

Gender, Education, and Access to Quality Employment: Analysis of the Situation of Women in Indonesia in the Digital Economic Era

Nur Rahmah¹, Edy Wiranto², Muhammad Syahrul Hidayat³, Yanti Mulia Roza⁴,
An Ras Try Astuti⁵

¹Universitas Negeri Makassar, Indonesia

²Central Bureau of Statistics of Barito Kuala Regency, South Kalimantan Province,
Indonesia

³UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

⁴UIN Mahmud Yunus Batusangkar, Indonesia

⁵State Islamic Institute of Parepare, Indonesia

Email: rahmah.hidayat@yahoo.com

Abstract

The digital economy's expansion in Indonesia has substantially influenced the country's access to high-quality employment opportunities. Nonetheless, the gender gap in work possibilities remains a severe problem in Indonesia, despite the enormous increases in the availability of quality employment prospects. This article studies Indonesian women's condition in the digital economy era, with a focus on the relationship between gender, education, and access to quality employment prospects. The essay also examines the situation of Indonesian women in the past. This investigation takes a qualitative approach and makes use of descriptive research tools. The study's findings indicate that despite a rise in employment opportunities due to the digital economy, women continue to need help gaining access to quality employment, particularly in fields still predominately held by men. Education is critical in boosting the number of women with access to high-quality work opportunities.

Keywords: Gender, Education, Access to Quality Employment, Digital Economy, Women.

A. INTRODUCTION

Indonesia has experienced rapid growth in the digital economy sector. This is due to increased access to the internet and information technology, allowing people to access digital services such as e-commerce and application-based services more efficiently. The development of this digital economy has provided new job opportunities and increased access to quality jobs in Indonesia (Simamora & Ningsih, 2020).

Even so, the growth of the digital economy has been unevenly distributed to everyone in Indonesia. Men still dominate most jobs in the digital sector, and the gender gap in access to quality employment remains a problem that must be addressed. Women still face difficulties in accessing quality employment, especially in sectors that are still dominated by men (Khotimah, 2009)

In Indonesia, the gender gap is still a significant problem. According to BPS data, the participation rate of women in the labor market is only around 51%, while

men's is around 83% (Haryasti, 2021). In addition, women are often placed in less stable jobs that pay less. Education also plays an essential role in increasing women's access to quality employment. Women with higher education tend to have better access to quality employment. However, there is still a gap between men and women regarding access to training and skills development in the information technology sector. This affects women's ability to obtain quality jobs in the digital sector (Wahyuningtyas & Adi, 2016).

Therefore, a policy strategy is needed to help increase women's access to quality employment in the digital sector. One strategy that can be applied is increasing women's education access, especially in information technology. Thus, women can acquire the skills needed in the digital sector and increase their employment opportunities (Widyastuti et al., 2016)

Apart from increasing access to education and training for women, other efforts can be made to address the gender gap in the digital sector. One way is to introduce mentoring and networking programs to help women gain the skills and experience needed in the digital sector. Mentoring and networking programs can help strengthen skills that women have acquired through education or training and help build professional networks that can assist them in finding work (Riyansyah et al., 2020).

The government and the private sector can encourage more companies to employ women in the digital sector. In the long term, this will help reduce the gender gap in access to quality jobs in the digital sector. Companies can also ensure that women have the same access as men to training and skills development in the sector. In this regard, involving the community in efforts to increase women's access to quality employment in the digital sector is also essential. Community support can help promote gender equality and overcome the stigma still associated with women in the information technology sector. Thus, it can increase the number of women working in the digital sector and reduce the gender gap in access to quality employment (Agustina et al., 2021).

It should also be noted that the gender gap in access to quality employment in the digital sector is a problem in Indonesia and other countries. Therefore, Indonesia needs to learn from the experiences of other countries in addressing the gender gap in the digital sector and implementing solutions that are appropriate to the Indonesian context. The digital economy has provided many benefits for Indonesia, including increasing access to quality jobs. However, to ensure that everyone in Indonesia can benefit from the development of the digital economy, efforts are needed to address the gender gap and increase access to education and training for women in the information technology sector.

