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POVERTY AND WOMEN'S ACCESS IN HIGHER EDUCATION: DYNAMICS, PROSPECTS, SHARED CHOICES OF LIMAN-BENAWI WOMEN EDUCATION

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Abstract

Family financial factors and the women social construction are obstacles to women's education. Many of the women who dropped out of school were identified because they were unable to build two-way discussions, so negotiations related to education were never accommodated. This study examines and analyses how women negotiate with parents regarding family culture and economy dynamics, prospects for women, and how to shift them into joint decisions. This qualitative study uses a phenomenological approach by conducting observations, interviews, and documentation studies. The results reveal that some young women from low-income families can continue their education to the tertiary level. Their ability to survive and negotiate with parents and other family members can resolve financial problems and patriarchal culture. Parents who initially did not support them, in turn, encouraged their daughters to continue their education with the consequence of having to work because the family's economy could not cover college costs. These findings indicate that so far gender discrimination in women's education, related to finance and culture, still occurs massively in rural community entities, and this requires cooperative efforts and intense communication to find the best solution.

Keywords: Poverty, Women's Education, Gender, Liman Benawi

Abstrak

Faktor keuangan keluarga dan konstruksi sosial perempuan menjadi penghambat pendidikan perempuan. Banyak perempuan yang putus sekolah teridentifikasi karena tidak mampu membangun diskusi dua arah, sehingga negosiasi terkait pendidikan tidak pernah terakomodasi. Penelitian ini bertujuan untuk melihat dan menganalisis bagaimana perempuan bernegosiasi dengan orang tua mengenai dinamika budaya dan ekonomi keluarga, prospek perempuan, dan bagaimana menggesernya menjadi keputusan bersama. Penelitian kualitatif ini menggunakan pendekatan fenomenologi dengan melakukan observasi, wawancara, dan studi dokumentasi. Hasilnya menunjukkan bahwa sebagian remaja putri dari keluarga miskin dapat melanjutkan pendidikan ke jenjang perguruan tinggi. Kemampuan mereka bertahan untuk bernegosiasi dengan orang tua dan anggota keluarga lainnya membuat masalah keuangan dan budaya patriarki dapat teratasi. Orang tua yang awalnya tidak mendukung, pada gilirannya mendorong anak perempuannya untuk melanjutkan pendidikan dengan konsekuensi harus bekerja karena ekonomi keluarga tidak mampu menutupi biaya kuliah. Temuan ini menunjukkan bahwa selama ini diskriminasi gender dalam pendidikan perempuan, terkait keuangan dan budaya, masih terjadi secara masif di entitas masyarakat pedesaan dan hal ini memerlukan upaya kerjasama dan komunikasi yang intens untuk mencari solusi terbaik.

Kata kunci: Kemiskinan, Pendidikan Perempuan, Gender, Liman Benawi

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INTRODUCTION

Access to and quality of education for women from low-income families are often confronted with cultural (Watkins et al., 2012) and financial (Sahu et al., 2017)

dynamics. This condition requires women to negotiate with parents regarding their wish to continue education to a higher level or stop. The ability of young Liman Benawi women to survive negotiations with parents and relatives regarding education rights and family economic conditions, tending to be complicated and hampered by patriarchal understandings, shows that they have persistence and a spirit of change. Women's education, in turn, is critical to achieving success and economic independence (Al-deen, 2019). Their presence in education will encourage equality within the family and shift the patriarchal understanding of society.

Experts have carried out studies related to this topic. Among them is the relationship between gender equality in education and economics (Baliamoune-Lutz & McGillivray, 2015). Using data from a group of countries in Africa, Baliamoune-Lutz and McGillivray analyzes the effect of gender inequality in education on per capita income. The study conducted revealed that the gap in primary and secondary education contributes negatively but not significant to economy. L. Webber (2015) that focus on women's education and success. This study analyzes family support and its influence on students' feelings of success. By focusing on whether higher education transforms women's identities and instructs family relationships. Good family relationships and family financial support is indicated to minimize women's feelings of guilt and increase success in their studies. Aslam and Kongdon (2008) focusing on family relations and gender disparity in education, investigates whether the intra-household allocation of expenditure in Pakistan favours males over females, and other studies.

