

# Analysis of Madurese Women's Perspectives on Educational Discrimination on Sustainable Based Regional Development (SDGS)

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**Abstract.** This research aims to obtain empirical evidence regarding the phenomenon of discrimination in Madurese women's education towards Sustainable Development Goals (SDGs)-based development on Madura Island, which includes Bangkalan Regency, Sampang Regency, Pamekasan Regency and Sumenep Regency. This type of research uses quantitative methods with a survey approach. The research results show that first, the perspective of Madurese women has an influence on sustainable regional development (SDGs). This means that Madurese women realize how important education is for women. Through education, of course women will not be left behind in the educational aspect. Second, educational discrimination influences sustainable regional development (SDGs). Contributions at the theoretical level are managerial and public sector theories related to the use of the Sustainability Based Regional Development (SDGs) approach model. This means that through sustainable-based regional development (SDGs) we can minimize educational discrimination against women, because one of the Sustainable Development Goals (SDGs) targets is to create quality education, which can be done by ensuring the implementation of education that is inclusive and of equal quality, as well as supporting lifelong learning opportunities for everyone. SDGS consists of three indicators, namely WiD, WaD and GaD. The next research opportunity is to be able to add research variables, and to use a qualitative research approach by conducting in-depth interviews with informants related to the research object.

## 1 Research background

Indonesia is an archipelagic region surrounded by an expanse of ocean that has extraordinary marine resources. However, this situation is in stark contrast to the condition of coastal communities, the majority of fishermen are lower middle class and their children still have a low level of education, making it difficult to find alternative work. This situation is an obstacle to the development of education in coastal areas. Fishermen still think they can survive even without getting an education. Coastal communities still think they will become rich when they can catch as many fish as possible. The fishing community believes that the most important thing needed is food to survive, so it is not surprising that they neglect fulfilling other personal development needs.

Sudarso, 2020 states that women must take part in the domestic sector while men are placed in the public sector. Women can be portrayed heavily with sexism and also given the role of caring for children. Gender inequality can shape the structure of production and reproduction relations in various classes. This ideology can be considered the basis of women's oppression because it creates a feminine character and inclusion that perpetuates patriarchy and results in dominance for men. For example, men have the main role as breadwinners

for household needs while at the same time, men also play an important role in creating a reproduction of unpaid work in the household space. This is generally associated with women's biological function as guardians of the family. So conditions like this can result in many early marriages among coastal girls. This kind of ideology has been supported by various social institutions which can then become a social fact about the status and roles played by women.

One of the most important things in development is education. Education plays an important role in country development, especially for developing countries like Indonesia. Plus, currently Indonesia is trying to make the Sustainable Development Goals (SDGs) a success. One of the targets of the Sustainable Development Goals (SDGs) is to create quality education, which can be done by ensuring the implementation of education that is inclusive and of equal quality, as well as supporting lifelong learning opportunities for everyone. The equality of education in question is of course not only equality in villages or remote areas. However, there is also equal distribution of education for both women and men in Indonesia.

Sustainable development goals or better known as the formal Sustainable Development Goals (SDGs) are a global development program agreed upon by all countries, especially countries under UN membership,

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this agenda continues the previous development agenda in the Millennium Development Goals (MDGs) era (Hannan, 2018). In simple terms, the concept of sustainability can be interpreted as a development approach to achieve a better standard of living for the present without sacrificing future generations (Ariani & Juraida, 2019).

SDGs aim to create a reality of global life that is not only more advanced, developing and transformative. But more than that, the SDGs bring great enthusiasm in encouraging social, economic and environmental development, all of which leads to achieving prosperity in life by creating a living climate for the world community that leads to ensuring human rights and equality. (Hannan, 2018)

The quality of women's role in development is not yet running as it should, women's involvement is still relatively low, causing women to lag behind in all respects compared to men. This is certainly a challenge in achieving the fifth goal of the SDGs, namely creating a women-friendly ecosystem in an effort to achieve equality and empowerment for all women and girls (Mardika & Faisal, 2022). Gender equality has been one of the targets, even from the MDGs to now the SDGs. Gender equality and women's empowerment is the third target of the eight MDGs targets (Kabeer, 2010). The language of "Gender Equality" and "Women's Empowerment" was brought by women in the 1980s and 1990s as a way of getting women's rights on the international development agenda (Cornwall & Rivas, 2015).