B. LITERATURE REVIEW

1. Gender Concept

According to Muhtar's (2002) definition, gender can be seen as social sex or the connotation society uses to assign people to specific societal positions based on their biological sex. Nevertheless, according to Fakihi (2020), gender is something that is

both biologically and socially formed. It is essential to differentiate between the terms gender and sex. The British sociologist Oakley was the first to distinguish between the two concepts (Saptari, 1997).

Gender denotes the socially constructed disparities between male and female identities regarding their biological make-up, social standing, and occupational spheres. Differences between the male and female reproductive systems are what most people think of when they hear the word "sex.". Men are characterized by sperm and penis, and the presence of eggs, uterus, vagina, and breasts characterizes women. The characteristics of biological sex are innate, permanent, and cannot be exchanged (Abdullah, 2014).

Additionally, what is understood by gender is not based on biological variations between the sexes but rather on human perspectives and perceptions. Gender generates inequalities between women and men in every element of human life, including a lower social standing for women. For instance, women are stereotypically portrayed as sweet, lovely, emotional, or nurturing. At the same time, males are admired for being tough, logical, masculine, and powerful. The properties that can be traded are those inherent to the natural world. Therefore, some males are maternal and soft, whereas some women are stern and powerful (Sulistyowati, 2021).

In contrast to sex, gender is a society's socially constructed perception and refers to a person's role, behavior, and identity. In this case, gender is not determined by sex (Kartini & Maulana, 2019). Several terms are included in the discussion of gender, including the following.

- a. Gender identity: Gender identity is a person's view of their gender, regardless of what sex they have at birth. Some common gender identities include male, female, non-binary, and genderqueer or transgender.
- b. Cisgender: Cisgender is a term often used for an individual who feels that his gender identity is in line with the sex he has.
- c. Transgender: The term transgender generally refers to someone who feels that their identity is different from the gender they have.
- d. Non-Binary: Non-Binary is a term used to describe someone who does not want their identity to be categorized as male or female.

Men and women can switch places in caring for children, working, and performing numerous home tasks (cooking, washing, etc.) without compromising either gender's inherent character. These are examples of "gender roles," or traditional occupations for men and women. If traditional gender roles are viewed as fluid and malleable, they can be modified to suit the needs of individuals living in different times and places. Thus, we should not be surprised by a father whose primary income source is staying home with his kids while his wife goes to work. The husband is expected to work outside the home, and the woman stays home to care for the kids and the house under normal circumstances.

2. Gender Equality and Justice

Equality between the sexes refers to a situation in which men and women can ultimately achieve their human rights and capacity for growth in all aspects of life and enjoy the same status. This is the condition known as gender equality. In other words, what this indicates is that all people should have access to resources and the benefits they provide, as well as reasonable and fair control over those resources so that everyone can then participate in those activities, as well as decide how existing development should proceed, and benefit from those decisions (Susanto, 2015).

Gender justice is intrinsically linked to the concept of gender equality. Fairness in the treatment of men and women and gender justice as a process. Gender justice can be defined as justice in how women and men are treated, considering their unique requirements. This encompasses the provision of equal treatment and treatment that is distinct from one another but is regarded as equivalent in terms of rights, benefits, obligations, and opportunities. In order to achieve gender parity, there must not be any standardization of roles, duplication of responsibilities, violence, subjugation, or marginalization (Rahmawati, 2016).

There are still some people who, in some contexts, hold the view that bringing up the topic of gender equality is either overly idealistic or overstated. These individuals believe these things because they have not yet seen gender equality. Those who subscribe to this line of reasoning typically conclude that men's and women's roles in the home and society must be distinct. In addition, the concept of gender equality is frequently misunderstood as a call for women to assume the roles and responsibilities traditionally held by men (Hereya, 2012).

