

## Gender Equality in Education: Relationship Between Communication Patterns and Women's Attitudes Toward Higher Education

Maulina Larasati Putri<sup>1</sup>, Jenny Ratna Suminar<sup>2</sup>, Purwanti Hadisiwi<sup>3</sup>, Tine Silvana Rachmawati<sup>4</sup>

### Abstract

In this study, gender equality does not imply complete equivalence between men and women, but rather ensures opportunities are independent of gender. Both genders have equal opportunities to fulfill their rights and potential, particularly in education. Unfortunately, not all Betawi women have the opportunity and access to advance their education. A prevailing societal stigma suggests that higher education is unnecessary for them, as their primary role is deemed to be household care. This study aims to examine the relationship between communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education. This study employs a quantitative methodology, collecting data through surveys. The study participants consisted of 254 women from Betawi ethnic families, both current higher education students and graduates. Spearman's rank analysis was conducted for data analysis, yielding Spearman's rank with a p-value of 0.737. There was a relationship between the communication patterns of Betawi ethnic families and women's attitudes toward continuing higher education, considering the perspective of gender equality in education. This study suggests that education plays a pivotal role in achieving gender justice, facilitating the transmission of norms, knowledge, and skills.

**Keywords:** *Betawi ethnic family, communication pattern, gender equality, higher education.*

### Introduction

Gender differences have led to various injustices. The root cause of gender inequality lies in the societal and cultural construction of gender (Struckmann, 2018). Such inequity stems from the denial of essential human rights for women or men. The focal right here is the individual right to self-determination (Akita & Mori, 2021). Therefore, gender justice guides both women and men toward equitable circumstances and status, enabling them to access opportunities and exercise their human rights. Consequently, women and men can play a role and participate in the development,

---

<sup>1</sup> Doctoral candidate, Faculty of communication science, Padjadjaran University, Indonesia; [maulina18002@mail.unpad.ac.id](mailto:maulina18002@mail.unpad.ac.id)

<sup>2</sup> Assoc. Prof., Faculty of communication science, Padjadjaran University, Indonesia; [jenny.suminar@unpad.ac.id](mailto:jenny.suminar@unpad.ac.id)

<sup>3</sup> Assoc. Prof., Faculty of communication science, Padjadjaran University, Indonesia; [purwanti@unpad.ac.id](mailto:purwanti@unpad.ac.id)

<sup>4</sup> Assoc. Prof., Faculty of communication science, Padjadjaran University, Indonesia; [tine.silvana@unpad.ac.id](mailto:tine.silvana@unpad.ac.id)

politics, economy, society, culture, education, defense, and security in enjoying the development results (Gülel, 2019; Saleemi & Kofol, 2022).

Education holds paramount importance for certain individuals, particularly in developing nations like Indonesia, as it elevates their life quality. This enhanced standard of living is intertwined with socioeconomic status and personal well-being (Samarakoon & Parinduri, 2015). Education fosters diverse perspectives, enabling individuals to think more expansively (Dangol & Shrestha, 2021; Puyo, 2020). However, education in Indonesia encounters certain challenges leading to unequal educational opportunities for men and women.

Presently, children are driven to pursue advanced education (Patimo & Lucero, 2021; Sukmayadi & Yahya, 2020) as education is acknowledged as a means to improve social mobility (Pfeffer & Hertel, 2015; Varga et al., 2023). Moreover, there is no clear correlation between parents' education level and their children's educational achievements is not evident. Education also presents a chance to alleviate social class disparities within society. The Profile of Indonesian Women (2018) emphasized that education is a pivotal tool in combating poverty. This bears relevance to the prevailing work situation for many workers in Indonesia, where educational attainment serves as a criterion influencing income, particularly among individuals opting for corporate employment.

A strong family bond provides affection, guidance, and support among its members. In certain instances, parents play a pivotal role in shaping children's education (Doucet & McKay, 2020). They hold education in high regard and aspire for their children to attain a better quality of life and education compared to their own experiences. However, women's education remains subject to a multitude of influences, encompassing trust, evolving cultural norms, and societal biases. This stigma pertains perception that women need not pursue advanced education, as society often assumes their primary role is marriage and family devotion in the future (Kim et al., 2020). Such attitudes prove disadvantageous for women aspiring to further their education.

The attainment of gender equality and gender justice in education is characterized by the absence of discrimination between women and men (Kurzman et al., 2019). Thus, women have access, the opportunity to participate, and authority over equal and fair education (Stoet & Geary, 2018). The concept of gender contributes to establishing an equilibrium of equitable roles and rights in accessing education. However, obstacles emerged due to entrenched patriarchal culture, views,

and ideologies. The educational realm holds a vital position in forming productive, innovative, and personality human resources aligned with community cultural values (Wagstaff et al., 2020). Education imparts cognitive values and skills to individuals, while also serving as a means to instill essential societal values (Aikman & Rao, 2012). Additionally, the family's role is paramount in achieving gender justice.

Parents engaged their children's education are driven by various factors, including belief in possessing skills to aid the child and the confidence in contributing to the child's desired educational attainment (Suryatna, 2023). Abuya et al. (2017) observed that family support is a crucial determinant of girls' primary education in Nairobi. Therefore, active parental involvement and presence contribute to ensuring and enhancing the quality of primary education. This stems from the family's pivotal role as the most influential institution in the socialization process. As the primary unit, families provide continuous contact among members, fostering their growth and development. Also, family plays a vital role in instilling values, including supporting education for girls. Yet, this occurs effectively only when there exists effective communication between parents and girls. Schrodts & Shinkowski (2017) describe that conversation, as defined by Koerner & Schrodts (2014), delineates how a family cultivates a communicative milieu that stimulates engagement from each family member across a spectrum of subjects. Within the context of conversation orientation, parents recognize the significance of open communication as a suitable method for instructing and socializing their children.

Moreover, conformity orientation pertains to how family communication underscores attitudes, values, and beliefs. In another sense, it underscores a child's adherence to parental authority and frequently involves parents making decisions independently. This orientation typically prioritizes the family's welfare over individual interests (Schrodts & Shinkowski, 2017).