Referring to the development context, the role of women as housewives is closely related to improving the quality of the nation's next generation, considering that a mother who is equipped with knowledge is the key to development starting from family life (Dewi Y. S., 2021). This is supported by the scientific fact that the "intelligence gene" is inherited from a mother. The form of women's role in development is through active participation in the economic, political and social fields.

Discrimination is closely related to gender inequality, both de jure discrimination and de facto discrimination. In the educational context, de jure discrimination is closely related to the rules that differentiate between women and men when entering certain educational fields. Meanwhile, de jure, there is no gender discrimination in education because every citizen has the right to education, as regulated in the 1945 Constitution of the Republic of Indonesia.

However, in reality, in the world of education today, gender inequality is often found. So that the existence of gender inequality can give rise to injustice, in this case in the field of education. When society experiences economic problems, the culture of society usually prioritizes boys being given higher education than girls. A patriarchal culture that prioritizes men causes women to lag behind in the field of education. As a result, many women drop out of school and are unable to get decent work.

There needs to be a firm policy from the government and support from the local community to save this nation from falling into gender inequality which is the root of

discrimination. So concrete solutions are urgently needed to support equal education for women. The government needs to provide equal access to quality education for girls and boys. It is also necessary to formulate a gender-oriented education curriculum so that society is more aware so that thought patterns and culture that still discriminate against women can slowly be eliminated.

Based on observations so far, education that has been implemented in Madura, especially in coastal areas, still has many deficiencies in terms of facilities and infrastructure. This is also caused by the existence of a system that is not working as it should, where there has been educational discrimination or, in other words, educational inequality. Apart from that, women also lag behind in education compared to men. Of course, this happens because there is still a view in society that prioritizes and prioritizes education for men compared to women, especially among the Madurese coast. Based on the explanation above, researchers are interested in conducting research with the title "Analysis of Madurese Women's Perspectives on Educational Discrimination on Sustainable Regional Development (SDGs)".

## 2 Literature review

### 2.1 Patriarchal Culture, Religious Behavior and Poverty

Patriarchal culture is a culture where men have a higher position than women. In this culture, there are clear differences regarding the duties and roles of women and men in social life, especially in the family. Patriarchal culture has for generations formed differences in behavior, status and authority between men and women in society which then becomes a gender hierarchy.

Patriarchy is a term used to describe a social system in which men as a group exercise power over women. Men as leaders or heads of families have authority that includes control over economic resources, and a sexual division of labor within the family. This causes women to have less access to the public sector than men.

Islam does not teach that a woman's position is below a man. Islam teaches that when a woman marries, the responsibility for herself lies with the man who becomes her husband. Islam gives great respect to women, because the best Muslim men are those who do good to their wives. Islam gives high honor to Muslim women. There is no obligation for them to earn a living. Instead of depicting women as weak and burdensome for men, this is Islam's respect for women in relation to their very vital duties in the family home.

Islam provides the same obligations and rights for men and women, but men are given one level higher than women, not to belittle them, but in a household, men become priests who have responsibilities and tasks that are not easy in looking after their wives. and their future children.

In Madurese culture, the concept of gender for women is always associated with domestic roles.

Madurese women experience cultural and structural pressures related to gender equality, especially for women who come from poor families. This patriarchal culture is reinforced through religious dogma and has become a way of life and code of ethics. One of the facts that occurs is that women's education in coastal communities shows that coastal community activities are separated based on gender.

In efforts to introduce gender equality and prioritize management, there are still many gaps in knowledge in fishing (coastal) communities. The educational discrimination faced by coastal women is related to Madurese culture which is classified as patriarchal, poverty suffered by fishermen and a lack of religious understanding about the position of women in the family and society. The empowerment model that is relevant in coastal communities is related to gender inequality in education. This can start by reconstructing coastal communities' thinking about gender through existing socio-religious institutions, both formal and informal. Apart from that, there must be economic empowerment of coastal families. In this way, girls are no longer victims who have to bear the family's economic burden by dropping out of school or entering early marriage. Coastal women not only experience cultural pressure due to patriarchal culture but they also experience structural pressure, because most of them come from poor families.