In society, gender differences create gender inequality, both for men and women. This gender injustice arises when someone is mistreated just because of gender differences. However, this gender injustice is experienced by many women, so many problems of gender inequality are identified with women's problems, which makes men and women far from equal (Hasan, 2019). Gender injustice is manifested in everyday life, such as:

- a. Stereotypes or labeling attached to and given to society regarding the roles, functions, and responsibilities of men and women. The labeling most often given to a woman is, for example, women are given a bad image, women are considered emotional, irrational, weak, and so on. This makes women indirectly placed in a weak position and will make it difficult for women to obtain the same position as men.
- b. Marginalization or exclusion. The marginalization of women in society stems from beliefs and, traditions, policies. The marginalization that occurs for women does not only impact the position and position of women but also has an impact on women's access to control.
- c. Subordination or numbering. Subordination is the notion that women are below men. The discrimination against women that is often done has an impact on women's access to control. In education, for example, women are still second to men in terms of education access, so men benefit more than women in this

case. In making decisions, men are prioritized over women, which makes women unable to control the benefits of the policies that have been made.

- d. Violence. Violence is a form of physical attack, sexual and non-sexual. The forms of violence are very diverse and can happen anytime and anywhere. Most victims of sexual violence are women. It is possible that violence can also occur in educational institutions. This is due to the imbalance of power relations.
- e. Double load. The double burden is the continuous burden of duties and responsibilities for both men and women. This happens because men and women do not understand the division of tasks and responsibilities, so they are only assigned to one person. In this case, women experience the double burden as a wife who, besides doing domestic tasks at home, also works to help make ends meet. Domestic work at home can be a variety of tasks with the husband because this kind of work can be done by anyone to ease the double burden of a married woman.

3. Gender in Education

The Human Rights Act was passed in 1999 as Law Number 34 of the Republic of Indonesia. According to Article 48, women have the right to receive an education as long as they meet the prerequisites that have been established. Every child has the right to receive education and instruction within the framework of personal development in line with his interests, abilities, and degree of intelligence, as stated in article 60, paragraph (1). The Convention on the Rights of the Child supports this right. Every citizen of Indonesia is guaranteed the right to get an education under Article 31 of the constitution, which was ratified in 1945. Education is a right that is guaranteed to every citizen, which indicates that education is a right that is guaranteed to every nation and that there are no constraints on this right. In the realm of education, there is not the slightest bit of discrimination, including discrimination between males and females. In addition, the Indonesian government enacted Law No. 20 of 2003 regarding the national education system. This law says that every citizen, regardless of gender, economic level, religious affiliation, and social rank, has the right to equal education in quantity and quality (Efendy, 2014).

Both women and men should contribute to the growth of the intellectual life of the country and the state. Education, particularly elementary school, is one way to get started in this direction; to be a good leader, you need to be able to lead others effectively. The educational system needs to be flexible enough to change with the times and responsive enough to the requirements of modern society. In the Regulation of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia number 11 of 2010, regulating guidelines for implementing PUG in Madrasas of the Ministry of Religion means that madrasas as educational institutions have an essential role in increasing gender equality in education. The government believes that both men and women equally have the right to manage educational

institutions through these regulations. Additionally, as educational institutions, madrasas are essential in increasing gender equality in education.

4. Access to quality work opportunities

Access to quality employment refers to the opportunity for someone to get a decent and satisfying job. This relates to factors such as education level, experience, skills, and individual ability to compete in the job market. In the context of globalization and increasingly fierce competition, access to good employment opportunities are becoming increasingly important for individuals and society. To access quality employment opportunities, individuals must prepare themselves as well as possible. This can be done by adding insight, skills, and experience through formal and non-formal education, training, internships, and other activities that are relevant to the field of work of interest. In addition, individuals must also strengthen social and professional networks to expand opportunities to find work (Angliawati & Fatimah, 2020).

Apart from individual preparation, access to quality job opportunities is also influenced by external factors such as government policies, the economic situation, and labor market conditions. The government can help create good access to employment opportunities by creating a conducive investment climate, providing incentives for companies to hire local workers, and strengthening the education and training system according to the needs of the labor market. In a global context, access to quality employment opportunities can also be affected by economic integration and international trade. International trade can open new opportunities for companies and workers to participate in global supply chains. However, it can also create new challenges, such as competition from other countries and impacts on local jobs (Renie et al., 2020).

