



**Freeport education diplomacy with AMINEF in promoting gender equality
specifically for Papuan women**

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ABSTRACT

Freeport Indonesia's mission is to be committed to being creative in processing the transformation of natural resources to provide prosperity and contribute to aspects of sustainable development through various mining practices by prioritizing the welfare and peace of employees and communities, human resource development, social and environmental responsibility, as well as safety and welfare in the operating area. The paper aims at identifying the Education Diplomacy of PT. Freeport Indonesia with AMINEF in improving gender equality in Papua and to analyze the barriers faced by women especially Papuan Women in taking part of the AMINEF scholarship specifically the Community College Initiative Program. The method used in this research is descriptive qualitative, by selecting interview techniques and literature study in data collection, as well as using the theory of Education Diplomacy, Multinational Corporation, and Gender Equality as theoretical framework on the whole process of implementing the AMINEF program in facing obstacles in achieving gender equality in Papua. The result of the research reveals that there has been no gender equality policy among three actors: the government, Freeport, and AMINEF which leads to low capability of developing Papuan people. Freeport itself merely concentrates on its production without paying attention on gender equality.

Keywords: *AMINEF; Diplomacy; Education; Gender Equality; Freeport; Multinational Corporation.*

ABSTRAK

Misi Perusahaan Freeport Indonesia adalah berkomitmen untuk berkreasi dalam mengolah transformasi sumber daya alam yang dapat memberikan kemakmuran dan berkontribusi pada aspek pembangunan berkelanjutan yang dilakukan melalui berbagai praktik yang fokus pada pertambangan yang mengutamakan kesejahteraan dan ketentraman dari karyawan dan masyarakat setempat, pengembangan sumber daya manusia, tanggung jawab sosial dan lingkungan, serta memberikan keamanan dan kesejahteraan di wilayah operasi. Penelitian ini bertujuan untuk mengidentifikasi pelaksanaan Diplomasi Pendidikan PT. Freeport Indonesia yang bekerjasama dengan AMINEF dalam upaya meningkatkan kesetaraan gender di Tanah Papua dan untuk menganalisis hambatan - hambatan yang dihadapi kaum perempuan khususnya bagi Perempuan Papua dalam mengambil kesempatan untuk berpartisipasi dalam beasiswa AMINEF khususnya Program Community College Initiative. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif, teknik yang digunakan adalah memilih teknik wawancara dan studi kepustakaan dalam pengumpulan data, serta penelitian ini menggunakan teori Diplomasi Pendidikan, Multinational Corporation, dan kesetaraan gender sebagai kerangka teori yang menjadi gambaran untuk seluruh proses pelaksanaan program AMINEF di Indonesia. menghadapi kendala dalam mencapai kesetaraan gender di Papua. Hasil penelitian mengungkapkan bahwa belum adanya kebijakan kesetaraan gender di antara tiga aktor: pemerintah, Freeport, dan AMINEF yang menyebabkan rendahnya kapabilitas pembangunan masyarakat Papua. Freeport sendiri hanya berkonsentrasi pada produksinya tanpa memperhatikan kesetaraan gender.

Kata Kunci: *AMINEF; Diplomasi; Pendidikan; Kesetaraan Gender; Freeport; Multinational Corporation.*

1. INTRODUCTION

The cooperation between Indonesia and the United States in the field of education started in 1952 through the Fulbright Scholarship program; its development was then organized by American Indonesian Exchange Foundation (AMINEF). There is a MoU between Indonesia and the United States on AMINEF which was signed on February 16, 2009. It regulates technical procedures for awarding Fulbright scholarships through the exemption mechanism from tuition fees or remissions as well as guaranteed living expenses for scholarship recipients who pursue higher education in the United States (Embassy Of Indonesia Washington DC, 2017).

The AMINEF and Freeport Indonesia started to cooperate in 1998, the purpose of the program is to provide opportunities for young Papuan to study in the United States through the Fulbright scholarship program (American Indonesian Exchange Foundation, 2017). AMINEF also gives opportunity for Indonesian students to pursue higher education degrees, in addition, it also runs the Community College Initiative Program (CCI Program) which gives the opportunity to scholarship holders to achieve quality of non-degree academic programs at one of the US community colleges. This program aims at building and improvising various potentials, including: technical skills, improve leadership abilities, and

strengthen English language skills. The learning program run by CCI also provides opportunities in the form of professional internships, service learning, and community outreach activities (American Indonesian Exchange Foundation, 2019).