## 2.2 Educational Discrimination

According to the KBBI (Big Indonesian Dictionary), discrimination is differences in treatment of fellow citizens (based on skin color, class, ethnicity, economics, religion, and so on). Meanwhile, according to Law of the Republic of Indonesia no. 39 of 1999 Article 1 paragraph (3) Concerning Human Rights, discrimination is any restriction, harassment, or exclusion that is directly or indirectly based on human differentiation on the basis of religion, ethnicity, race, ethnicity, group, group, social status, status. economy, gender, language, political beliefs, which result in the reduction, deviation or elimination of recognition, implementation or use of human rights and basic freedoms in life, both individual and collective in the political, economic, legal, social, cultural and other aspects other life.

Various types of discrimination that often occur in society include but are not limited to:

- a. Discrimination based on ethnicity/ethnicity, race, and religion (belief)
- b. Discrimination based on sex and gender (social roles due to gender). For example, boys are prioritized for access to education compared to girls; women are considered the property of their husbands after marriage; and so on (etc.).
- c. Discrimination against people with disabilities. Example: people with disabilities are considered sick and are not accepted to work in government agencies

- d. Discrimination against HIV/AIDS sufferers is ostracized from society and considered society's trash
- e. Discrimination due to social caste. Example: in India, the lowest castes are considered the trash of society and are impoverished or marginalized so they have less access to enjoy their human rights.

So it can be concluded that discrimination is a form of differentiating or acting unfairly based on race or ethnicity, whether in the form of rules, actions or words because of differences in skin color, religion, ethnicity and race. A small example of discrimination that is still often found in coastal areas is that there are still people who prioritize education for men compared to women. So gender inequality in education in coastal areas is true.

Education is the main key to achieving gender equality. Because society and education are a means of communicating social norms, their knowledge and skills. In other words, educational institutions are formal means for the socialization and transmission of values and norms that apply in society, including gender values and norms. For this reason, it is very important to strive to realize gender justice in educational institutions. In the field of education, many women are still lagging behind compared to men. Conditions like this are partly due to a view in society that prioritizes and prioritizes education for men compared to women, especially among the Madurese coast.

Discrimination against women in the education sector occurs as a result of patriarchal culture, causing high school dropout rates among women in Indonesia. Especially in the Madurese coastal area, where the Madurese coastal community considers women's position to be below men. The community believes that there is no point in providing girls with access to education up to university. Because, later they will marry and join their husbands who work as fishermen. They only need to take care of the needs of the house and children. Because of this thinking, in the coastal areas of Madura there are still many early marriages, especially among women who come from poor families.

Apart from that, there are also other factors that cause discrimination against women in education, namely, access to schools which is quite difficult, strong parental control where decisions in the family are still dominated by men. Apart from that, there is still a tradition of getting married at a young age. Moreover, regarding the costs that must be spent on education, the higher the school level, the higher the costs that must be incurred. Development efforts in the education sector cannot run smoothly if the community cannot get proper access. Also, development will not occur if there is no collaboration between genders. Both women and men should have equal opportunities to be in various sectors.

## 2.3 Sustainable Based Regional Development (SDGs)

*Sustainable Development Goals* (SDGs) or known as Sustainable Development Goals are a global action plan, agreed upon by world leaders since 2015, including

Indonesia (Cahyadi, Parlinggomon P, & Kawuryan, 2021). SDGs emerged after the end of the *Millennium Development Goals* (MDGs) which were implemented in the 2000-2015 period. The MDGs have brought a lot of progress, but in the MDGs period there are still many targets that must be achieved in the SDGs period which will be launched until 2030.

The SDGs provide a more holistic and integrated approach than the MDGs (Nilson, Griggs, Visbeck, Ringler & MCCollum, 2019). SDGs are designed to be more universal and can be implemented in all countries, poor, rich, middle and all segments of society. SDGs are intended to be integrated, cannot be divided, and can collectively support the development of an economic, social and environmental balance agenda.