On the other hand, as Muslim countries, Pakistan and Indonesia have differences in education reform. Ann Kull (2012) reveals the Indonesian government which is no longer fully occupied by men makes patriarchal content in Islamic education sometimes questioned and discussed. Different from Pakistan, whose government is dominated by men, the policies issued contain elements of patriarchy. The analysis conducted by Badriah dan Istiqomah (2022) related to gender and economic inequality found that gender inequality in education and work participation contributes negatively and significantly to income inequality that is likely to be achieved. These findings indicate that income inequality is influenced by gender inequality in education and work participation. The studies have not analyzed how women negotiate the cultural and economic dynamics of family and prospects, and how to calculate it as a joint decision and become fundamental in completing education. Statistically, women have contributed to economic growth by increasing human capital, reducing infant mortality by declining fertility and influencing next-generation education (Karoui & Feki, 2018).

This paper will focus on this research will focus on poverty and education of young women. This research will in depth examine women's education rights between socio-economic dynamics, women education prospects, and education as shared choices. this is inseparable from the gender inequality constructed in Liman Benawi societies that makes many people think that women do not need to be highly educated, in line with economic conditions. Liman Benawi Village is located in the administrative area of Central Lampung with the majority of the population working as farmers and junkyard. This study will review the educational phenomenon of the young woman Liman Benawi whose parents work as a junkyard with an average

income of 50 thousand per day. Therefore, this study examining how young Liman Benawi women negotiate with parents about the choice to continue their tertiary education amidst weak economic conditions and patriarchal culture, prospects, and how they turn it into a power for finish study. The educated women's existence in the community reduces the disparities between men and women. Women have the potential to contribute to development and economic welfare (Akbulaev & Aliyeva, 2020; Oztunc et al., 2015). This condition is very likely to occur if women's participation in education can be increased and evenly distributed. This is because women and economic development are closely related (Duflo, 2012).

This paper is based on the argument that persistence in surviving in complex negotiations regarding family dynamics, prospects and support, in line with economic limitations and patriarchal culture, can reconstruct gender equality relations within the family. The socio-economic dynamics of the people of Liman Benawi are very complex. Socio-culturally, many parties still hold a patriarchal view that women do not have to be highly educated and at the same time the family's economic conditions do not support their children's education. Nonetheless, some women, currently lecturers and working in public spaces, who can build a gender-equitable construction in the family and complete their studies prove that women's education has good significance for their lives and others. This process shows that the spirit of resistance against patriarchal perspectives, gender inequality, and subordination is currently running massively. Education will also build women's bargaining position in the social environment, shift public accumulations related to women, and play a role in creating economic prosperity.

LITERATURE REVIEW

Gender Equality in Women's Education

Gender equality is related to the equality of rights, responsibilities and opportunities between women and men, and girls and boys, in all respects (UN Women 2020). Gender equality is emphasized as a human right based on a form of peace, prosperity and sustainability (UN 2020). The embodiment of the gender equality concept improves the accumulation of human resource capital in the present and future generations (Berik et al., 2009). Women having broad access to education will easily explore themselves and express themselves to build equality within the social framework. Education itself plays an important role in fighting for equality between men and women and serves to prevent gender violence (Valle, 2022). Conversely, gender inequality in women's education results in an acute decrease in the quality of human capital and is likely to have an impact on economic growth (Klasen, 2002).

Women's education is essential to building equality and becoming the basis for the construction of women's identities and equal family relations (L. Webber, 2015). The understanding and practice of gender equality in education allow women to have new roles and integrate them with old roles in the domestic sphere (Khurshid, 2016). Important changes in educational attainment for women, who are widely discriminated against, are changing public perceptions of gender roles in a better

direction (Voigt & Spies, 2020). A transformation process like this requires the commitment and persistence of all parties, especially women, to reconstruct equality.