Sustaining a positive relationship through communication is inevitable and easier, as girls tend to exhibit more openness with their parents compared to boys (Bireda & Pillay, 2018). Moreover, the manner in which parents communicate with their children shapes their conduct. Families characterized by effective communication typically raise children with commendable behavior (Offrey & Rinaldi, 2017). The Betawi ethnic group is indigenous to Jakarta, the capital of Indonesia. Unfortunately, not all Betawi women enjoy the opportunity and access to pursue higher education (Putri et al., 2021).

Economic characteristics, the emphasis on early marriage - often valued more than education - and the rising societal stigma against women pursuing advanced education stand as notable influential factors. This belief arises from the perception that women primarily concentrate on household responsibilities. Therefore, effective communication between parents and young women is impacted by parenting styles, which, in turn, affect their children's academic behavior.

Taris and Bok (2012) reported that a warm and affectionate parenting style led to lower dropout rates. Subsequently, Smith & Moore (2013) observed that authoritarian parenting styles were associated with negative behaviors in Jamaican children, such as anger and suicidal ideation. Effective communication facilitates mutual understanding, enabling the thoughtful selection of education that takes into account each other's aspirations.

Rutherford (2015) noted that the mismatch of desires and expectations between children and parents affects their comfort while pursuing their chosen field and level of education. If left unchecked, this disagreement or difference in desire between parents and children may lead to conflict and trigger stress, especially among children. Subsequently, these parent-child conflicts have been linked to diminished academic achievements (Hurrelmann et al., 2012).

This aspect sets this study apart from previous research. Prevailing perceptions often label the Betawi ethnic group as marginalized, less adaptable, and deeply rooted in Islamic religious values. Consequently, women's status tends to be marginalized, with educational opportunities often unequal compared to men within this ethnic group. Nevertheless, this scenario takes on intrigue when certain Betawi families achieve remarkable success in ensuring their children, particularly daughters, excel in higher education. While numerous studies have explored communication patterns, none have specifically delved into the achievements of Betawi families in fostering their daughters' triumphs within higher education.

Optimization is essential for constructing a civil society through advocacy for public spaces and facilitating opportunities for women's self-actualization. This entails organizing awareness initiatives aimed at dispelling misconceptions and substantially transforming people's viewpoints and attitudes toward democratic principles that safeguard human rights. Therefore, the primary objective of this study is to analyze the relationship between communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education.

## **Research Questions**

Derived from the background of the study, the following research question is defined: “Is there a relationship between the communication patterns of Betawi ethnic families and women's attitudes toward pursuing higher education?”

## **Hypothesis**

The theoretical hypothesis in line with the above research question defined for this study is: “There is a relationship between the communication patterns of Betawi ethnic families and women's attitudes toward pursuing higher education.”

## **Theoretical Framework**

### **The Attitudes of Women on Continuing Higher Education**

Education wields significant influence in bolstering empowerment and strategic developmental investment of women (McCleary-Sills et al., 2015). Therefore, families play an essential role in endorsing the education of children, particularly girls, who are often perceived as not needing higher education.

Parents play a pivotal role by offering support and fostering comprehension among their children about the significance of pursuing higher education. Women exemplify and enhance their attitudes toward learning resilience, cultural identity, and fulfilling dual roles as they engage in college-level learning experience. Consequently, women who pursue higher education contribute to the empowerment of women by enhancing their bicultural competence (Wu & Wu, 2015).

Additionally, women's attitudes toward higher education are also influenced by their participation. As outlined by Burrige et al. (2016), challenges pertaining to women's involvement in higher education encompass (1) insufficient transportation, (2) sanitation facilities, (3) appropriate housing facilities for female students, and (4) insufficient child care provision. Furthermore, families and communities often lack substantial support for women's education. Therefore, women who persevere in their pursuit of learning beyond secondary school place significant value on higher education, even when confronted with gender norms that impede their educational advancement (Gage, 2022; Guerrero & Rojas, 2019; Yuden et al., 2020).

Factors influencing women's attitudes toward their choices in pursuing higher education are outlined by Joseph (2013), encompassing parental encouragement, self-assessment, and pre-college aspirations.

### **Family Communication Patterns**

Galvin et al. (2016) emphasized the importance of communication in how families manage the dimensions of cohesion and flexibility. Positive communication skills, including clarity, empathy, and effective problem-solving, support a healthy level of cohesion and flexibility within families. Meanwhile, the lack of skills in this communication inhibits the family's capacity to adapt when changes become necessary.

This study integrated Galvin et al.'s (2016) family communication model to examine the impact of communication within Betawi ethnic families on girls' attitudes toward higher education. Family communication is measured using the family communication model, which comprises six dimensions: (1) listening, (2) speaking, (3) self-disclosure, (4) clarity, (5) faithfulness to the topic, and (6) respect. Abuya et al. (2017) asserted that family plays a vital role in supporting children's education. Lee in Offrey & Rinaldi (2017) argued that communication constitutes a critical element in upholding the parent-child relationship.

## **Methods**

### **Research Design**

This study employed a relationship method to assess the hypothesis through statistical analyses (Creswell, 2017). Researchers used correlational design to determine the relationship between the two variables. There is a relationship between the communication patterns of Betawi ethnic families and women's attitudes toward continuing higher education. This research approach was adopted to identify if there is a significant relationship between the variables.

### **Study Sample**

Aligned with the research objectives of examining a relationship between the communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education, this study employed purposive sampling for the sample selection. Purposive sampling entailed adherence to the following criteria: (1) living in Jakarta, (2) affiliation with the Betawi ethnic group, (3) being college students, or (4) being graduated from higher education. The samples comprised 254 women residing in Jakarta (the Capital city of Indonesia) (Table 1).