Indonesia as one of the countries under the membership of the United Nations (UN) participates in efforts to make the implementation of the SDGs a success. In its implementation, there are several principles adopted by Indonesia, namely, (Badan Pusat Statistik, 2016) the first is universality. This principle encourages the implementation of SDGs in all countries, both developed and developing countries. In the national context, SDGs implementation will be implemented throughout Indonesia. The second principle is integration. This principle means that the SDGs are implemented in an integrated and interrelated manner in all social, economic and environmental dimensions. The final principle is "*No One Left Behind*" which guarantees that the implementation of the SDGs must benefit all, especially the vulnerable and its implementation involves all stakeholders.

In the perspective of Development Sociology, there are at least three types of approaches to view and study the position of Madurese women in the context of sustainable development, 1) WiD (*Women in Development*), 2) WaD (*Women and Development*) and, 3) GaD (*Gender and Development*) (Mosse, 1996).

1. WiD (*Women in Development*)  
WiD (*Women in Development*) is a form of approach that is based on the aim of analyzing the changes experienced by men and women, especially those that occur during the transition from the traditional to the modern era. This approach is more influenced by aspects of modernization, that the backwardness and powerlessness of women in the social systems and structures of certain societies is more triggered by internal factors, namely relating to their own existence, such as low skills, lack of knowledge, and the low quality of their education.

Based on this assumption, women's problems will be resolved when they are able to cover up the educational problems that exist within them. Through quality education, women are expected to be able to improve their position and place themselves in strategic positions. In this way, they will no longer act as objects of development, passive actors, or mere spectators. Rather, it will be more actively involved, so that it can play a strategic role and function in the local regional development process.

So far, Madurese women have only been known by most people as women with strong energy and a high

work ethic. In fact, today's development culture is no longer based on strength and tenacity, but rather on intelligence. Strong capital and work ethic are not enough to survive, you need intelligence and personal skills, such as mastery of technology, mastery of business knowledge, the ability to build communications, and the ability to form networks. At this stage, cultural transformation through a modernization agenda in the internal culture of Madurese women is a necessity. Because—borrowing Wilbert Moore's language—development is basically a radical shift from one type of traditional culture to another, more modern type.

## 2. WaD (Women and Development)

WaD (*Women and Development*) In general, the WaD (*Women and Development*) approach first appeared around the 1970s. from social classes. In general, WaD (*Women and Development*) pays more attention to the position of women in relation to their relationship in the development process. This is based on their assumption that social relations between women and men in certain development processes are often in an unequal position, thus easily giving rise to discriminatory and dichotomous treatments. This is due to the existence of social structures, political policies and the distribution of economic resources that do not convey a sense of justice and balance.

*Women and Development*) work model which places more emphasis on social relations has similarities with the typology of Madurese women's problems. In general, the problem of women's existence arises not only because of the low quality of education, but also involves external factors. In general, these external factors can be government policies, elements of belief, or even religious interpretations. Science in it does not carry the spirit of emancipation and objectivity, such as the learning content of the yellow book that is applied in Islamic boarding schools.

From a policy aspect, there are quite a few regulations regarding women whose implementation does not go through a communication or socialization process with women. Policies are often based on quantitative data, reducing women's problems to a list of answers and a series of numbers, rather than through direct interaction. In terms of employment, for example, until now the government has not had the courage to formulate regional regulations containing legal protection for migrant workers, especially women. Likewise from the religious aspect, various religious interpretations containing misogynistic views are taught by many educational and religious institutions. In this regard, Hannan (2016) found the fact that quite a few religious institutions (Islamic boarding schools) play a strategic role and function in the entrenchment of women's dichotomized educational bias among Madurese society.

## 3. GaD (Gender and Development)

Gender and Development (GaD) is an approach influenced by social feminists and was first known in 1980. The (GaD) approach sees women as agents of change, thereby encouraging them to be more pro-active in social life (Prabosiwi, 2015). This approach aims to

find the causes of women being a second class group in society. The ultimate goal of GAD is to achieve a shift in power relations that will give women greater autonomy. In contrast to its predecessor, GaD looks more at the position of women in the social construction of gender and the assignment of certain roles to women and men

Seeing women as agents of change means demanding that they have the ability to organize themselves in the development process. To be able to reach this point, they need the courage to let go of various attributes, symbols and identities that signal self-weakness. The assessment that women are in a social class below men needs to be removed and eliminated, because this will only give rise to helplessness, weakness, and various arbitrary attitudes, actions and treatment.

