Krisnani, 2021). And in determining inheritance, it seems only in customary areas that apply the principle of gender equality, such as Minangkabau. This is because Minangkabau customary law adheres to a matrilineal kinship system, so that if the inheritance is high it will belong to both parties, both men and women (Angela et al., 2021). Not only in real life, in fiction they also depict that women are weak. In terms of the language used in the film "Athirah" it uses language that is more directed towards helplessness compared to men who tend to use and also prioritize logic in pronouncing a sentence. This means that the gender discrimination referred to here is not only in the treatment of men against women but also the language used (Salbiah & Sumardi, 2021).

When viewed from the realm of state universities based on the journal "Gender and Higher Education: Studies on Campus Urgency with a Gender Perspective" written by Ika Arina Indriany, M. Dian Hikmawan, Wahyu Kartiko Utami, there are cases of gender relations experiencing inequality in college (Indriyany et al., 2021). In fact, gender discrimination is also mentioned in terms of whether or not a person deserves an education in a particular field. This natural sciences student said that women were underrepresented in

the field of STEM natural sciences from the gender inequality assumption that girls were not suitable for subjects that required problem solving (Akbar et al., 2021). In fact, women have the right to access education that prepares them for future jobs, and are ready to participate in the Industrial Revolution 4.0.

If this continues, it will worsen the image of women. The role of the government and the private sector is very important to reduce gender inequality that occurs in Indonesia (Larasati & Ayu, 2020). So, to improve the condition of women, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) provides an obligation for the state to be carried out by improving all laws, policies and also taking the necessary steps (Saguni, 2020). Also all citizens without exception receive recognition of equal rights as regulated in the 1945 Constitution of the Republic of Indonesia article 27 paragraph 1 (Ramadhani, 2020). And also there is a Law Number 23 of 2004 has been passed concerning the Elimination of Domestic Violence (Larasati & Ayu, 2020).

Previously, there were research findings with topics that were most similar to this research among the references that researchers used, namely research from an article entitled "Awareness Levels of Students of the Faculty of Natural Sciences, Hasanuddin University Against Gender Equality" by Akbar, Nurfadlia, & Hasanah in 2021. This study examines the level of public awareness of gender equality. However, this study only aims to determine the level of awareness of students of the Faculty of Mathematics and Natural Sciences, Hasanuddin University towards gender equality. And the scope of the research problem on the challenges of achieving gender equality only reaches the STEM world. From these limitations, it can be seen that the research in this article is still narrow in scope and object of study, so that there has been no study on the level of public awareness of gender discrimination and actions to respond to this level of awareness.

Therefore, the purpose of this research activity is (1) to find out the condition of students' awareness of gender discrimination in the digital era (2) what actions are appropriate to respond to this level of awareness. The benefits of this activity are also to increase education and awareness of the importance of knowledge about gender discrimination to the community and invite the community to take such actions as supporters to fight gender discrimination. As an example of the actions that have been taken, America has provided political opportunities for the women's movement in Bali in the form of financial support in socialization, education, and assistance in cases of violence against women (Wiranata, 2021). This study wants to find answers to the question "What is the level of public awareness in the digital era towards gender discrimination and what are the

appropriate actions to restore awareness of gender discrimination based on that level of awareness in the digital era?".

## **METHOD**

The method in this study uses qualitative research with an instrument in the form of a questionnaire to discuss the results of data collection in order to find conclusions about the answers to the questions that have been mentioned. The researcher will make a questionnaire using Google Form which contains the questions (1) Since what age did you know about gender discrimination? (2) Have you been a victim of gender discrimination? (3) How much do you know about gender discrimination? (4) How often do you find a gender discrimination at your place these day? (5) What is your experience as a victim of gender discrimination? Then the questionnaire will be distributed to the researcher's social media and the questionnaire will be open for 2 weeks. Because the questionnaire made is digital, so the questionnaire can be filled out anytime and anywhere through the respondent's device. The hypothesis of this study is that the majority of students in the digital era already know things about gender discrimination.

The sample used in this research is active students from various universities or any institution in Indonesia as a community group that has adapted to the digital world with a total sample of 45 people. The keyword search has been adjusted with the subject title of gender discrimination to search for articles to support introduction and discussion with the search terms "gender discrimination", "nationalism", "awareness", "digital era" and "identity". Keyword search information can be seen in Table 1.