Young Indonesians (men and women) are targeted to obtain AMINEF scholarship to study in colleges or university in America. In fact, there has been discrimination in which men outnumber women in applying for scholarship. Women are still being positioned as second priority in obtaining the quota for scholarships. Overall, it shows that gender development in Indonesia is still being a big concern. Based on the statistics of the Gender Development Index (GDI), it illustrates that the highest Gender Development is in North Sulawesi, being a province with a GPA of 94.78 and those occupying the lowest position are in the provinces of West Papua and Papua with a total of 79.38. In achieving GDI in Indonesia, almost half of provinces in Indonesia have passed the national average (Minister of Women's Empowerment & Child Protection, 2018).

Speaking of Papua, its position is on the lowest level of all indexes compared to other provinces in Indonesia, and definitely, it has an excessive impact on the gender development in this province. Firstly, IPM (Human Development Index) measures indexes of life expectancy, average years of schooling, and product domestic bruto. The data (BPS, 2020) indicates Papua and West Papua rank lowest (60.44 and 65.09), DKI Jakarta is the highest (94.80) followed by Jogjakarta (94.63). This index provides an image of the women situation in Papua looks like. In terms of health, for example, there has been high mortality rate particularly the victims are women and children. Average years of schooling and economic aspects, men outnumbered women Therefore, human development in Papua and West Papua is considered to be a life-threatening issue to think of how to build up and empower women in these two provinces.

Secondly, GDI (Gender Development Index) measures women potential and contributions towards their income, politics and as decision makers. The newest updated data (BPS, 2020) reveals that GDI in Papua ranks lowest (West Papua 62.17 and Papua 66.72). The highest is Kalimantan Tengah (82.41) followed by Sulawesi Utara (78.98). This data demonstrates that women are still being as victims of patriarchal culture in which men dominate all aspects of positions for examples in parliament (politics) and as decision makers in government and private sectors. Besides, women are also victims of domestic violence whether physical, sexual or from all forms of discriminations and exploitation.

With regard to Papuan women taking part in obtaining AMINEF scholarship, the data from Human Development Index and Gender Development Index discussed above can be used as primarily analysis or interpretation that men definitely outnumbered women in receiving the scholarship. This becomes crucial and problems for women to fight for their right to be respected and involved in any kind of international events such as obtaining scholarship. Therefore, the authors are interested in conducting a research to get comprehensive understanding on the above issues. There are two objectives in this research. First, authors identify the Education Diplomacy of PT. Freeport Indonesia with AMINEF in improving gender equality in Papua; and second, to analyze the barriers faced by women especially Papuan Women in taking the AMINEF scholarship.

2. LITERATURE REVIEW

The authors use three theories in examining the fundamental problematic concept of the Freeport Indonesia sponsoring the AMINEF program. It begins with Educational Diplomacy theory which according to Soesilowati (2017) is actually the first dimension of cultural diplomacy that has a purpose. Related to national considerations for developing human resources through education. Therefore, education, knowledge and technology transfer is the most effective way to accelerate the development of human resources.

The next theory is Multinational Corporation (MNC). It defines a Company that establishes headquarters in one country and operating in other countries, both independently and in partnership with local companies. Thus, this practice is considered beneficial because it increases the efficiency of production costs as well as expands market share (Ashari, 2015). The last theory which supports the whole article is the theory of Gender Equality whereas Gender equality is the equality of conditions and status between men and women. So that no individual is neglected of opportunity and rights (Hanifah, 2001).

In this article the authors use some journals to support the above theories particularly on education diplomacy and gender equality. First article highlights the “Gender Equality in Academic World comparison of New Zealand and Indonesia” (Toyibah, 2020). It further describes a comparison between Indonesia and New Zealand on the structural and cultural factors that hinder female academics in their respective countries. The result of the study shows that, the white people outnumbered the indigenous New Zealand women. In Indonesia, is influenced by strong patriarchal culture which is the same as the Papuan culture. According to Asyari (2020), gender discourse has been circulating since the 80s that women are also individuals who have the right to get an education fairly and without discriminatory actions. This gender discrimination often occurs, especially in Indonesia, gender domination generally grows in a patriarchal society. It is necessary to emphasize the equalization of roles and portions of education for each gender. (Rahmah, 2019).