**Table 1**  
*Characteristics of samples (N = 254)*

No	Variable	Value	F	P
1	Aged	18–20 years old	75	29.5%
		21–23 years old	120	47.2%
		More Than 24 years old	59	23.3%
2	School categories	Education	119	46.9%
		Social sciences	85	33.5%
		Scientific	50	19.6%
3	Academic level	Freshman	30	11.8%
		Sophomore	55	21.6%
		Undergraduate	110	43.3%
		Master graduated	59	23.3%

*F: Frequency, P: Percentage*

### Research Instrument

The data were collected through a questionnaire that assessed the communication patterns within Betawi ethnic families. The questionnaire encompassed six elements derived from the family function model of communication patterns: (1) listening, (2) speaking, (3) self-disclosure, (4) clarity, (5) loyalty to the topic, and (6) respect and appreciation.

As for the questionnaire related to women's attitudes toward pursuing higher education, the researcher employed indicator goals, such as (1) parents encouragement, (2) self-rating, and (3) pre-college aspiration. Each element was measured using a four-point Likert scale (strongly disagree = 1, disagree = 2, agree = 3, strongly agree = 4).

In this study, a single dependent variable was employed: women's attitudes toward pursuing higher education, consisting of eight statement items. This instrument was designed based on the research findings of Joseph (2013) and Galvin et al.' (2016) studies, and further refined into the statements presented in Tables 2 and 3.

This pilot test involved 30 women of Betawi ethnicity, who were pursuing higher education beyond the research sample. This trial was conducted between January to March 2022. Results from the validity assessment indicated that all tested statements demonstrated validity for both variable (X) and variable (Y), as detailed in Appendix B.

Cronbach's alpha demonstrated reliability scores of .760 for the variable of communication patterns within Betawi ethnic families (X) and .768 for the variable of women's attitudes toward pursuing higher education (Y). Subsequently, data collection through the questionnaire took place via Google Forms over a two-month period, spanning from June to August 2022.

The validity results for the communication patterns of Betawi ethnic families (X), indicated that all questionnaire statements were deemed valid. This outcome was determined by the p-value of .05 and the corresponding r-values, with the lowest r value recorded as .116. Similarly, the validity assessment for variable (Y), pertains to women's attitudes toward higher education continuation, confirmed validity. This validation was based on the significant value of  $< 0.05$  and the r-value of .116, as detailed in Appendix B.

**Table 2**

*Reliability results of variables X and Y*

Variable	$r_{\alpha}$	$r_{\text{critical}}$
The communication patterns of Betawi ethnic families	0.760	0.600
Women's attitudes in continuing higher education variable	0.768	0.600

As Table 2 shows, reliability tests were conducted on valid variables. The findings revealed a reliability score of .760 for variable (X) and .768 for variable (Y), both surpassing the Cronbach's alpha threshold of .600. These results showed that both variables are considered reliable or meet the necessary criteria.

### Data Collection

The data collection process involved distributing questionnaires to 254 Betawi women residing in Jakarta. The study employed a closed questionnaire format, where the questions were predefined, and responses were provided by the researcher. The questionnaires were administered using Google Forms.

Google Forms link was shared with the respondents through a WhatsApp group. After that, the questionnaire data were collected using Google Forms for two months, from June 2022 to August 2022. For streamlined communication, only researchers had permission to send messages in the group. Respondents were encouraged to reach out to the researcher directly for any queries or issues.

The utilization of the Likert scale offers alternative responses. This questionnaire helps in simplifying and measuring the behavior and attitudes of respondents. The use of interval scales facilitates the researchers' justification of employing the arithmetic mean as a measure. Therefore,



the interpretation is not only in the order of scores but the differences between the objects studied. The completed questionnaires were cross-checked against the number initially distributed to the respondents. Furthermore, the researcher oversaw the data administration process and conducted an initial analysis.

### Data Analysis

SPSS 25 was used for the statistical analysis of this study, serving as a tool for conducting Spearman ranking. The Spearman rank method is employed to analyze the relationship within the structured hypothesis test, as outlined below:

Ha: There is a relationship between the communication patterns of Betawi ethnic families and women's attitudes toward pursuing higher education  
 H0: There is no relationship between the communication patterns of Betawi ethnic families and women's attitudes toward pursuing higher education.

The relationship is interpreted following the guidelines for the coefficient value in Spearman's rank. When this value gets closer to  $\pm$  one, it signifies a stronger relationship. The interpretation rule for correlation strength is as follows: if the coefficient value is  $\geq .80$ , the relationship between the two variables is considered strong.

A coefficient value  $\leq .30$  signifies a weak relationship, whereas coefficient values between .30 and .80 show moderate relationships (Kraska-Miller, 2014).

### Findings

The researcher employs classical assumption tests to assess multiple regression. In this study, the normality test was conducted using Kolmogorov-Smirnov test (Table 3) and the heteroscedasticity test was performed using the Spearman's rank correlation coefficient test (Table 4).

**Table 3**

*Kolmogorov-Smirnov test results*

One-Sample Kolmogorov-Smirnov Test		RES_1
N		254
Normal parameters <sup>a,b</sup>	Mean	.0000000
	Std. deviation	7.07185044
Most extreme differences	Absolute	.084
	Positive	.084
	Negative	-.083
Test statistic		.084
Asymp. Sig. (2-tailed)		.031 <sup>c</sup>

a. Test distribution is normal.

b. Calculated from data.

c. Lilliefors significance correction.

The test results show a significance value of .31, which is greater than .05. Therefore, the assumption of normality is met, affirming the normal distribution of the utilized data.

Meanwhile, the Spearman's rank analysis was performed using SPSS. The analysis tested the relationship between the communication patterns of Betawi ethnic families (variable X) and women's attitudes toward pursuing higher education (variable Y).

The Spearman's rank analysis yielded a coefficient value of  $\rho = .737$  for variables (X) and (Y), with a significance value of .00, indicating a significance level below 0.05. Thus, the tested variables exhibit no heteroscedasticity, as their correlation significance surpasses 0.05.