Access to and Achievement of Women's Education

Women's access to education significantly reduce the gender gap and building careers. Based on the data Gender Development Index (GDI) published by UNDP (UNDP, 2021) Indonesian's GDI is 0,941 and gender inequality Index of Indonesia is 0,444. Women's education can reduce the gender gap between men and women in income and the labor market (Rao & Sweetman, 2014) and positively impact on economic growth (Altuzarra et al., 2021). Education is a strong driver of economic growth in Indonesia. The integration of gender equality into development has produced positive and significant results for regional economic growth (Karimah & Susanti, 2022). In developing countries having a high proportion of female managers correlates with higher enrollment rates of women in educational institutions than men (Islam & Amin, 2016). This reality shows that women's education affects many things, including economic development (Baliamoune-Lutz & McGillivray, 2015), success (L. Webber, 2015), and Women's participation in the workforce and education simultaneously contribute annual per capita income (Oztunc et al., 2015).

Women's education level have correlation with productivity, while men's education only has a positive and insignificant effect (Tansel & Gungor, 2013). This phenomenon occurs a lot in Asia, where investing in women's education will lead to faster and measurable economic growth (Hassan & Cooray, 2015). Meanwhile, in the academic field, attention to women's education is very important due to women involvement, even though they are in the majority, it is still difficult for women to reach higher levels of top management, especially in African universities. Cultural and patriarchal factors are obstacles for women to reach career peaks (Ekine, 2018).

Family Literacy and Women Education

Family literacy has positive impact on building social space accommodating all decisions equally. Family literacy will greatly help women receive social support and build women's psychosocial well-being (Prins et al., 2009). Women in education are faced with the balancing educational needs challenge with their roles as wives, mothers, or daughters (Rockinson-Szapkiw et al., 2017). Therefore, cultural and structural family support is needed to help women complete their education level (Rockinson-Szapkiw et al., 2018).

Education allows women to change their gender roles within the family more intensely (L. A. Webber, 2017). Family support will greatly affect women's struggles and persistence to continue their education or stop (Rockinson-Szapkiw et al., 2018). The family existence has positive-negative influences on the good and bad of women's education and whether or not they adapt and survive as scholars (Johnson et al., 2008; Mason et al., 2009). In this case, family support and encouragement are essential factors for building women's self-efficacy as hidden human capital (Roy et al., 2018).

METHOD

This field study focuses on phenomena related to the women education from low-income families. This study analyzes how Liman Benawi women in Central Lampung negotiate their education rights. By using a phenomenological approach,

researchers try to see more comprehensive conditions. A phenomenology is simply a research approach describing a phenomenon nature that occurred by extracting information from the perspective of those experiencing it (Teherani et al., 2015). Through the subjective experience study, meaning and appreciation can be constructed to obtain information or orient it to understand the experience occurred (Laverly, 2003).

This study focuses on 9 out of 18 women from low-income families (working as a junkyard with enough income to meet their daily needs) persisting in negotiations with their parents regarding their education right, 1 out of 26 women who drop out of school, and four parents from 25 families working as small-scale secondhand collectors representing in February and March 2023. Data collection was carried out by observation, direct and indirect interviews (using the g-form), and documentation studies. This research begins with determining a problem by looking at phenomena occurring in the community and extracting them. Then, from the issues described, it is followed by determining research questions serving as guidelines for gathering detailed information and conducting a descriptive analysis. This method is closer to the description in a descriptive-analytic manner by referring to information from a phenomenon occurring culturally or structurally.

RESULT

Women's Dynamics on Education

Pressures on women appear culturally and structurally. The difficulty of finding common ground for equality is inseparable from the patriarchal culture influence which is still a guide and manner in socio-economic status (Sudarso et al., 2019). Simultaneously, socio-economic barriers become multiple patriarchies that urge women to remain within their sphere (Shokeen, 2022). Reasons based on social and economic aspects in poor families like this become obstacles that are difficult for women to resolve and they tend to accept the consequences.

Sociocultural Pressure in Family-Society

Women often receive different treatment in the family and social environment. Within the Liman Benawi community, gender bias is still common, both within the family and in the social environment.

"I often get justification that women should be at home, taking care of the household. Many of them then assumed that and tell the old others' stories (interview with May)."