Second, “Exploring Explanation About Gender Gap in Overseas Scholarships” (Mol, 2020). In this study, Van Mol explained about student representation of women in taking scholarships abroad that exceed men so that there is a big gap between gender roles in the West Country (Mol, 2020). The result of the study shows that in the Netherland women exceed men on overseas scholarship in higher education, which is not happening in Indonesia, such as in Papua. This may be a lesson learnt for Papuan officials, companies and stakeholders to implement this phenomenon for Papuan women to be involved as many as possible in obtaining overseas scholarships, but with a special note to keep 50% for men and 50% for women.

Third, "South Korean Public Diplomacy in Indonesia through the Education Sector of the Korea International Cooperation Agency " (Jayanti, 2019). It further explains about the South Korean public diplomacy in Indonesia through the Korea International Cooperation Agency (KOICA) education sector (Jayanti, 2019). The result of the study shows that, based on the strategy of KOICA, it maintains a good image through education diplomacy. Therefore, there are quite number of Indonesian Participants from only 70 in the year of 2004 increase to 1200 in the year of 2015 in receiving AMINEF scholarship.

Fourth, “Gender Perspective in Management: The Need for Cross-Cultural Scholarship Strategy in Management and Leadership for Women” (Madsen, 2017). The

purpose of this study is to find out why there is little progress for women to seek and obtain management and leadership positions at the highest levels of organizations today (Madsen, 2017). The result of this research shows that the obstacles in reaching higher position in an organization should be based on educational position, it is therefore, there have been no acts of gender responses to these positions.

Lastly, the fifth article is “Positive Studies of Gender and International Relations” (Reiter, 2014). The purpose of this study was to find out the positive aspects of gender in International Relations (IR). It was indicated that around the year of 2000, most of the work on gender and international relations (IR) had a non-positivist nature (Reiter, 2014). This article provides valuable recommendations for future scholarship holders on gender and IR particularly for Freeport as fund provider for AMINEF scholarship.

3. METHOD

This study uses a descriptive qualitative approach. In this study, there will be a detailed description of a situation, social setting, and relationship (Neuman, 2013). (Lawrence, 2013; Neuman, 2013), argues that qualitative research observes phenomena that are happening in the field and can gather a social group to discuss these phenomena. Data in qualitative research is the data type that actually occurs, naturally and is the essence of data that contains meaning, behind what is seen and spoken and the condition of the object under study cannot change (Sugiarto, 2015). As for the data collection is collected through interviews and documents (Sujarweni, 2014). This study used interview as research instrument. In order to collect data in relation to the objectives of the study, the authors interviewed three informants, they are from the government, Freeport and AMINEF.

4. FINDINGS

Based on the data analysis in accordance with the objectives of the study, there are three factors that need to be taken into consideration. Firstly, from the government’s response to gender equality in Papua, it shows that the government has some specific strategies in dealing with inequality of gender development. The majority of the intervention strategies are acknowledged through socialization, training, seminars, for examples to raise public awareness on the importance of education, to respect women's rights, to handle domestic violence, to understand how to be involved in entrepreneurship and provide beneficial information on how to take care of women's reproductive health. In implementing these strategies, the government work very closely with the traditional leaders and religious leaders.

Overall, these programs were well conducted but there are weaknesses such as all the programs are mostly socialization, trainings, seminars with no holistic intervention. For example, all women should be trained to experience and empower themselves to directly sell local products effectively in the form of entrepreneurship training but also requires business capital assistance. Additionally, there has been a big constraint from the government that need to support Papuan women by facilitating or providing physical places or building markets for establishing ultra-micro economics. Another point is there is a question on whether or not using holistic approach in empowering women’s economy is experienced by all women in all cities in Papua. The other barrier is that the involvement of male community on these programs is not very supportive.

Secondly, the point is on how Freeport empower Papuan people and its failure. From Freeport point of view, one the CSR, by establishing a board for indigenous people which is called LPMK (Board of Empowering Kamoro and Amungme Community). Due to a riot by the local people who want extra profit of Freeport production, Therefore the Management of Freeport decide to provide 1% of the growth revenue which is around 100.000 as a gift for the local people. This board was established due to make the local people “Quite”. This board has its own scholarship a part from AMINEF scholarship. Thus there is no relationship between AMINEF with Freeport and LPMK in term of scholarship provider. Consequently, 1% gross revenue given to local people which consist of different tribes, is not managed properly to the prosperity of them but it was for the benefit of the tribal chief and traditional leaders not distributing to people of the seven tribes.