**Table 1. Keywords**

---

<b>Gender Discrimination</b>	<b>Nationalism</b>	<b>Awareness</b>	<b>Digital Era</b>	<b>Identity</b>
OR	OR	OR	OR	OR
Gender Equality	Citizenship	Consciousness	Millennial Generation	Recognition

---

The data collection technique in this study used a Google Form that had been distributed by the researcher. The use of Google Forms is one form of utilizing advanced technology that already exists today. In addition, by using this Google Form it will be easier and faster to get the information we want to get.

The data analysis technique in this study will be carried out similar to a literature review, but the difference is that the researcher will analyze the data by reviewing all the answers from respondents to several questions in the questionnaire. For example, researchers will analyze what happens to themselves and others who experience gender discrimination and the opinions they give.

## RESULT AND DISCUSSION

Based on the respondent's data that has been collected through Google Form, the researcher got 45 respondents. After the researchers summarized the data results, the total frequency of people who have known gender discrimination from the age of 12-16 years is 34 people and people who have known gender discrimination from the age of 17-21 years is 11.

**Tabel 2. Respondent's Age**

Respondent's Age	Frequency	
	12-16 Years old	17-21 Years Old
15	1	0
17	4	0
18	15	1
19	10	3
20	3	3
21	0	4
22	1	0
<b>Total</b>		45

The researcher has also made several other questions to find out how far these students have committed and know about gender discrimination. There are several summary results that have been opened by researchers. First, most students have never been victims of gender discrimination with a percentage of 82.2%. Second, students' knowledge about gender discrimination is between knowing good and enough with a ratio of 44.4% and 35.6%. Third, more than 45 students finally found gender discrimination with a percentage of 51.1%.

**Tabel 3. Questions to Respondents**

Question	Answer	Percentage	Total Respondents
Have you ever been a victim of gender discrimination?	Yes	17,8%	8 out of 45
	No	82,2%	37 out of 45
How much do you know about gender discrimination?	Knows it very well	4,4%	2 out of 45
	Knows it pretty well	35,6%	16 out of 45
	Knows it well	44,4%	20 out of 45

	Not knows it enough	15,6%	7 out of 45
	Don't know it	0%	0 out of 45
How often do you find a gender discrimination at your place these day?	Usually happen	4,4%	2 out of 45
	Generally happeni	11,1%	5 out of 45
	Often happen	20%	9 out of 45
	Sometimes happen	51,1%	23 out of 45
	Never happen	13,4%	6 out of 45

After doing the research, there are advantages and disadvantages of this research. The advantage of this research is that this research can get to know the respondents more deeply because the researchers also provide a platform for sharing their hearts with those who have experienced gender discrimination so that researchers can find out more about what gender discrimination is known to students. The disadvantage of this research is that the number of samples is very small so that the accuracy of the students' awareness of gender discrimination is not yet fully accurate.

It was explained from the results of the study, that the majority of students heard of gender discrimination for the first time at the age of 12-16 years, namely the age of the children when they were in elementary school and junior high school. This is quite good because gender discrimination needs to be introduced early. Those who know about gender discrimination from an early age, it turns out that the majority have indeed been victims of gender discrimination and sometimes find incidents of gender discrimination in their environment. This is supported by students who know about gender discrimination at the age of 17-21 years, but none of them have ever been victims of gender discrimination.

Researchers get several short stories from respondents who have been victims of gender discrimination. From the stories obtained, it turns out that the gender discrimination experienced by respondents is in the form of a stigma that makes respondents unable to do or get what they want. The gender discrimination experienced by male respondents is that he wants to cook with the women in just to help but is not allowed because he is a man. The gender discrimination experienced by the first female respondent was being demoted to class president because she was a girl and was still a child. The gender discrimination experienced by the second female respondent was that she was almost able to continue her studies abroad but was not allowed by her parents because she was a woman. Then there are those who claim to have never been victims of gender discrimination but share their hearts and knowledge about gender discrimination. One of the outpourings of the male respondent complained that his girlfriend did not want to admit his mistake and had to apologize first,

even though the male respondent was innocent and the one who was at fault was his girlfriend. This shows that discrimination does not only happen to women, but also men.