5. Digital Economy

To grasp the digital economy, appreciate the economic activity using the internet and AI (Artificial Intelligence). Having a digital economy can help boost traditional economic growth. The digital economy has altered traditional business practices by entirely automating them. The system provides a reliable foundation upon which business operations can be carried out. The system can now perform specific operational tasks that formerly required human intervention (Budiarta et al., 2020).

There is no difference between this payment method and the one used by the online banking system. If you want to buy something, you do not have to see the seller in person anymore; instead, you can use your cell phone to make the transaction. There is little doubt that the growth of Indonesia's digital economy is at the root of the country's shift toward an online-only economic model. In order to meet the growing need for convenient internet services, many new businesses are constantly testing new ideas (Danuri, 2019).

There are several benefits of the digital economy that can be felt by the community, one of which is the abundant employment opportunities available. Along with this, the opportunity to open a business will also widen. Other benefits of the digital economy for life include:

- a. Better Access to Information. The internet provides consumers with greater access to information and options. In addition, people will have an easier time locating the top brands and comparing pricing among stores.
- b. Save more time. Before, purchasing office materials required a trip to the nearest town. Orders and payments may be made from home, and all remains for us to wait. This saves a great deal of money and time.
- c. Save expense. Companies in the digital economy can save money on building rent because some tasks can be performed online. The digital economy also enables businesses to eliminate the retail component and ship goods straight from the factory or warehouse of suppliers or manufacturers rather than from storefronts. This results in reduced costs and a lower selling price.
- d. Reducing obstacles. In several industries, the digital economy facilitates the entry of new enterprises. We can build new items that challenge established businesses if we have a unique and fascinating idea. Several previously inconceivable services, ranging from grocery home delivery to inter-packaging applications, have been made possible by the internet economy.

C. METHODS

Researchers employ a qualitative, descriptive methodology for their research. According to Moleong (2009), qualitative research aims to generate descriptive data in the form of written or spoken words and observable behavior from individuals. The qualitative strategy was chosen because it is anticipated that this research will yield accurate data and thoroughly examine the research topic, allowing for achieving the desired outcomes. In sociology, qualitative research is deemed very appropriate, particularly research that attempts to explore and comprehend a gender viewpoint.

D. RESULTS AND DISCUSSION

1. The situation of Indonesian women in accessing quality employment in the digital economy era

Women's roles are becoming more nuanced due to scientific and technological advancements. The fourth industrial revolution was ushered in by the lightning-fast advancement of information and communication technology (ICT). Advances in information and communication technology have made it easier and faster to find data and deliver it in valuable ways. The expansion of communication and information networks has a multiplicative effect on society as a whole, boosting productivity in the workplace and stimulating economic growth. Having a firm grasp on modern communication and information dissemination opens up several avenues for personal development and social uplift. As equal participants in modern progress, women should excel in all areas, including modern communication and information

technology. Women play a vital role in society as both homemakers and contributors to the workforce, making it especially crucial that they have equal access to and make effective use of information and communication technologies.

According to Lestari (2015), since the Beijing Declaration in 1995, the result of the fourth summit on women, gender issues, and ICT has been incorporated as global concerns. The Sustainable Development Goals (SDGs) initiative for gender parity places a premium on expanding women's access to and use of ICT for economic and political advancement (Gaib, 2017). The fight for women's and men's rights has gone global, but there is still a significant gender gap in the use and understanding of ICT. According to the International Telecommunication Union (ITU), women make up a smaller fraction of the population's users of information and communication technologies. According to Hafkinn & Taggart (2001), women in underdeveloped countries face barriers related to lack of access to education, illiteracy, language, time, money, and social and cultural conventions when attempting to grasp ICT. As a result, fewer women are actively involved in shaping society's future. Women are prevented from working outside the home because of the persistent cultural belief that their place is in the home and the family. Any person's potential for growth and development is boundless, regardless of their starting point in life (biological factors).

The situation for Indonesian women in accessing quality employment in the digital economy era is still experiencing considerable challenges. Even though there has been progressed in access to information technology and the internet, there is still a gender gap in access to employment in the digital sector. Data shows that the number of women working in the digital sector still needs to be higher than men. Based on data from the Ministry of Communication and Informatics, in 2020, only around 23% of women worked in the information technology sector in Indonesia. This shows that many women still need help entering and obtaining jobs in the digital sector, even though this sector offers many new job opportunities and quality jobs with high salaries.