The gender equality idea has been constructed by referring to femininity and masculinity aspects (Lorber, 2018; Siddiqi, 2021). Environmental conditions, location, context, politics, and epistemology often give rise to gender controversies (Stone-Mediatore, 2007; Wodak & Meyer, 2016), as well as the culture existence (Haslanger, 2013). The gender construction influences how social order and norms are conceptualized and contextualized. Socially, women often receive different treatment, related to social status, health, and sociocultural norms (Ali et al., 2022). Their existence is suppressed by patriarchal perspective and exacerbated by public expectations that women have obligations as wives and mothers, apart from work and career responsibilities (Reilly, 2021).

Traditionally educational outcomes and economic impact focused on school achievement. Meanwhile, school achievement does not automatically bring positive changes to skills set to become more productive. This context is particularly evident in the poor quality of schools (Hanushek & Woessmann, 2012). Although SDG 4 ensures access to quality education for all, the progress lack in education among women in highly vulnerable ethnic groups makes it difficult for them to do much (Thamminaina et al., 2020).

Gender discrimination and inequality pattern within family and community are challenge to promoting equality (Chisamya et al., 2012). The internal factor of women in the household, in Pakistan, for example, still traditionally places men as the household head (Shah & Shah, 2012). This social construction emphasizes that control over resources and decision-making within the household – including in determining education – is rarely exercised by women (Murtaza, 2012). Women are often the gender inequality targets in education, social status, and power in making decisions within the family and for themselves (Delavande & Zafar, 2013; Iqbal, 2012). Division of gender roles harming women in the household may lead to disparities in economic access. Vulnerable women in education, the labour market and the role of women in the household significantly affect the poverty status of Indonesian women (Nisak & Sugiharti, 2020).

“Socio-economically, I have faced many obstacles. Coming from a lower middle-class family, I have limited access to higher education and quality. This family's economic weakness reinforces social pressure from many parties, who still think it is better for women to stay at home and be mothers and wives (interview with Laily).”

The public opinion that women's education cannot change lives systematically is based on post-educational phenomena occurring a lot in women. Women tend to be unable to negotiate in the workplace regarding salary (Biasi & Sarsons, 2022). Their existence is often the discrimination target from employers, who are very likely to be offered very little wages (Lesner, 2018). Indonesian women are targeted by the gender gap in income that women earn 30% lower than men in paid work or self-employment (Sohn, 2015). Women are even treated differently and they rarely get the opportunity to become leaders sometimes they have to clash with certain conditions, such as not being married, looking attractive, and others (Larasati, 2021). Women from a patriarchal environment, are in serious conflict with rigid gender roles, early marriage, limited mobility, and gender violence in the family (Morton et al, 2014). This reality is in line with Elya, that she often gets gender discrimination in the family and environment, and that women don't need to be highly educated.

Not From a Rich and Educated Family

Gender equality awareness in education has been sought, but this condition is still accommodated within patriarchal interests boundaries, paternalism, and poverty. Gender problems like this result in small educational opportunities for women (Omwami, 2011). As long as women in higher education are underrepresented, it is difficult to create gender equality in education. In America, the women representation in higher education on an international scale is still very low (Myers & Griffin, 2019). On the other hand, discrimination in the education of Indonesian women is still a

problem, caused by patriarchal and structural cultural pressures due to poverty (Sudarso et al., 2019).

"Frankly, I want to go to college, but my family's economy is all-sufficient, so I have to choose not to continue my education (Interview with Marsini)."

Family economic factors and support absence from parents are the main reasons for minimal presence of women in academic spaces (Bindhani, 2021; Msila, 2014). In this case, Mr. Marsan dan Mrs. Simar see that financial factors are an aspect limiting their children's education. Women from low-income families are less likely to access higher and better quality education. Even though there are many scholarships that women may get (Gajigo, 2016; Silva & Sampaio, 2023; Uduji et al., 2020), convincing parents is challenging. Moreover, the traditionalist-patriarchal views of parents and community entities reduce women's opportunities to enter higher levels of education.

Women with low education will choose to internalize and adapt to conservative social environment. They tend to find lower satisfaction in work because limited by the quality they have and the working conditions are not good (Chau, 2016; Kabeer, 2017; Pradhan et al., 2015). For example, in education, underpaid female teachers in private schools have denied human rights, and disempowered those marginalized and excluded (Carr-Hill & Sauerhaft, 2019).