Behind a dashing, strong and masculine attitude, men also have feelings of sadness or disappointment that sometimes can only be kept for them. Women usually act as they please without knowing how they feel or what men have been through. The courage and strength of a man is sometimes misunderstood. Here the point is that when doing tough work or solving a big problem is usually passed on to a man, even though it's actually difficult for him to solve. And this shows that there are some people who don't really understand gender discrimination. This is also supported by research results which show that most of the respondents' level of knowledge about gender discrimination is not too far off.

In the digital era, social media is a communication tool that is often used by everyone, both children and parents. Especially for thousands of years that can no longer be separated from social media. This makes everyday life for thousands of years always attached and cannot be separated from digital devices. Much can be done quickly, effectively and efficiently by utilizing social media such as getting the latest information, disseminating information, photos or videos and so on (Fatmawati, 2020). The existence of social media also does not require the possibility of gender discrimination. Because anything can be done with social media such as commenting on one type of social media, namely Instagram, which uses harsh words and of course it will offend someone's feelings as happened in the case of Atta Halilintar. In this case, it was stated that Atta Halilintar did not accept what many netizens said. Many netizens insulted and thought Atta was too much. The actions taken by netizens are not good and are not recommended to be done. There are many impacts that will be caused if discrimination occurs, then it is fitting for us as a young generation to be wise in using social media. The case of women who are always underestimated does not only occur in the digital era, but also occurs in the era of R. A. Kartini, namely in the field of education. And R.A. Kartini is a heroine who dares to uphold education for women (Sulistiyowati, 2020). But now it's different again. Education is not limited by gender. Everyone has the right to education. Even though now in this digital era there is no gender limit for education, discrimination still occurs, for example when a boy who wants to be the class president is belittled by a boy. This reduces the child's confidence to move forward and be at the forefront of what he wants. Wherever and whenever, discrimination still occurs, therefore there needs to be a way or effort so that gender discrimination does not occur. All must contribute so that there is harmony without discrimination. Both in terms of education, economy, gender or others.

---



The danger or consequence that will be caused if someone experiences discrimination is that the person who experiences discrimination will feel less confident, feel himself useless, feel alienated and even it will be very difficult to determine what to do because if he does that, there will definitely be someone else who dropped it. If this continues to happen in the future, many young people will experience mental disorders. Attitudes towards mental disorders are formed through knowledge, interactions, and stereotypes about mental disorders. Several factors that can influence are religious beliefs and values, socioeconomic status, age, marital status, and gender (Ririn & Ariana, 2021). So that these things do not continue to happen, it is necessary to have the right way to deal with them.

The way that can be done is the first and most basic thing we must know everything about discrimination such as its meaning, what are the dangers or consequences. With this knowledge, we will not make a wrong step in deciding something and of course later it will not harm any party. Second, after knowing it, we can educate people around us about knowledge about gender discrimination slowly. So this will increase awareness of the importance of tolerance. Third, we can also share it using interesting posts on social media in the form of infographics and videos that certainly attract attention at a glance, one of which is using the Instagram platform. Not only researchers, other people also argue that Instagram can be used as a means to voice opinions from both women and men so that it can be used as a space for discussion and exchange of ideas (Ariani & Sunarto, 2021). Fourth, campaigning for gender discrimination can also be done by inviting volunteers to participate in this campaign. In addition, we as students must also be aware of the dangers of other forms of discrimination, so what we must do next is that we can take a role by providing education in the form of videos that have been packaged in an attractive manner and uploaded on various social media and also invite other students to participate and contribute. Don't forget to use trends that are liked by the community so that they can attract young people to see these educational videos.

Actually, gender differences as long as they do not cause injustice then this will not be a problem. But when viewed now, these differences cause various kinds of problems wherever they are. And wherever it is, there is dominance played by men. Therefore, there needs to be a way to avoid gender discrimination (Rustam & Situmorang, 2020). Like the method that has been mentioned and there is a reciprocity after the method is realized in the sense that discrimination can gradually disappear.