In addition, women also face obstacles in accessing the education and training needed to work in the digital sector. There are gender gaps in access to information technology education and training in Indonesia may limit women's opportunities to develop skills and find employment in the digital sector. However, it should be noted that there are also women who can overcome these challenges and successfully work in the digital sector. This shows great potential for women in the digital sector, and it is essential to strengthen support and efforts to increase women's access to quality employment in the digital sector (Widyastuti et al., 2016).

Even though there are challenges in accessing quality employment for women in the digital sector, there is still great potential to increase women's participation in this sector. Therefore, efforts need to be made to increase access to information technology education and training for women and encourage companies to employ more women, and create a work environment that is inclusive and friendly to women.

In addition to the factors previously mentioned, several other factors influence the situation of Indonesian women in accessing quality employment opportunities in

the digital economy era. One of them is gender stereotypes which are still an obstacle for women in obtaining jobs in the digital sector. Gender stereotypes can limit women's access to specific jobs and make it more difficult for them to be recognized and promoted. Another challenge is finding and obtaining information about employment in the digital sector. This is especially the case for women who need more networks or opportunities to participate in training and skills development programs in the digital sector. Therefore, it is essential to increase women's access to information about employment and training available in the digital sector (Saguni, 2014).

To overcome these challenges, efforts are needed to build an inclusive work environment and stimulate women's participation in the digital sector. In addition, it is also important to encourage companies in the digital sector to pay attention to gender equality in recruitment and job promotion and implement policies that support work-life balance. The Indonesian government is also vital in increasing women's participation in the digital sector. The government can provide support through training and skills development programs and strengthen regulations and policies to promote gender equality in the digital sector.

Overall, the situation of Indonesian women in accessing quality employment in the digital economy era still requires special attention. Joint efforts are needed from the government, companies, and the community to ensure that women have equal opportunities to obtain quality employment in the digital sector. This will not only benefit the women themselves but will also benefit Indonesia's overall economic growth and progress.

2. Impact of Digital Economic Growth on access to employment for women

Experts warn that debates about poverty, gender discrimination, and digital literacy often turn their backs on women's position as a workforce that uses increasing digital devices and technology. Women with limited digital literacy will face an increasingly difficult situation and must work hard to secure formal jobs in an era of increasingly advanced technology.

Quoting the 2017 International Telecommunication Union (ITU) report, Lin Taylor said that female internet users are 12% lower globally than male internet users. Likewise, with cell phone ownership, women who own cell phones use 200 million fewer than men. This situation is very unfavorable for women at a time when more and more formal jobs are available through digital technology (Ritonga, 2021).

In his report by The Economist (28/4), McKinsey said that women in Asia could significantly contribute to their country's economy. This report describes how Japan's female workforce is on the rise. In the Philippines, 142 women occupy professional and technical positions for every 100 men. China can even have 114 billionaires out of 147 world-level female billionaires. In 2016, McKinsey estimated that more than 40% of China's Gross Domestic Product (GDP) was contributed by women. Together with Thailand, Vietnam, and Singapore, the average GDP of countries women contribute reaches 40%, above the world average. Unfortunately, Indonesian women have only reached nearly 30% of the GDP. McKinsey is optimistic that if the productivity and

wages of the female workforce are increased, women will contribute more to GDP (15% for China, 18% for India, and so on) (Ritonga, 2021).

On the one hand, the expanding digital world or digital society (Richards, 2015) creates more doors of opportunity for women to enter the digital industry (industry 4.0). Conversely, the digital world has eliminated or greatly diminished at least 12.5% of the pre-digital era's labor kinds. A proverb says, "technology is the chief executive officer of a country's development." Even though Digital is sterile, he has risen to the position of a military leader in order to lead his country to victory.