Prospect of Women Education

Educated Women: The Way to Construct Future

Becoming educated allows women to get better position and be involved in reconstructing women's rights and positions in family, community, and others (Khurshid, 2015). Family and community support factors play an important role in optimizing women's self-efficacy (Roy et al., 2018). Education plays an important role in combating the gender inequality roots and preventing gender violence (Valle, 2022). Opening access to education for women will significantly lead to understanding and practice, which will enable educated women to gain new roles and integrate with their old roles in family (Khurshid, 2016).

"There are no useless words! Whether you end up as housewife or become career woman, education for women has an impact on increasing capabilities. Education is not just bridge to building career. Education is important to broaden horizons, form mindsets, and certainly have an impact on personal and public life (interview with Laily)."

The fact is that there are other important things why women have the right to get access to proper and quality education, one of which is knowledge. May explained that women need knowledge, access to discussions, and relationships in the future. Access to education will be critical to changing public perceptions and leading to better judgments. The public does not immediately obtain and realise this shift because awareness of equality requires a more dynamic interpretation and dialogue. Changing local perceptions of women's social roles towards more equitable involvement of women and young women in education is an important improvement in women's education (Voigt & Spies, 2020).

The women stigmatization is heavily influenced by patriarchal views. In this case, Elya explained that such a stigma must be changed. Young women must take a role in shifting public understanding which is still very primitive and patriarchal. Education in this case plays an important role in building women's identities and equal relations (L. Webber, 2015). Therefore, interventions for women's relations with resources and education for young women are policy implications that must be taken. Better interventions are emphasized for women with low levels of well-being in rural area (LaBore et al., 2021). The need for this intervention is intended to increase the capabilities of rural women and prospective housewives to can guarantee better life for future generations. Davina explained the same thing that being a housewife must also have quality education to educate or set positive examples in the family.

“Women are sociologically social creatures. Imagine if women are not educated, they certainly do not have skills to take on roles and functions in society. Therefore, education for women is asset to play role, both as a woman and mother in the future (interview with Laily).”

Limited access to women's education, discussion, and transformative dialogue has great potential to place women as subordinated objects. This condition allows access to welfare for closed women (Karoui & Feki, 2018). The low quality of education and limited knowledge can weaken women's position, making it impossible for women to get out of their domestic spaces (Adisa et al., 2019; Poteyeva & Wasileski, 2016).

Higher Education for Girls, Faster Growth for All

Women's education and female labour force figures are connected. Women's participation in the labour force and women's education simultaneously significantly affect annual per capita income (Oztunc et al., 2015). One standard deviation in the average ratio of girls attending school to boys results in a lower poverty rate of 0.98 per cent. These results show that expanding women's access to education is the most effective way to increase inclusive growth (Hong et al., 2019). Indonesian women in the Gender Development Index (GDI) data in 2021 have an average length of schooling of 8.2, contributing to the estimated gross national income per capita reaching USD 7.906 (UNDP, 2021).

In Asia and developing countries, investments in women's education significantly impact faster economic growth (Altuzarra et al., 2021; Hassan & Cooray, 2015) and children's welfare (Aimua, 2021; Obiageli et al., 2022). Based on Laily's statement, the women contribution is not only limited to reproduction aspects, the growth and education of children will depend heavily on women. This is because the women education level has positive and significant effect on productivity levels (Tansel & Gungor, 2013).

“Women's education will gradually affect economic growth. And, yes, isn't seeking knowledge an obligation? So why is there a limit for women to be educated? (interview with Kamti).”

The increased academic qualifications and professional level have opened up opportunities in women's careers (Polenghi & Fitzgerald, 2020). Early indications can be seen from education effect on increasing women's development index (Oyitso & Olomukoro, 2012). Gender-sensitive policies are needed to increase the women's

education influence in an egalitarian labour market, leading to sustainable development (Sinha Mukherjee, 2015).

"Alhamdulillah, I was able to complete my studies without burdening my parents with the cost. Currently, I am working as a teaching staff on campus (interview with Merry)."