The existence of behavior that indirectly causes gender discrimination is a challenge for society, especially for students, such as unfair behavior towards women who want to

---

become leaders but because gender considers women to be unable to lead, this is a big gap between men and women. Respondents have basic knowledge about gender discrimination which has been known previously and it is not uncommon for gender discrimination to occur in the surrounding environment. Gender discrimination has the meaning of creating equal conditions for women and men to get equal opportunities to be able to play a role and take part in all fields such as development, politics, economy, social, culture, education, defense and security (Sulistiyorini & Abidin, 2019 ). The movement for equality between men and women is a feminist movement. This movement was supported by TAP MPR Number IV of 1999 concerning the Broad Outlines of the Nation's Direction which mandated the position and role of women. People from poor families still think that women do not deserve to be educated as high as possible. In fact, it is better to get married immediately than men who get preferential treatment both in terms of education and the reality of life. Sexual violence or harassment often occurs in women, this is because women are still placed in subordinated and marginalized positions that must be controlled, and enslaved by men. If this continues, women will not have a good future and can indirectly lead to the decline of a country.

In today's digital era, there are many phenomena of sexual harassment through smartphones, such as when a woman wants to look beautiful on social media but is responded to inappropriately on social media. Maybe a small thing, but this small thing can be imitated by young people who are good at using smartphones. Therefore, education is needed, especially among students. Students are still in a condition where their thoughts can be formed and are expected to have new thoughts about the importance of gender equality through the education provided such as supporting non-gender-based leaders, respecting women, and increasing knowledge about gender equality (Tedjo et al., 2021). When children become adults without being given direction or control, this is known as forced maturity (Rosyid, 2020). That's why gender discrimination can be immediately reduced. In Indonesia, almost all social empowerment programs carried out by the government, as well as empowerment programs initiated by civil society organizations have a lot to do with gender issues (Indrawasih & Pradipta, 2021). Every citizen has rights and obligations towards his country. On the other hand, the state has an obligation to protect its citizens (Suryatni, 2020). Indonesia has a responsibility to provide full guarantees for respect, protection and fulfillment of the human rights of every citizen. If the state here is declared to have failed in carrying out its responsibilities, regarding the protection of human rights for its people, then the community has the right to act (Novarin & Pattipeilohy, 2020). The Indonesian state can develop into a developed country and has a prosperous society, because the prosperity of a

country is also determined by its people. Gender differences are not a problem as long as there is justice in them. Gender equality is a condition where women and men can play a role in all areas of life without being limited by stereotypes and rigid gender roles (Sari & Ismail, 2021).

## **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that (1) the average level of awareness of Indonesian students is in the middle position or in other words Indonesian students do not really fully understand gender discrimination (2) the right action to return to provide more awareness of gender discrimination based on this level of awareness is to provide educational content about gender discrimination through social media as a form of utilizing technology that has progressed in the digital era. This study has a limited sample scope, requiring active students from any campus in Indonesia and the sample size is limited to 45 people. So for the prospect of the next study, use a wider sample scope and a larger number of samples for the accuracy of the condition of Indonesian people's knowledge about gender discrimination so that further activities are more accurate.

## **RECOMMENDATION**

It is recommended for further research, researchers can continue to analyze and think of other effective actions to make Indonesian people fully aware of gender discrimination in the digital era for future activities, such as researching what type of content is right to attract the attention of Indonesian people to be more aware of gender discrimination.

## **REFERENCES**

- Agustina, E., Ernawati, Irvita, M., & Putri, C. P. (2021). Dampak Masa Pandemi Covid-19 Dalam Perspektif Kesetaraan Gender. *UNUSIA CONFERENCE*, 1(1), 89-100. <http://journal.unusia.ac.id/index.php/Conferenceunusia/article/view/194>
- Ahmad, R., & Yunita, R. D. (2019). KETIDAKADILAN GENDER PADA PEREMPUAN DALAM INDUSTRI PARIWISATA TAMAN NASIONAL KOMODO. *Jurnal Sosiologi Pendidikan Humanis*, 4(2), 84-93. <http://journal2.um.ac.id/index.php/jsph/article/view/9851>
- Akbar, S. N., Nurfadlia, & Hasanah, P. N. (2021). TINGKAT KESADARAN MAHASISWA FAKULTAS MIPA UNIVERSITAS HASANUDDIN TERHADAP KESETARAAN GENDER . *Jurnal ABDI (Sosial, Budaya Dan Sains)*, 3(1), 1-10. <https://journal.unhas.ac.id/index.php/kpiunhas/article/view/12587>