**Table 4**

*Spearman's rank analysis results*

			X	Y
Spearman rank	X	Correlation coefficient	1.000	.737**
		Sig. (2-Tailed)	.	0.000
		N	254	254
	Y	Correlation coefficient	0.737**	1.000
		Sig. (2-Tailed)	0.000	.
		N	254	254

Source: Research data (2022)

Note. \*\*. Correlation is significant at .01 level (2-Tailed).

Upon conducting the classical assumption test on Table 3 and Table 4, it is affirmed that all data follow a normal distribution and remain unaffected by heteroscedasticity. However, the average responses of respondents from each dimension within the communication patterns of Betawi ethnic families were computed.

The dimensions of respect and appreciation garnered the highest responses from the participants, as shown in Table 5. On average, this implies that respondents pursuing higher education were driven by their parents' capability to respect their choices.

This ability was evaluated through (1) parents granting children the freedom to select their preferred educational field, (2) parents bestowing awards upon their children for academic accomplishments, and (3) parents exhibiting respect for their children's educational decisions.

In the context of Betawi ethnic families, a substantial degree of appreciation and respect was observed from parents toward their daughters' educational choices. These decisions encompassed aspects such as selecting a major, choosing a university, and determining the level of education pursued in their higher education journey.

**Table 5**  
*Average results of the answers of respondents*

Dimension	N	Mean	Std. deviation	p-value
Listening ability	254	3.52	0.23	0.624
Ability	254	3.44	0.21	0.615
Self-disclosure	254	3.32	0.24	0.546
Clarity	254	3.40	0.77	0.520
Faithful to the topic	254	3.53	0.23	0.605
Respect and appreciation	254	3.55	0.12	0.662

Source: Research data (2022)

This finding aligns with the dimensions of the communication patterns of Betawi ethnic families, fostering a positive disposition among women toward advancing their education to higher levels. As indicated by the data in Table 5, the dimensions of respect and appreciation exhibit the highest mean value. From a gender equality standpoint, the research outcomes demonstrate that gender distinctions within Betawi ethnic families do not pose an issue as long as fairness prevails. The typical female respondent of Betawi ethnicity perceives a sense of appreciation for her decision to pursue higher education.

Despite the greater emphasis on religious education within Betawi culture compared to general education, research findings reveal a harmonious coexistence between the two educational paradigms. Thus, educational attainment among young Betawi women surpasses that of the prior generation. This phenomenon is attributed to the intentional cultivation of social interactions within the Betawi ethnic family.

However, the shared aspirations and objectives engender a sense of connection and interaction among women within Betawi ethnic families. This dynamic is evident across various dimensions of the communication pattern within the Betawi ethnic family, as highlighted in Table 5.

This is evidenced by the establishment of gender equality in education, facilitated by familial dynamics. In this context, parents employ the dimensions of communication patterns to effectively bolster women's ability to shape their stance on pursuing further education. The average responses from respondents were also aligned with the Spearman rank analysis outcomes, affirming a strong relationship between the communication patterns of Betawi ethnic families and women's attitudes toward advancing their education.

A Spearman rank analysis was performed to ascertain the stimulus exhibiting the strongest correlation coefficient ( $\rho$ ) with women's attitudes toward pursuing higher education to advanced levels.

**Figure 1**

*The results of the Spearman rank*

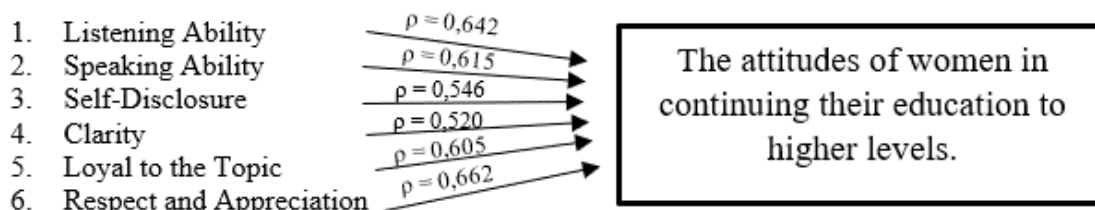


Figure 1 illustrates correlation coefficients ( $\rho$ ) exhibiting elevated values across the four dimensions. Notably, these dimensions encompassed listening ability ( $\rho = .642$ ), speaking ability ( $\rho = .615$ ), loyalty to the topic ( $\rho = .604$ ), and respect and appreciation ( $\rho = .662$ ). The highest correlation coefficient ( $\rho$ ) value surfaced within the respect and appreciation dimension.

This finding suggests that within Betawi ethnic families, effective communication among family members fosters a supportive environment for girls to pursue advanced education. Additionally, respondents' average responses align with the Spearman rank analysis outcomes, reinforcing a robust correlation between communication patterns and women's attitudes toward higher education.

**Table 6**

*Coefficients*

Model	Unstandardized coefficients		Standardized coefficients		t	Sig.
	B	Std. error	Beta			
1 (Constant)	41.231	4.313			9.560	.000
X TOTAL	1.334	.173	.737		1.052	.295

a. Dependent variable: Y\_TOTAL

Table 6 presents the values of constant (a) as 41,231, and work motivation (b) as 1,334. As a result, the regression equation can be expressed as:  $Y = a + bX$  or  $41,231 + 1,334X$ . The constant of 41.231 signifies that when X is absent, Y remains at 41.231. The X regression coefficient of 1.334 signifies that with each incremental X value, Y increases by 1.334. This result underscores a strong relationship between the two variables.

Based on the data at hand, it was determined why women from Betawi ethnic families opted to pursue higher education. In other words, these findings underscore the importance of higher education irrespective of gender. Therefore, a perspective centered on gender equality in education becomes imperative. This study shows that the relationship between variables (X) and (Y) augments the prospects for women to attain higher education. Thus, the differences in societal positions and roles between men and women are expanding. This phenomenon stems from the communication patterns within Betawi ethnic families, which influence women's inclinations to pursue higher education. Therefore, the reciprocal interaction manifests through the presence of freedom and a pragmatic acknowledgment of a girl's capacity, facilitating heightened dedication toward attaining her objectives and aspirations.