Equality in education is important part of national policies making it possible to reduce poverty (McCowan, 2012). In countries with shortage of service sector jobs, women with tertiary education are more likely to find work (Bussemakers et al., 2017). Although not all, educated women will have quite broad preferences, they do have enough choices to access work types and equality. Davina and Ania affirmed that women must have high education standard, values, and skills in building a career and have dynamic thinking. In general, the girls educational attainment is conducive to influencing future employment. They can shift cultural norms and traditions because of increased power of women in decision-making within the family. The increased level and quality of education illustrate women's capacity and women's income which reduces family pressure on work (Dhanaraj & Mahambare, 2019).

Local acceptance of global terminology related to gender equality is built with gender awareness (education) training. Islam emphasizes that development departing from Islamic roots provides educational space for women, educating women means educating the nation (van Santen, 2014). Access to higher education will lead to shift in interpretation that is more contextual and finds the solid gender equality roots in the hidden Koran (Mendoza et al., 2021).

Family Support for Women Continuing Education

Many women associate their persistence and struggle to achieve higher education with family support (McCallum, 2015; Rockinson-Szapkiw et al., 2014) which is related to choice of whether to continue or stop schooling (Rockinson-Szapkiw et al., 2018). The difficulty of balancing educational and family activities complicates the development of scientific identity and women's status (Dabney & Tai, 2013).

Not many girls in Liman Benawi have the opportunity to access academic spaces. Because of their limitations, many of them choose to work, help their parents work or marry early. Economic limitations and low self-motivation are the main causes of small access to education, apart from the patriarchal understandings of several community entities. In contrast to Laily, the view is that education is important for women. *Uthlubul 'ilma minal mahdi ilal lakhdi* (seek knowledge from the cradle (infant) to the grave).

The family's contribution to women's education allows them to change their lives and engage in intense family activities (L. A. Webber, 2017). To obtain family support, Liman Benawi women must carry out intense negotiations with their parents and social environment.

"Negotiations with family were carried out slowly through discussions, giving an illustration that educators are important for broadening horizons, knowledge, increasing social status, and being capital for increasing values and broad relationships (interview with Davina)."

Those who initially did not have permission regarding their choice to continue studies, finally received encouragement from parents to complete their education. The

long negotiation process was carried out by providing the best pictures of women having access to education and the worst possibility if access to education was not obtained. Mr Buteng culturally does not limit children's education, but structurally economic limitations become an obstacle and as a consequence, my two daughters have to work to go to college.

Family support which was initially not obtained due to financial and cultural factors, through deep negotiations, taking into account the possibilities that may occur, young women obtain permission to continue education. Education for women, both formal and non-formal, will in turn have positive impact on women's lives. Education itself financially has potential to increase economic income and health of young women (Heath & Jayachandran, 2017; Mensch et al., 2019). The women involvement in education, marked by increased school achievement, makes gender gap in education decrease and narrow (Psaki et al., 2018).

“Learn to be smart, add insight, and capability. In college, you don't have to be an employee and most importantly increase knowledge, have skills, and build extensive relationships (interview with mis Dasiem).”

Family support, both moral, psychological and financial, in achieving academic achievement is vital to helping women complete their education (Rockinson-Szapkiw et al., 2018). Women face the challenge of balancing between being a wife, mother and daughter (Rockinson-Szapkiw et al., 2017). Families in women's education have both positive and negative effects on the best and worst possibilities for women to survive as graduates (Johnson et al., 2008; Mason et al., 2009). On the other hand, the educational opportunities that women have the potential to reduce the gender gap in the risk of dementia and cognitive decline in the future (Bloomberg et al., 2021).

DISCUSSION

This study shows that financial factors (Sahu et al., 2017) and patriarchal understandings (Watkins et al., 2012) do not cut off opportunities for women to access higher education. Tenacity and struggle are reflected in efforts to convince themselves and their parents that education is not a matter of family economic status, but faith and hard work. Although this initially met with a stalemate and tough challenges, these women finally got approval for the consequences of studying while working. This phenomenon opens up possibilities for other women from affluent and marginalized families to continue their education because women's success can be achieved through education (Al-deen, 2019).