- Amory, J. D. (2019). PERANAN GENDER PEREMPUAN DALAM PEMBANGUNAN DI SULAWESI BARAT TAHUN 2016-2018. *GROWTH Jurnal Ilmiah Ekonomi Pembangunan*, 1(1), 1-15. <https://stiemmamaju.e-journal.id/GJIEP/article/view/8>
- Angela, P., Silviana, A., & Wijaningsih, D. (2021). Implementasi Asas Kesetaraan Gender Dalam Pewarisan Tanah Di Sumatera Barat (Pewarisan Hak Atas Tanah di Nagari Paninggahan, Kecamatan Junjung Sirih, Kabupaten Solok). *Law, Development and Justice Review*, 4(1), 98-115. <https://ejournal2.undip.ac.id/index.php/lj/article/view/12203>
- Apriliandra, S., & Krisnani, H. (2021). PERILAKU DISKRIMINATIF PADA PEREMPUAN AKIBAT KUATNYA BUDAYA PATRIARKI DI INDONESIA DITINJAU DARI PERSPEKTIF KONFLIK. *Jurnal Kolaborasi Resolusi Konflik*, 3(1), 1-13. <https://doi.org/10.24198/jkrk.v3i1.31968>
- Aprilianti, D., Nugraha, Y., & Sofyan, F. S. (2021). PEMAHAMAN MASYARAKAT TERHADAP PENGARUSUTAMAAN GENDER (Studi Deskriptif Masyarakat Dusun Pasir Konci Kabupaten Subang). *CIVICS: Jurnal Pendidikan Pancasila & Kewarganegaraan*, 6(1), 187-190. <https://journal.ubpkarawang.ac.id/index.php/CIVICS/article/view/1348>
- Ariani, D., & Sunarto. (2021). Construction of Feminism and Gender Equality in Social Media. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(4), 12203-12214. <http://birci-journal.com/index.php/birci/article/view/3286>
- Elizabeth, E. S. (2021). Eksistensi Perempuan di Parlemen: Studi Kesetaraan Gender di Dewan Perwakilan Rakyat Daerah Kota Palangkaraya. *Wacana: Jurnal Ilmu Sosial dan Ilmu Politik Interdisiplin*, 8(2), 306-320. <https://e-journal.upr.ac.id/index.php/Jwcn/article/view/3658>
- Fatmawati, E. (2020). KEBEBASAN INFORMASI KALANGAN MILENIAL DALAM BER-MEDIA SOSIAL. *Jurnal Perpustakaan Universitas Airlangga*, 10(2), 94-103. <https://doi.org/10.20473/jpua.v10i2.2020.94-103>
- Hasibuan, H. A. (2021). PENDIDIKAN KEWARGANEGARAAN: INTERNALISASI NILAI TOLERANSI UNTUK MENCEGAH TINDAKAN DISKRIMINATIF DALAM KERANGKA MULTIKULTURAL. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(2), 440-453. <https://ejournal.undiksha.ac.id/index.php/JJPP/article/view/34146>
- Indrawasih, R., & Pradipta, L. (2021). Pergerakan Sosial Perempuan Pesisir dalam Memperjuangkan Hak Asasi Manusia dan Kesetaraan Gender. *Satwika : Kajian Ilmu Budaya dan Perubahan Sosial*, 5(1), 105-117. <https://doi.org/10.22219/satwika.v5i1.15537>
- Indriyany, I. A., Hikmawan, M. D., & Utami, W. K. (2021). Gender dan Berpendidikan Tinggi: Studi tentang Urgensitas Kampus Berspektif Gender. *JiIP: Jurnal Ilmiah Ilmu Pemerintahan*, 6(1), 55-72. <https://doi.org/10.14710/jiip.v6i1.9376>
- Larasati, A. M., & Ayu, N. P. (2020). The Education for Gender Equality and Human Rights in Indonesia: Contemporary Issues and Controversial Problems. *The Indonesian Journal of International Clinical Legal Education*, 2(1), 73-84. <https://doi.org/10.15294/ijicle.v2i1.37321>
-