For this reason, the implementation of communication patterns within Betawi ethnic families bears significance, exerting an effect on women's achievements in pursuing higher education. This circumstance is further reinforced through examination of the relationship between the dimensions of the communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education, viewed within the context of gender equality in education.

This study highlights that the relationship between family communication and women's attitudes toward their education elucidates the pivotal role families play in motivating women to pursue higher education. The attainment of gender equality is exemplified by the absence of discrimination between women and men.

Thus, they gain access and opportunities to participate, control development, and obtain equal and fair benefits. These findings underscore that the dimensions and patterns of family communication facilitate women's involvement in education. This shows that as women, they encountered no discrimination from their parents when pursuing further education.

## **Discussion**

The research findings revealed women's aspiration for better future (Table 6). This observation contrasts with the findings of the study by Tavis & Bok (2012). They asserted that women tend to have low motivation to pursue higher level due to influence of traditional gender role socialization. In contrast, men are incentivized to pursue higher education as they are typically expected to secure a livelihood for their families in the future, a responsibility deemed less feasible for women.

This study demonstrates that both women and men enjoy equitable access to higher education. It elucidates that women possess identical fundamental entitlements as men to attain an education on par. Moreover, women can increase their knowledge, lead a dignified life, and ultimately attain prosperity in society through education.

This is exemplified in Table 5, wherein women with a background of pursuing higher education attained improved livelihoods. Furthermore, the rationale behind women's commitment to continuing their education is their aspiration to chase their dreams. Therefore, women's inclination to pursue higher education serves as a driving force to enhance their educational proficiency and empowerment. This motivation is further nurtured by parental encouragement, which propels them to further their education. Conversely, this study dismantled the stigma elucidated by Prastiwi & Rahmadanik (2020) concerning Javanese culture. The stigma outlined by Prastiwi & Rahmadanik (2020) depicted women solely as responsible for domestic chores, such as laundry, cooking, family caregiving, and childbirth.

The study's findings underscore the enduring influence of globalization cultural norms and perceptions. The communication pattern practiced within Betawi ethnic families exemplify that women possess the capacity to pursue higher education. However, Mendoza et al. (2021) found that women often confront pressure due to familial expectations of upholding traditional roles (such as homemaking). Therefore, fostering awareness among women regarding equality and their roles in both public and domestic spheres becomes a collective responsibility. This research serves as a valuable repository of insights, illustrating how the communication pattern within Betawi ethnic families nurtures women's awareness, enabling them to harness their potential through education. Taris & Bok's research (2012) highlighted that men are encouraged to pursue higher education to support their families financially in the future.

Furthermore, our study showed that women are also driven by the desire to bring joy to their parents, as evidenced by the outcomes presented in Table 5. Despite not being as prominent as the aspiration for a brighter future, the motivation to please their parents was still notable among women from Betawi ethnic families pursuing higher education. Moreover, women hailing from Betawi ethnic families recognize the vital importance of higher education for both them and their daughters. Gender differences do not pose an issue if they avoid culminating in gender inequality. Nonetheless, such differences have led to numerous injustices, impacting both men and, particularly, women. Unfortunately, the results of this study are in line with those of Webber &

Dismore (2021). The researchers in their study noted that family culture serves to empower women to pursue higher education. This phenomenon is evident through the impact of communication patterns within the Betawi ethnic families on women's attitudes toward pursuing higher education. However, it is essential to recognize that inadequate parental supervision and limited family communication due to low-income circumstances can exert an influence on women's accomplishments within the educational field (Abuya et al., 2017).

This stems from the fact that the cultivation of effective communication profoundly shapes children's decisions (Bireda & Pillay, 2018). Previous interactions between daughters and their parents shape their understanding of family dynamics, significantly impacting their present and future actions and behaviors. In another sense, this study showed that past interactions served as influential information for the surveyed women when making decisions or forming attitudes concerning their role within the family unit.

As previously posited by Bireda & Pillay (2018), women exhibited a higher inclination to communicate openly with their families regarding life decisions, leading them to actively engage their parents in the decision-making process. Consequently, family communication exerted an influence on their attitude toward pursuing higher education. Throughout the development of this research, we firmly emphasize the importance for parents to recognize that education is an integral facet of culture, as its implementation contributes to the broader spectrum of cultural advancement. This study examined family communication patterns practiced by parents from the Betawi ethnicity, focusing on six dimensions that impact women's attitudes toward pursuing higher education. Among the six dimensions under scrutiny, the most dominant dimension was parents' capacity to honor each decision made by women within their families, influencing their educational choices. In this context, communication imbues the present family dynamics with significance and cultivates familial bonds (Segrin & Flora, 2011). The motivation to earn a better income for an improved quality of life emanates both from the individual and the family. Numerous research endeavors have demonstrated the substantial impact of family on individual academic achievements. This phenomenon arises because the family constitutes the initial environment where individuals acquire understanding of values, norms, culture, and the significance of education. Therefore, pursuing higher education stands as one of the pathways toward enhancing the quality of life.

This is underscored by the significant relationship between family communication patterns and women's attitudes. As noted by Koerner & Schrodtt (2014), family holds a central and foundational role in individuals' lives. Nevertheless, women's motivations to pursue higher education also stem from their inherent capabilities. Families serve as a source of social, emotional, and practical support for individuals of all ages. Therefore, the quality of family relationships plays a vital role in shaping the overall quality of life for most people.