Although We Are Social and Hootsuite (2018) report that internet usage in Indonesia has reached 50%, they do not break down this number by gender. The same applies to the information on who has a smartphone or mobile phone. Nevertheless, the same survey reveals that women comprise a smaller percentage of Facebook's user base than men. It is remarkable that despite women's greater access to credit cards and financial services, they are less likely to use those cards to make online purchases than males. This exemplifies how the digital culture treats women: as objects to be bought and sold. Women's spending is tracked in GDP like in economic data. This is a problem for women everywhere, even in modern-day Indonesia.

In terms of digital economic growth, it significantly impacts access to employment for women in Indonesia. One of the impacts is the creation of new job opportunities that were not available before, such as jobs in information technology, graphic design, digital marketing, and online customer service. Women can take advantage of these opportunities to find quality jobs and improve their skills in technology. However, the digital economy's growth also challenges women to find and obtain jobs according to their skills and interests. This is especially true for women who need more digital skills or sufficient networks to find work in the digital sector. In addition, gender stereotypes that are still inherent in the digital sector can also affect women's access to quality employment opportunities.

In this situation, women must strengthen their skills and abilities to compete in the digital sector. This can be done through training and skills development provided by educational or training institutions or through mentoring and coaching programs organized by organizations or communities in the technology sector.

The government and the private sector can also play an essential role in increasing women's access to quality jobs in the digital sector. The government can promote gender equality through policies and programs supporting women's participation in the digital sector, such as training and skills development programs, small and medium enterprises (SMEs) development programs, and information technology infrastructure development.

Meanwhile, the private sector can improve gender equality in recruitment and job promotion and build an inclusive work environment for women. This can be done through policies that support a balance between work and family life and support programs such as childcare, maternity leave, and remote work facilities. The private sector can also be essential in reducing the wage gap and increasing women's participation in the digital sector. Companies can adopt transparent policies, promote

gender equality in pay and promotion, and strengthen their commitment to reduce pay discrimination and increase women's participation in the digital sector.

In addition, the growth of the digital economy also positively impacts women who want to start their businesses. Women entrepreneurs can use digital platforms for marketing their products and reaching a broader market. In recent years, there has been a significant increase in the number of businesses owned and run by women in Indonesia, especially those based online. However, more accessible access to global markets through digital platforms also brings greater competition and new challenges for small businesses, and medium, including those owned by women. Therefore, women must have adequate digital skills and understand digital marketing strategies to remain competitive in the global market.

The growth of the digital economy also impacts the division of labor between women and men. The digital sector also offers higher wages as the demand for digital skills increases. However, there is still a wage gap between women and men in the digital sector, which is partly due to gender stereotypes and wage discrimination that still occur in Indonesia. Therefore, more extraordinary efforts are needed to reduce the wage gap and encourage women's participation in the digital sector. Education and training focusing on digital skills and gender equality can help reduce the wage gap and strengthen women's participation in the digital sector.

Overall, the growth of the digital economy provides excellent opportunities for Indonesian women to access quality jobs and start their businesses. However, challenges and obstacles still exist in achieving gender equality and fair opportunities in the digital sector. Therefore, concerted efforts from the government, private sector, and civil society are critical to strengthening women's skills and participation in the digital sector and reducing gender gaps and wage discrimination.

3. The Role of Education in Improving Women's Access to Quality Employment in the Digital

Education is essential in increasing women's access to quality jobs in the digital sector. Education can help strengthen women's digital skills, broaden their knowledge of available jobs in the digital sector, and increase their participation in these areas. Adequate education can also help reduce the gender gap in digital skills and participation in the digital sector. This can include providing access to and training for digital skills and information technology, as well as efforts to eliminate gender stereotypes in career and educational choices (Rai, 2019).

Technology-integrated education can also help strengthen women's skills and participation in the digital sector. Several education and training programs focused on information technology and digital skills have been launched in Indonesia, which offer opportunities for women to strengthen their digital skills and broaden their career opportunities in the digital sector. However, there are still barriers to women's access to education that can strengthen their participation in the digital sector. One obstacle is the unequal access to education between women and men, especially in

remote and less developed areas. In addition, economic and social factors can also become obstacles to women's access to education (Melissa et al., 2015).