- Marpaung, T. R. (2020). KEWAJIBAN PENGUSAHA MENYEDIAKAN RUANG DAN WAKTU LAKTASI BAGI PEKERJA WANITA MENYUSUI. *Jurist-Diction*, 3(6), 2343-2358. <https://doi.org/10.20473/jd.v3i6.22975>
- Ningrum, W. T., & Mas'udah, S. (2021). Family conflicts and the violence of unemployed husbands against their wives acting as the main breadwinner. *Jurnal Sosiologi Dialektika*, 16(1), 76-85. <https://doi.org/10.20473/jds.v16i1.2021.76-85>
- Novarin, A. S., & Pattipeilhy, S. C. (2020). Perspektif Feminisme dalam Memahami Permasalahan Hak Asasi Manusia Kelompok Queer di Kota Semarang, Indonesia. *Jurnal HAM*, 11(3), 487-504. <https://doi.org/10.30641/ham.2020.11.487-504>
- Nurnazhiifa, K., & Dewi, D. A. (2021). PPKn Sebagai Tonggak Rasa Patriotisme dan Nasionalisme Berkaitan dengan Identitas Nasional Bangsa Indonesia. *IJoIS: Indonesian Journal of Islamic Studies*, 2(2), 67-79. <http://civiliza.org/journal/index.php/ijois/article/view/29>
- Pramesty, B. I. (2021). DISKRIMINASI PADA PEMAIN GAME ONLINE PEREMPUAN. *Jurnal Audience: Jurnal Ilmu Komunikasi*, 4(2), 234-248. <https://doi.org/10.33633/ja.v4i2.4498>
- Pratiwi, H. D., Sunarto, & Lukmantoro, T. (2021). Diskriminasi Gender terhadap Jurnalis Perempuan di Media. *Interaksi Online*, 9(3), 111-125. <https://ejournal3.undip.ac.id/index.php/interaksi-online/article/view/31414>
- Putri, T. V., & Suyanto, B. (2021). The social construction of sexual violence for female politicians. *Jurnal Sosiologi Dialektika*, 16(2), 86-96. <https://doi.org/10.20473/jds.v16i2.2021.86-96>
- Ramadhani, M. (2020). PERLINDUNGAN HUKUM HAK MEMILIH PENYANDANG DISABILITAS DALAM PEMILIHAN UMUM. *Jurist-Diction*, 3(1), 243-263. <https://doi.org/10.20473/jd.v3i1.17635>
- Ririn, G., & Ariana, A. D. (2021). SIKAP TERHADAP GANGGUAN MENTAL PADA MAHASISWA PSIKOLOGI UNIVERSITAS AIRLANGGA BERDASARKAN JENIS KELAMIN. *Buletin Riset Psikologi dan Kesehatan Mental*, 1(1), 1030-1036. <https://doi.org/10.20473/brpkm.v1i1.27751>
- Rosyid, M. (2020). HADIS KHITAN PADA PEREMPUAN: Kajian Kritik Matan Sebagai Upaya Mengakhiri Diskriminasi Gender. *Riwayah: Jurnal Studi Hadis*, 6(1), 19-38. <https://doi.org/10.21043/riwayah.v6i1.6869>
- Rustam, N., & Situmorang, J. (2020). Memahami Perbedaan Gender Dalam Perspektif Islam Dan Socio-Kultural. *Al-wardah: Jurnal Kajian Perempuan, Gender dan Agama*, 14(1), 29-43. <http://journal.iain-ternate.ac.id/index.php/alwardah/article/view/243>
- Saguni, F. (2020). DINAMIKA GENDER DALAM MASYARAKAT. *MUSAWA*, 12(2), 207-227. <https://doi.org/10.24239/msw.v12i2.667>
- Salbiah, R., & Sumardi. (2021). BAHASA DAN GENDER DALAM FILM: ATHIRAH (Sebuah Kajian Sociolinguistik). *an-Nahdah al-'Arabiyah: Jurnal Bahasa dan Sastra Arab*, 1(2), 56-69. <https://journal.ar-raniry.ac.id/index.php/nahdah/article/view/1231>
- Saputri, R., Doras, T., Chandra, M. N., Oktaviani, H., Az-Zahra, N. A., & Anwar, H. A. (2021). SISTEM KEKERABATAN SUKU BATAK DAN PENGARUHNYA TERHADAP KESETARAAN GENDER. *JISA: Jurnal Ilmiah Sosiologi Agama Prodi Sosiologi Agama*, 4(1), 29-39. <http://jurnal.uinsu.ac.id/index.php/JISA/article/view/9195>
-