Relationships among family members hold paramount importance across every stage of an individual's life, particularly for younger family members. These connections establish a vital cornerstone for forging social ties throughout their lifespan. As articulated by Umberson et al. in Camarero-Figuerola et al. (2020), there exists no social relationship more pivotal than that shared between family members. Furthermore, a harmonious family serves as a source of meaning, purpose, and an essential social asset for attaining overall well-being. Individuals living in Betawi culture also experience challenges and changes. This is due to the support of the cultural community, tastes, demands of needs, distribution of population, and development policies. However, the communication pattern within the Betawi ethnic family underscores the importance of education, particularly for women, who serve as the first "school" for their children and primary educators within the family. This underscores the strength of a nation. Educated and knowledgeable women possess the potential to mitigate maternal and child mortality rates and eradicate poverty. Furthermore, parents' capacity to communicate effectively by assuming the perspective of the other party, in this context their daughter, assumes paramount importance as a dimension. By adopting the viewpoint of their children, parents are able to perceive situations from their perspective, thereby offering objective and sagacious advice. This approach fosters focused discussions to avert misunderstandings and enhance continuous communication between parents and children. This research presents a contemporary perspective compared to prior studies. It delves into disparities in perceptions between parents and children regarding actual and ideal communication patterns (Baxter & Pederson, 2013). It explores the influence of culture on family communication patterns and close relationships, impacting the conflict management dynamics between adult children and their parents (Guan & Li, 2017). Moreover, it examines the impact of education on women's empowerment (Samarakoon & Parinduri, 2015).



It implies that instead of modernity, Betawi women should receive attention in some aspects: daily social relationship, education, and social function where Betawi women are involved. Additionally, the roles of Betawi women in the official positions should be taken into account.

Thus, the novelty of this study lies in establishing a relationship between communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education, all within the framework of gender equality. This research illustrates the role of cultural background in motivating individuals to advance their education. Women who choose to pursue further education seek not only affectionate and nurturing parenting but also eschew an authoritarian parenting approach.

Instead, effective communication patterns serve as one of the catalysts driving women's enthusiasm for higher education. Notably, these communication facets encompass adeptness in listening and speaking, alongside the demonstration of respect and appreciation.

### **Conclusion**

Overall, this study establishes a relationship between the communication patterns within Betawi ethnic families and women's attitudes toward pursuing higher education, as underscored throughout this paper. Thus, there is a positive relationship between the two variables. The parents' capacity to respect and honor decisions made by girls within the family emerges as a notable determinant affecting women's decision to pursue further education. While parenting undoubtedly holds a pivotal role in nurturing children's education, its effectiveness thrives when complemented by proficient communication between parents and children.

Moreover, gender, a socially constructed concept, has led to various inequalities that disproportionately affect women. However, this study illuminates the pivotal role played by communication patterns within Betawi ethnic families in motivating their daughters to pursue ongoing education. This study underscores how family communication, especially parents' skill in valuing and respecting girls' decisions, affects girls' attitudes toward pursuing higher education. Meanwhile, the structure of family communication patterns, encompassing respect and choice, manifests through parents granting their children autonomy to choose their desired educational paths and bestowing awards upon their daughters for academic achievements.

These two factors have been empirically shown to affect the women's attitudes toward pursuing higher education. Other supporting factors, such as parents' aptitude for attentive listening,

effective communication with their daughters, fostering an open dialogue, offering rational explanations, and concentrating on singular conversation topics were also important. The findings of this study offer an enlightening perspective on pivotal role of education in shaping improved future generations and fostering the empowerment of women, particularly the Betawi ethnicity, for the propagation of their own culture. The study results hold the potential to counteract the misuse of culture as a rationale for sustaining unproductive mindsets that hinder positive change, especially in the context of education.

Additionally, we expect this research to persuade and inspire other Betawi ethnic families to follow the success of the family in higher education for children, especially girls. In addition, this study has limitations in terms of data collection and research subjects. Future research could employ mixed methods to delve deeper into the communication patterns among diverse ethnic groups in Indonesia regarding women's perspectives on higher education. Furthermore, the research subject could be developed parental involvement as research subject.

### References

- Abuya, B. A., Ngware, W. M., Mutisya, M., & Nyariro, M. (2017). Girls' primary education and transition to secondary school in Nairobi: Perceptions of community members at the onset of an education intervention. *International Journal of Adolescence and Youth*, 22(3), 349–363. <https://doi.org/10.1080/02673843.2016.1185446>
- Aikman, S., & Rao, N. (2012). Gender equality and girls' education: Investigating frameworks, disjunctures and meanings of quality education. *Theory and Research in Education*, 10(3), 211–228. <https://doi.org/10.1177/1477878512459391>
- Akita, S., & Mori, K. (2021). How implicit image of woman changed in Japanese sixth-grade children after a gender equality education lesson. *Journal of Social Studies Research*. <https://doi.org/10.1016/j.jssr.2021.05.004>
- Baxter, L. A., & Pederson, J.R. (2013). Perceived and ideal family communication patterns and family satisfaction for parents and their college-aged children. *Journal of Family Communication*, 13(2), 132–149. <https://doi.org/10.1080/15267431.2013.768250>
- Berges Puyo, J. G. (2020). A value and character educational model: Repercussions for students, teachers, and families. *Journal of Culture and Values in Education*, 4(1), 100–115. <https://doi.org/10.46303/jcve.2020.7>
- Bireda, A. D., & Pillay, J. (2018). Perceived parent–child communication and well-being among