The last finding on how Freeport fund AMINEF to empower Papuan people. It is found out that AMINEF firstly started out its program as a part of the US government initiative launched by a senator called Fulbright, and it name was later popular globally by the name of “Fulbright Scholarship”. The purpose of the Fulbright scholarship is to give scholarship holders which is not just for Indonesians but also it goes around the World to aim at young foreigners to experience the American life and culture. In other words, AMINEF purpose is to give scholarships to young people globally who qualify to experience America and become Ambassadors back to their country after graduating from colleges or universities in America. They will become agent of changes in applying knowledge and experiences they have got from America in their home countries. They are hoped to apply positive values of foreign life and culture of the American in their home countries and leave behind negative sides of the life or culture of American. This is actually the hope of the government of Indonesian particularly the local government of Papuan for ominously regional transformation and reformation in all aspects such as socio-cultural, economic, education, health, environment, etc.

Based on the results of the interview above, each participant and alumni who attended the CCIP (Community College Initiative Program) which is a part of AMINEF scholarship program will benefit positively from the program when they study at colleges or universities in the United States. These benefits from the alumni are for example they are able to use knowledge and experiences to build the area of origin of these alumni. The other benefit as said by the alumni as a part of LAMP (Look at Me as Papua), a non-profit organization that initiated by alumni of CCIP (Community College Initiative Program) year 2013-2014. The positive values are by experiencing social work while studying in the U.S. has inspired them to do community service in Papua (Find Glocal, 2020). From this point we can see that the Community College Initiative (CCI) program offers a positive education without diploma, but unfortunately there is a gap on gender equality which is shown in table below:

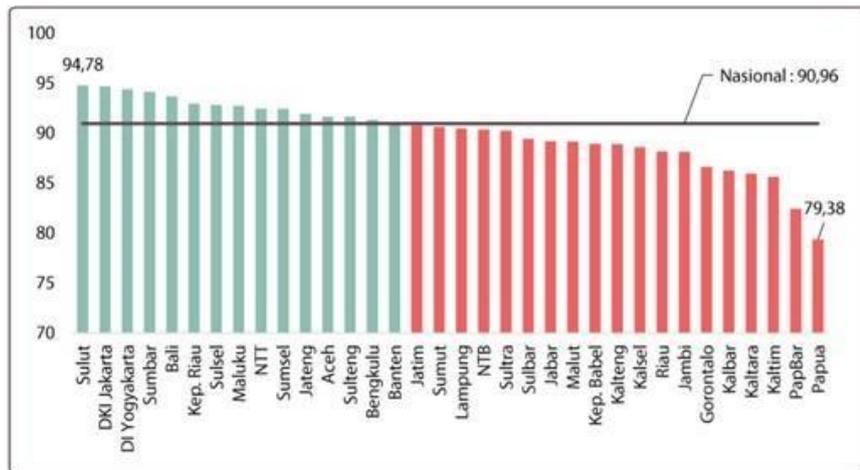
No.	Participants	Male	Female
1.	AMINEF Participants	37 (59%)	26 (41%)
2.	AMINEF Participants from 2014-2019	38	30

The AMINEF participant on gender based data reveals that 37 males over 26 females has attended AMINEF Program through Community College Initiative. This is critically affect the development of gender equality for indigenous Papuan people. Interestingly, it was found out that in a particular year there were 400 applicants, 399 are Javanese women or Chinese-Indonesian women then, it happened to be an issue that there are lots of Indonesian people show their complaints about this towards Chinese- Indonesian women getting scholarships versus indigenou. Freeport management highlighted that AMINEF scholarships are not selected based on ethnicity, in fact, AMINEF looks at all the people in Indonesia as Indonesians. Unfortunately, out of 400 applicants only one applicant from Papua.