Therefore, the government needs to take action to strengthen women's access to education and expand their opportunities in the digital sector. These measures could include financial assistance programs for women who wish to pursue education in digital and information technology, as well as inclusive policies that eliminate gender discrimination in curriculum acceptance and development. In this case, the role of society is also significant in strengthening women's access to education and opportunities in the digital sector. Communities can strengthen awareness of the importance of digital education and skills for women and promote gender equality in educational and career decision-making.

In addition, education can also help strengthen women's soft skills, such as interpersonal skills, creativity, and leadership. These skills are indispensable in the ever-evolving digital sector and require employees who can adapt quickly and face complex challenges. Women with strong information technology skills and soft skills can also gain access to quality jobs in the digital sector. The available jobs in the digital sector can vary, from web design and application development to data management and business analysis. Therefore, education can help women understand various career opportunities in the digital sector and choose careers that suit their interests and skills.

Some women may face limited access to the internet and technology, financial limitations, or gender discrimination in curriculum acceptance and development. This can lead to a gender gap in participation in the digital sector. Therefore, efforts must be made to strengthen women's access to education and opportunities in the digital sector, especially for women in remote and less developed areas. Governments can provide financial assistance, access to technology and training, and inclusive education policies to strengthen women's access to education and opportunities in the digital sector. Communities can also strengthen awareness of the importance of digital education and skills for women and promote gender equality in educational and career decision-making.

Finally, education is essential in increasing women's access to quality jobs in the digital sector. Adequate education can help strengthen women's skills and participation in the digital sector and reduce the gender gap in digital skills and participation in this area. Therefore, it is necessary to make joint efforts from the government, the community, and the private sector to strengthen women's access to education and opportunities in the digital sector to create quality and inclusive employment opportunities for women in the digital economy era.

E. CONCLUSION

This research analyzes Indonesian women's situation in the digital economy era, focusing on the relationship between gender, education, and access to quality employment. Despite the increase in job opportunities brought about by the digital economy, women still need help accessing quality employment opportunities,

especially in sectors still dominated by men. Women are also often placed in jobs that are unstable and pay less. Education plays an essential role in increasing women's access to quality employment. However, there are still gaps between men and women regarding access to training and skills development in the information technology sector. However, there are still obstacles to women's access to education and opportunities in the digital sector, such as limited access to the internet and technology, financial limitations, or gender discrimination. Therefore, policy strategies are needed that can help increase women's access to quality employment, including increasing access to education for women, encouraging companies to employ more women in the information technology sector, and ensuring that women have equal access to men's training and skills development in the sector.

REFERENCES

1. Abdullah, S. N. (2014). The causes of gender diversity in Malaysian large firms. *Journal of Management & Governance*, 18, 1137-1159.
2. Agustina, E., Ernawati, E., Irvita, M., & Putri, C. P. (2021, June). Dampak Masa Pandemi Covid-19 Dalam Perspektif Kesenjangan Gender. In *Unusia Conference* (Vol. 1, No. 1, pp. 89-100).
3. Angliawati, R. Y., & Fatimah, F. (2020). Peran talent management dalam pembangunan SDM yang unggul. *Jurnal Sains Manajemen*, 2(2), 28-40.
4. Budiarta, K., Ginting, S. O., & Simarmata, J. (2020). *Ekonomi dan Bisnis Digital*. Yayasan Kita Menulis.
5. Danuri, M. (2019). Perkembangan dan transformasi teknologi digital. *Jurnal Ilmiah Infokam*, 15(2).
6. Efendy, R. (2014). Kesenjangan Gender Dalam Pendidikan. *AL-MAIYYAH: Media Transformasi Gender dalam Paradigma Sosial Keagamaan*, 7(2), 142-165.
7. Fakih, A., Haimoun, N., & Kassem, M. (2020). Youth unemployment, gender and institutions during transition: evidence from the Arab Spring. *Social Indicators Research*, 150, 311-336.
8. Gaib, H. (2017). *Profil Perempuan Indonesia 2017*. Jakarta: KP3A.
9. Hafkin, N. J., & Taggart, N. (2001). *Gender, information technology, and developing countries: An analytic study*. Office of Women in Development, Bureau for Global Programs, Field Support and Research, United States Agency for International Development.
10. Haryasti, C. (2021). *Pengaruh Angka Partisipasi Pendidikan, Pengangguran Terbuka dan Tenaga Kerja Wanita terhadap Pertumbuhan Ekonomi di Sumatera Utara 2010-2019* (Doctoral Dissertation, UNIMED).
11. Hasan, B. (2019). Gender Dan Ketidak Adilan. *Journal Signal*, 7(1), 46-69.
12. Hereya, Y. (2012). Menggugat Kesenjangan Gender sebagai Sebuah Vision Bangsa. In *Seminar dan konferensi Nasional Ilmu Komunikasi* (pp. 81-88).
13. Kartini, A., & Maulana, A. (2019). Redefinisi Gender dan Seks. *An-Nisa': Journal of Gender Studies*, 12(2), 217-239.