- Ethiopian adolescents. *International Journal of Adolescence and Youth*, 23(1), 109–117. <https://doi.org/10.1080/02673843.2017.1299016>
- Burridge, N., Maree Payne, A., & Rahmani, N. (2016). Education is as important for me as water is to sustaining life: perspectives on the higher education of women in Afghanistan. *Gender and Education*, 28(1), 128–147. <https://doi.org/10.1080/09540253.2015.1096922>
- Camarero-Figuerola, M., Dueñas, J.-M., & Renta-Davids, A.-I. (2020). The relationship between family involvement and academic variables. *Research in Social Sciences and Technology*, 5(2), 57-71. <https://doi.org/10.46303/ressat.05.02.4>
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative mixed methods approaches*. SAGE Publication.
- Dangol, R., & Shrestha, M. (2021). Contribution of Gender on Learning Readiness among School Students of Nepal. *Journal of Curriculum Studies Research*, 3(2), 19-36. <https://doi.org/10.46303/jcsr.2020.2>
- Doucet, A., & McKay, L. (2020). Fathering, parental leave, impacts, and gender equality: what/how are we measuring? *International Journal of Sociology and Social Policy*, 40(5–6), 441–463. <https://doi.org/10.1108/IJSSP-04-2019-0086>
- Gage, C. (2022). Grappling With Gender, Religion, and Higher Education in the South: Mary Sharp College from Its Founding Through the Civil War. *Journal of Curriculum Studies Research*, 4(1), 31-42. <https://doi.org/10.46303/jcsr.2022.4>
- Galvin, K. M., Braithwaite, D. O., & Bylund, C. L. (2016). *Family communication: Cohesion and change* (9th ed.). Routledge.
- Guan, X., & Li, X. (2017). A cross-cultural examination of family communication patterns, parent-child closeness, and conflict styles in the United States, China, and Saudi Arabia. *Journal of Family Communication*, 17(3), 223–237. <https://doi.org/10.1080/15267431.2017.1293062>
- Guerrero, G., & Rojas, V. (2019). Young women and higher education in Peru: How does gender shape their educational trajectories? *Gender and Education*, 32(8), 1090–1108. <https://doi.org/10.1080/09540253.2018.1562055>
- Gülel, D. (2019). Feminist movement and law-making in Turkey: A critical appraisal from 1998 to 2018. *Women's History Review*, 30(1), 2–27. <https://doi.org/10.1080/09612025.2019.1695357>
- Hurrelmann, K., Engel, U., & Weidman, J. C. (2012). Impacts of school pressure, conflict with parents, and career uncertainty on adolescent stress in the Federal Republic of Germany. *International Journal of Adolescence and Youth*, 4(1), 33–50. <https://doi.org/10.1080/02673843.1992.9747722>

- Joseph, T. (2013). Higher education and employment aspirations of women in India: An analytical enquiry along with a primary level study. *SSRN Journal*, <https://dx.doi.org/10.2139/ssrn.2544634>
- Kementrian Pemberdayaan Perempuan dan Perlindungan Anak. (2018). *Profil perempuan Indonesia 2018*. Kementrian Pemberdayaan Perempuan dan Perlindungan Anak.
- Kim, S., Kim, J. H., Park, Y., Kim, S., & Kim, C. Y. (2020). Gender analysis of COVID-19 outbreak in South Korea: A common challenge and call for action. *Health Education and Behavior*, 47(4), 525–530. <https://doi.org/10.1177/1090198120931443>
- Koerner, A. F., & Schrodtt, P. (2014). An introduction to the special issue on family communication patterns theory. *Journal of Family Communication*, 14(1), 1–15. <https://doi.org/10.1080/15267431.2013.857328>
- Kraska-Miller, M. (2014). *Nonparametric statistics for social and behavioral sciences*. CRC Press.
- Kurzman, C., Dong, W., Gorman, B., Hwang, K., Ryberg, R., & Zaidi, B. (2019). Women's assessments of gender equality. *Socius: Sociological Research for a Dynamic World*, 5. <https://doi.org/10.1177/2378023119872387>
- McCleary-Sills, J., Hanmer, L., Parsons, J., & Klugman, J. (2015). Child marriage: A critical barrier to girls' schooling and gender equality in education. *Review of Faith and International Affairs*, 13(3), 69–80. <https://doi.org/10.1080/15570274.2015.1075755>
- Mendoza, B., Bertran, M., & Pàmies, J. (2021). Feminism, Islam and higher education: Towards new roles and family relationships for young Spanish-Moroccan Muslim women in Spain. *Race Ethnicity and Education*, 1–20. <https://doi.org/10.1080/13613324.2021.1890565>
- Offrey, L. D., & Rinaldi, C. M. (2017). Parent– child communication and adolescents' problem-solving strategies in hypothetical bullying situations. *International Journal of Adolescence and Youth*, 22(3), 251–267. <https://doi.org/10.1080/02673843.2014.884006>
- Patimo, D., & Lucero, M. B. (2021). Predictors of Success in Advance Higher Education: A Case in Northwest Samar State University, Philippines. *Research in Social Sciences and Technology*, 6(1), 40-52. <https://doi.org/10.46303/ressat.2021.3>
- Pfeffer, F. T., & Hertel, F. R. (2015). How Has educational expansion shaped social mobility trends in The United States? *Social Forces*, 94(1), 143–180. <https://doi.org/10.1093/sf/sov045>
- Prastiwi, I. L. R., & Rahmadanik, D. (2020). Polemik dalam karir perempuan Indonesia. *Komunikasi Dan Kajian Media*, 4(45), 1–11.
- Putri, M. L., Fajri, A. D., & Priana, A. (2021). Betawi ethnic family communication patterns in building awareness of the importance of higher education for daughters. *CHANNEL: Jurnal*

*Komunikasi*, 9(1), 49. <https://doi.org/10.12928/channel.v9i1.18184>

- Rutherford, T. (2015). Emotional Well-being and discrepancies between child and parent educational expectations and aspirations in middle and high school. *International Journal of Adolescence and Youth*, 20(1), 69–85. <https://doi.org/10.1080/02673843.2013.767742>
- Saleemi, S., & Kofol, C. (2022). Women's participation in household decisions and gender equality in children's education: Evidence from rural households in Pakistan. *World Development Perspectives*, 25. <https://doi.org/10.1016/j.wdp.2022.100395>
- Samarakoon, S., & Parinduri, R. A. (2015). Does education empower women? Evidence from Indonesia. *World Development*, 66, 428–442. <https://doi.org/10.1016/j.worlddev.2014.09.002>
- Schrodt, P., & Shimkowski, J. R. (2017). Family communication patterns and perceptions of coparental communication. *Communication Reports*, 30(1), 39–50. <https://doi.org/10.1080/08934215.2015.1111400>
- Segrin, C., & Flora, J. (2011). *Family communication* (2nd ed.). Routledge.
- Smith, D. E., & Moore, T. M. (2013). Parenting style and psychosocial outcomes in a sample of Jamaican adolescents. *International Journal of Adolescence and Youth*, 18(3), 176–190. <https://doi.org/10.1080/02673843.2012.682593>
- Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). *Social psychology*. Psychology Press.
- Stoet, G., & Geary, D. C. (2018). The gender-equality paradox in science, technology, engineering, and mathematics education. *Psychological Science*, 29(4), 581–593. <https://doi.org/10.1177/0956797617741719>
- Struckmann, C. (2018). A postcolonial feminist critique of the 2030 Agenda for Sustainable Development: A South African application. *Agenda*, 32(1), 12–24. <https://doi.org/10.1080/10130950.2018.1433362>
- Sukmayadi, V., & Yahya, A. H. (2020). Indonesian education landscape and the 21st century challenges, *Journal of Social Studies Education Research*, 11(4), 219–234. <https://jsser.org/index.php/jsser/article/view/901/481>
- Suryatna, Y. (2023). Education Sustainability Development in the Effectiveness of Parents' Role to Build Students' Competence, *Journal of Social Studies Education Research*, 14(2), 118–141. <https://jsser.org/index.php/jsser/article/view/4898/616>
- Taris, T. W., & Bok, I. A. (2012). Parenting environment and scholastic achievement during adolescence: A retrospective study. *International Journal of Adolescence and Youth*, 6(3), 223–244. <https://doi.org/10.1080/02673843.1996.9747793>