In addition, the finding also identifies the barriers faced by Papuan women. Firstly, the achieve English requirement being stated is a real problem. The basic requirement is to obtain TOEFL score of 500. The Papuan women are not equipped with sufficient English language proficiency skills. Moreover. there has not been any availability of the English language training program sponsored by Freeport or even the local government to prepare Papuan women to increase their English language skills (listening, reading speaking and writing) and to be eligible for applying the scholarship. The second point is there has been lacking information on the existence of AMINEF program out there which is consequently, has an impact on the limitation of Papuan especially women taking a part in joining AMINEF scholarship. The next obstacle is Freeport doesn't not provide an advertisement or information on AMINEF scholarship through Freeport TV, magazines or whatever media used by the local government or private sector such as local newspapers to persuade women or men to be interested in applying for the scholarship. Lastly, Freeport doesn't empower alumni to spread out the information about AMINEF Scholarship throughout Papua. In fact, these alumni are positioned in different places in the land of Papua and they can become the informants in helping other women and men to obtain information on the scholarship.

5. INTERPRETATION

The progress of a country can be seen from the achievements between regions, one of which is gender development (Minister of Women's Empowerment & Child Protection, 2018). Women and girls, all over the world should have the same rights and opportunities, and can live free from violence and discrimination. Women's equality and empowerment is one of the 17 Sustainable Development Goals, but it is also integral to all dimensions of inclusive and sustainable development. Basically, all indicators of the Sustainable Development Goals (SDGs) depend on the achievement of Goal 5 (United Nations Women, 2019). In this case, one of the ways to view the lack of women's empowerment is through statistic data which is provided by National Statistic Board (Badan Pusat Statistik).



Achievement of the Gender Development Index by Province (2017).

In viewing the phenomenon in the chart above, it can be seen in the Gender Development Index (IPG) from Sabang to Merauke, each province has its own way of empowering women towards developing gender equality (Ministry of Women's Empowerment & Child Protection, 2018).

Thus, this paper shows that there is a low gender development in Papua provinces (Papua and West Papua), it will be very helpful if Freeport Indonesia produces an initiative to provide sponsorship by giving a lot of quotas for the Papuan people, especially for Papuan women. The next is with the low knowledge of information on the AMINEF scholarship program, it is suggested that Freeport can take another initiative to publish on every Freeport media channel and also through social media or other kind of digital technology. One way to promote AMINEF scholarship for Papuan Women is to invite Papuan AMINEF students to attend webinars, radio, and lives on social media. These ways are considered to be the most effective efforts to persuade Papuan women to take parts in obtaining AMINEF scholarship.

In Indonesia, Women's rights are more modest and become local, domestic and international issues. Interestingly, some companies come up with policy to put priority on the rights of women, for example in providing additional fund for women to take care of the children and young women to obtain scholarship. In fact, British Petroleum implements that policy, Freeport doesn't, it is not brave enough to do that because this issue will trigger men to raise complaints to the company management due to the payment discrimination. Thus, Freeport does not want to create controversy among its employees. It merely focusses on the production of copper and gold. Whatever happened, it definitely takes to avoid problem, and it will continue to do that. That includes the scholarship (AMINEF) which is shown that there is a big upheaval inside Freeport about this. Freeport gives the money to respected people such as traditional leaders or local leaders even politicians to have them signing a statement or a collective agreement saying "We support Freeport". And that's really cynical." Freeport actually does everything it can to prevent this controversy about its existence and its continuation of the mining operation (copper and gold concentrates) on the land of Papua. Thus, it is noted that British Petroleum Company has a serious attention to the gender equality policy, and in fact, it is beneficial for the Papuan people especially women. On the other hand, Freeport is not interested on gender issue which is a kind of ashamed and, unquestionably, it

has a big impact on the development of gender equality in Papua particularly in getting the quota of Papuan women to apply and obtain the AMINEF scholarship.

6. CONCLUSION

Freeport has been in Papua for years with its primary production merely on copper and gold. Besides, its existence on the land of Papua, the Papuan put a big burden for this company to pay thoughtful consideration for the prosperity of Papuan. Fund provided to AMINEF from Freeport is for the purpose of sending young Papuan to study in universities or colleges in USA. In fact, many young Papuan students had already graduated and they were placed back on their home countries, cities or villages to make changes using their potential, knowledge and experiences they have obtained from USA. Unfortunately, the study shows that there has been inequality in the quota between men and women obtaining AMINEF scholarship in Papua. It is expected, from this study, Freeport will make attentive deliberations to established a company policy to pay serious attention to the development of gender equality in Freeport itself and generally for all Papuan. Importantly, Papuan men and women should have same right and quota to apply for or to obtain the AMINEF scholarship in the coming future.

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