Understanding that is gender biased in the family places women in position that does not associate them as subjects. Even though access to education is open, women's confidence to continue to higher education still faces financial constraints (Burrige et al., 2016). The education achieved by parents, especially mothers, and family income have positive effect on children's participation in school (Khan, 2019). Economic conditions are main basis for women's weaknesses in building cognition it results in accumulation of bad human capital (Jain et al., 2022). Amira, for example, with a weak family economic background, chose to work part-time to cover her college tuition needs. In contrast, the other 26 girls choosing not to continue their tertiary education due to financial and socio-cultural factors.

Apart from social and financial dynamics, women's involvement in education has potential to build careers and take on gender roles in social institutions. This certainly does not come out of family support, not limited to the financial aspect, but moral, psychological, and encouragement in the form of motivation. This phenomenon is an ending of the root of women's domestication which occurs due to financial factors and gender disparities. The women's education success is very likely influenced by self-motivation of every woman whether they choose to be involved in the labor market, become housewives or entrepreneurs. The gender gap in work still occurring makes women spend a lot of time doing unpaid jobs, taking care of household. They are more likely to be unemployed or work in informal spaces providing women access (Evans et al., 2021). Gender equality in education does not necessarily build gender equality in the labor market (Rudakov et al., 2022).

The women persistence in convincing themselves of the importance of access to education for women future is strong basis for fighting and negotiating with parents (Valle, 2022; L. Webber, 2015). On a macro basis, many women have been successful in their careers through the education. The educated women existence in a more micro-domestic space can create social relations that are more dynamic, humane and equal based on acquired knowledge and literacy. They can even guarantee better life for their children by functioning the family environment as the basis for their children's education. They (parents and other family members) who initially had no idea about education and its impact on life in the future, will realize that girls' education is important for career and family success.

This study shows the women persistence and their hard work has gotten the desired results. Through quite complicated negotiations they get support from their families to can complete their education. This study differs from previous studies related to the women education from poor families by emphasizing more on the efforts made by women to can shift inequality in the discourse of femininity and masculinity (Lorber, 2018; Siddiqi, 2021) and the patriarchal understanding of parents and other relatives (Reilly, 2021) wrapped in financial conditions.

Family awareness about the education importance for girls must be an important concern. Education is certainly not to be associated with flashy career in the workplace, large salary, and having high position, more than that, knowledge, insight, relationships, and epistemological aspects are far more important to can accommodate a better life. On the other hand, government policies and interventions are needed to realize gender equality in family, education, and construction of equality in the workplace.

This study shows that to continue their education, women must discuss, dialogue, and negotiate to raise awareness among parents. This struggle and persistence is important answer for women having financial limitations and are confronted with socio-cultural aspects. The initial foundation that must be built is belief and it is manifested by hard work. Different situations and conditions certainly require different responses, but negotiations must certainly be carried out to build awareness that women's education is important not only for women themselves but for all.

CONCLUSION

It turns out that financial limitations having been haunting parents and complexity of shifting patriarchal understandings become an assessment of how much persistence and belief women have in becoming educated. The previous studies carried out by experts tend to analyze gender equality in education and economics (Baliamoune-Lutz & McGillivray, 2015), L. Webber (2015) focussing on women's education and success, Badriah dan Istiqomah (2022) in their study found that gender inequality in education and work contributes negatively and significantly to income inequality, and others. This study reveals that the interruption of women's education stems from ability factor to survive in negotiations that are quite complicated with parents and other family relatives, which are related to cultural and structural dynamics. Those who are unable to build equal relations in discussions about women's education with their families tend to experience intimidation from other family members and negative associations with their parents. However, those who can build equal and logical discussions can build awareness that women's education is important and forms the basis of socio-economic welfare for families, women's personnel and their children in the future.

Egalitarian negotiation with parents, form the basis for building a two-way discussion. The ideology of women's education to construct the future and economic growth will be achieved because education has a positive impact on increasing women's capabilities, relationships, and more systematic changes. This study is limited to the perspectives of girls and parents on, has not been integrated with a wider perspective. The perspectives of family members and other social circles need to obtain more comprehensive research findings and deeper analysis.

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AUTHOR CONTRIBUTION STATEMENT

This paper was originally material for discussion related to social phenomena in society continued to the research stage. AA wrote initial draft, TF proceeded to the stage of enriching literature framework, and DN complemented and analyzed the findings from Liman Benawi's phenomenon of young women's education.

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