- Varga, A., Fehérvári, A. & Trendl, F. (2023). The Power of Community: Supporting the Learning Path of Roma University Students, *Journal of Social Studies Education Research*, 14(3), 117-144. <https://jsser.org/index.php/jsser/article/view/4962/628>
- Wagstaff, M. F., Hadjimarcou, J., & Chanoi, C. (2020). Gender equality in international business education. *Journal of Management Education*, 44(5), 605–621. <https://doi.org/10.1177/1052562920937031>
- Webber, L., & Dismore, H. (2021). Mothers and higher education: Balancing time, study and space. *Journal of Further and Higher Education*, 45(6), 803–817. <https://doi.org/10.1080/0309877X.2020.1820458>
- Wu, Y. L., & Wu, H. C. (2015). Higher education learning experiences among Vietnamese immigrant women in Taiwan. *Adult Education Quarterly*, 65(2), 133–151. <https://doi.org/10.1177/0741713614566673>
- Yuden, Y., Chuki, S., & Dorji, T. (2020). Gender sensitivity in pedagogical practices in secondary education in Bhutan. *Research in Educational Policy and Management*, 2(2), 38-51. <https://doi.org/10.46303/repam.2020.3>

**Appendix A***Women's attitudes in continuing higher education*

No	Dimension	Statements
1	Parents encouragement	My parents support me in continuing my education at a higher level. The motivation given by my parents was an encouragement for me to continue my education at a higher level. The advice from my parents became the reason for me to continue my education to a higher level I decided to continue my education to a higher level because my parents respected every decision i made regarding my education.
2	Self-rating	I continued my education at a higher level for the sake of my parents. I realized the importance of higher education for girls. The ability i had was why i continue my education to a higher level.
3	Pre- college aspiration	I decided to continue my education to a higher level because my parents supported my goals or dreams

*Dimension of communication patterns of Betawi ethnic families*

No	Dimension	Statements
1	Listening ability	My parents listened to my desire to continue my education in a higher level. Parents always took the time to listen to my complaints about higher education. I listened to the input of my parents in the college selection that i was going to take.
2	Speaking ability	Parents gave words of motivation that made me eager to continue my education to a higher level.
3	Self- disclosure	When i have a problem with my education, i always tell my parents about it My parents allowed me to tell me why i was continuing my education to a higher level.
4	Clarity	Parents explained the importance of higher education for girls.
5	Faithfulness to the topic	Parents explained in detail how to achieve a better future through higher education Parents were always focused on talking about the importance of higher education for girls.
6	Respect and appreciation	Parents took the time to discuss higher education. My parents have always supported my choice to pursue higher education. My parents appreciated the decisions i had made regarding higher education. My parents gave me the freedom to choose the education i wanted. When i gained achievements in the field of education, my parents always gave me praise.

**Appendix B***Validity results of variable X*

Statement	Pearson Correlation	r Table	Sig.
My parents listened to my desire to continue my education to a higher level.	0.521	0.116	0
My parents always took the time to listen to my complaints about higher education.	0.774	0.116	0
I listened to the input of my parents in the college selection that i was going to take.	0.612	0.116	0
Parents took the time to discuss higher education.	0.741	0.116	0
Parents gave words of motivation that make me eager to continue my education to a higher level.	0.783	0.116	0
My parents gave me the opportunity to tell me why i was continuing my education to a higher level.	0.743	0.116	0
I always told my parents about it when i had a problem with my education.	0.719	0.116	0
Parents explained the importance of higher education for girls.	0.685	0.116	0
Parents explained in detail how to achieve a better future through higher education.	0.676	0.116	0
My parents have always supported my choice to pursue higher education.	0.638	0.116	0
Parents were always focused on talking about the importance of higher education for girls.	0.657	0.116	0
My parents appreciated the decisions i had made regarding higher education.	0.625	0.116	0
My parents gave me the freedom to choose the education i wanted.	0.553	0.116	0
My parents always gave me praise when i gained achievements in the field of education.	0.643	0.116	0

Source: Research Data (2022)

*Validity results of variable Y*

Statement	Pearson correlation	r Table	Sig.
My parents support me in continuing my education at a higher level.	0.621	0.116	0
The motivation given by my parents was an encouragement for me to continue my education to a higher level.	0.798	0.116	0
I continued my education at a higher level for the sake of my parents.	0.639	0.116	0
The advice from my parents became the reason for me to continue my education to a higher level.	0.757	0.116	0
I realized the importance of higher education for girls.	0.507	0.116	0
I decided to continue my education to a higher level because my parents respected every decision i made regarding my education.	0.713	0.116	0
The ability i had was why i continue my education to a higher level.	0.683	0.116	0
I decided to continue my education to a higher level because my parents supported my goals or dreams.	0.762	0.116	0

Source: Research Data (2022)