- Sari, C. P. (2021). Gender Inequality: Dampaknya terhadap Pendapatan Per Kapita (Studi Kasus 33 Provinsi di Indonesia 2011-2019). *Jurnal Ekonomi Dan Statistik Indonesia*, 1(1), 47-52. <https://doi.org/10.11594/jesi.01.01.06>
- Sari, G. R., & Ismail, E. (2021). Polemik Pengarusutamaan Kesetaraan Gender di Indonesia. *Jurnal Penelitian Ilmu Ushuluddin*, 1(2), 51-58. <https://doi.org/10.15575/jpiu.12205>
- Sarina, & Ahmad, M. R. (2021). DISKRIMINASI GENDER TERHADAP PEREMPUAN PEKERJA DI KAWASAN INDUSTRI MAKASSAR. *Pinisi Journal Of Sociology Education Review*, 1(2), 64-71. <https://ojs.unm.ac.id/jser/article/view/21166>
- Setyawan, B. (2021). Patriarki Sebagai Akar Diskriminasi Gender di Sri Lanka. *Resolusi: Jurnal Sosial Politik*, 3(1), 1-14. <https://doi.org/10.32699/resolusi.v3i1.1277>
- Sulistiyorini, D. R., & Abidin, A. Z. (2019). KESETARAAN GENDER TENTANG PENDIDIKAN LAKI-LAKI DAN PEREMPUAN. *Jurnal Harkat : Media Komunikasi Gender*, 15(1), 10-23. <https://doi.org/10.15408/harkat.v15i1.13436>
- Sulistiyowati, Y. (2020). KESETARAAN GENDER DALAM LINGKUP PENDIDIKAN DAN TATA SOSIAL. *Ijouis: Indonesian Journal of Gender Studies*, 1(2), 1-14. <https://jurnal.iainponorogo.ac.id/index.php/ijouis/article/view/2317>
- Suryani, Z., & Dewi, D. A. (2021). IMPLEMENTASI PANCASILA DALAM MENGHADAPI MASALAH RASISME DAN DISKRIMINASI. *Jurnal Kewarganegaraan*, 5(1), 192-200. <https://journal.upy.ac.id/index.php/pkn/article/view/1448>
- Suryatni, L. (2020). UNDANG – UNDANG NOMOR 12 TAHUN 2006 TENTANG KEWARGANEGARAAN REPUBLIK INDONESIA DALAM MELINDUNGI HAK PEREMPUAN DAN ANAK (PERSPEKTIF: PERKAWINAN ANTARA WARGA NEGARA INDONESIA DAN WARGA NEGARA ASING). *Jurnal Ilmiah Hukum Dirgantara*, 10(2), 35-49. <https://journal.universitassuryadarma.ac.id/index.php/jihd/article/view/461>
- Tedjo, A. K., Ramadhan, M. D., Dirgantara, M. D., & Bahari, R. A. (2021). TANTANGAN BUDAYA DALAM MEWUJUDKAN KESETARAAN GENDER DI INDIA DAN SOLUSINYA. *Jurnal Hubungan Internasional*, 14(1), 142-157. <https://doi.org/10.20473/jhi.v14i1.13310>
- Widarwati, N. T., Nababan, M. R., Santosa, R., & Tarjana, S. S. (2021). The Gender Discrimination in Indonesian Literature Works: A Case Study of Translation. *Script Journal: Journal of Linguistics and English Teaching*, 6(2), 123-141. <https://doi.org/10.24903/sj.v6i2.740>
- Wiranata, I. M. (2021). The Dynamics of International Norms Diffusion: The Study of Women Activists in Bali. *Global Strategis*, 15(2), 353-374. <https://doi.org/10.20473/jgs.15.2.2021.353-374>
- Yaneri, A., & Deswanti, A. D. (2021). Analisis Kesetaraan Gender dan Inklusi Sosial Pada Program Perlindungan Sosial : Studi Kasus Bantuan Sosial Tunai Covid-19 di Kabupaten Bandung Barat. *Peksos: Jurnal Ilmiah Pekerjaan Sosial*, 20(1), 70-84. <https://doi.org/10.31595/peksos.v20i1.381>