14. Khotimah, K. (2009). Diskriminasi gender terhadap perempuan dalam sektor pekerjaan. *Yinyang: Jurnal Studi Islam Gender Dan Anak*, 4(1), 158-180.
15. Lestari, Y. (2015). Kebijakan Perspektif Gender Dalam Mewujudkan Sumber Daya Manusia Unggul (Strategi Pemerintah Dalam Menghadapi Masyarakat Ekonomi ASEAN). *PROSIDING*, 119.
16. Melissa, E., Hamidati, A., Saraswati, M. S., & Flor, A. (2015). The Internet and Indonesian women entrepreneurs: Examining the impact of social media on women empowerment. *Impact of information society research in the global south*, pp. 203–222.
17. Moleong, L. J. (2009). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
18. Muhtar, Y. (2002). *Pendidikan Berperspektif Keadilan Gender*. Jakarta: Depdiknas Jakarta.
19. Rahmawati, A. (2016). Harmoni dalam keluarga perempuan karir: upaya mewujudkan kesetaraan dan keadilan gender dalam keluarga. *Palastren: Jurnal Studi Gender*, 8(1), 1-34.
20. Rai, A. (2019). Digital Divide: How do women in South Asia respond? *International Journal of Digital Literacy and Digital Competence (IJDLC)*, 10(1), 1–14.
21. Renie, E. (2020). Partisipasi Perempuan dalam Ekonomi Inklusif. *AGENDA: Jurnal Analisis Gender dan Agama*, 2(1), 10-17.
22. Richards, N. (2015). *Intellectual privacy: Rethinking civil liberties in the digital age*. Oxford University Press, USA.
23. Ritonga, D. (2021). Kartini Masa Kini; Perempuan Tangguh di Era Digital. *Jurnal Studi Gender dan Anak*, 8(01), 33-49.
24. Riyansyah, F., Amin, D. E. S., & Aziz, R. (2020). Pemberdayaan home industry dalam peningkatan ekonomi masyarakat. *Tamkin: Jurnal Pengembangan Masyarakat Islam*, 5(4).
25. Saguni, F. (2014). Pemberian stereotype gender. *Jurnal Musawa IAIN Palu*, 6(2), 195-224.
26. Saptari, R. (1997). *Perempuan, kerja, dan perubahan sosial: sebuah pengantar studi perempuan*. Pustaka Utama Grafiti.
27. Simamora, C. M., & Ningsih, R. (2020). Inklusivitas Ekonomi Digital di Indonesia: Perspektif Gender dan Penciptaan Lapangan Kerja. *Cendekia Niaga*, 4(2), 39-53.
28. Sulistyowati, Y. (2021). Kesetaraan gender dalam lingkup pendidikan dan tata sosial. *Ijous: Indonesian Journal of Gender Studies*, 1(2), 1-14.
29. Susanto, N. H. (2015). Tantangan mewujudkan kesetaraan gender dalam budaya patriarki. *Muwazah: Jurnal Kajian Gender*, 7(2), 120-130.
30. Wahyuningtyas, N., & Adi, K. R. (2016). Digital Divide Perempuan Indonesia. *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, 10(1), 80-88.
31. Widyastuti, D. A. R., Nuswantoro, R., & Sidhi, T. A. P. (2016). Literasi digital pada perempuan pelaku usaha produktif di Daerah Istimewa Yogyakarta. *Jurnal Aspikom*, 3(1), 1-15.