Thus, whether the *Women in Development* (WiD) or *Gender and Development* (GaD) approach, the relationship between women's issues in a sustainable development (SDGs) perspective presupposes a cultural transformation movement. Namely, a process of change that is based on improving the quality of education, implementing regional policies and regulations that carry the spirit of emancipation, transforming universal cultural values, and is oriented towards empowerment. Because only by stabilizing culture, politics and security, development will run sustainably (Sunario, 1994: 10).

### 3 Research methods

This research uses quantitative methods with a survey approach in four districts on Madura Island, namely Bangkalan District, Sampang District, Pamekasan District and Sumenep District. The research population was the Women's Empowerment Service, Child Protection and Family Planning (DP3AKB) and the Education Office in Madura Regency.

#### 3.1 Research Variables and Indicators

Variables are constructs that are measured with various values to provide a more real picture of phenomena. Construct is an abstraction of observed real life phenomena. Variables, thus, are proxies or representations of constructs that can be measured with various values. Based on the research model, there are two types of variables in this research, namely independent variables and dependent variables.

1. Independent variables are variables chosen as predictors to explain the dependent variable. The independent variables in this research are Madurese Women and Educational Discrimination.
2. The dependent variable is the variable that is predicted or explained by the independent variable. The dependent variable in this research is SDGs.

| No | Variable                                      | Symbols | Indicators   |
|----|---|---------|--|
| 1  | Madurese woman                                | X1      | Madurese woman   |
| 2  | Educational Discrimination                    | X2      | Educational Discrimination   |
| 3  | Sustainable Based Regional Development (SDGs) | Y       | WiD ( <i>Women in Development</i> )<br>WaD ( <i>Women and Development</i> )<br>GaD ( <i>Gender and Development</i> ) |

Source: Processed Data, 2023.

#### 3.2 Data analysis technique

The data analysis technique in this research uses Structural Equation Modeling (SEM). SEM is a type of multivariate analysis in the social sciences which is an application of statistical methods to analyze several research variables simultaneously (Sholihin, 2013: 4).

The following are the stages of SEM-PLS model analysis, (Ghozali, 2006:91-100) and (Sholihin, 2013:141), namely:

1. Assess and estimate the Outer model (measurement model)

A measurement model is used to evaluate the relationship between indicators and their constructs by assessing reliability and validity. Reliability was assessed with composite reliability above 0.70 and Cronbach alpha. Construct validity is analyzed in two components:

1. Convergent validity (loading factor and average variance extracted / AVE above 0.50) and
  2. Discriminant validity (AVE root and correlation between latent variables)
2. Evaluate the outer model by measuring the second order construct (ERM construct) using latent variable scores from various dimensions/components (eight dimensions) as indicators of the ERM construct by looking at the p and VIF values.
  3. Assess and estimate the Inner model (structural model)

Assessing the structural model was carried out to test whether Madurese women's education discrimination has an impact on development based on Sustainable Development Goals (SDGs)

### 4 Research result

#### 4.1 Research data

Distribution of questionnaires that have been tested through initial studies or pilot testing has been carried out starting in August and continued with distribution and taking of questionnaires until the second week of September or for approximately two months. Description of respondents who filled out the

**Table 1.** Research Variables and Indicators.

questionnaire related to the Madurese Women's Perspective variable regarding Educational Discrimination towards Sustainable Based Regional Development (SDGs) representing the research object, namely the Chair/Deputy Chair of the Education Service, the Women's Empowerment Service, Child Protection and Family Planning (DP3AKB), as well as staff from the two agencies. as the subject of this research. The results of the questionnaire review produced data that was ready to be processed as many as 62 respondents' answers. Respondents who were willing to fill in came from each Education Service, Women's Empowerment Service, Child Protection and Family Planning (DP3AKB) spread across Madura Island which includes Bangkalan, Sampang, Pamekasan and Sumenep Regencies. The return rate for questionnaires that can be processed is 62% or 62 respondents. The table of questionnaire return rates is as follows:

**Table 2.** Questionnaire return rate.

| Information                             | Amount | Percentage (%) |
|---|--------|----------------|
| Questionnaire sent                      | 100    | 100%           |
| Unreturned questionnaires               | 26     | 26%            |
| Returned questionnaire                  | 74     | 74%            |
| Questionnaires that cannot be processed | 12     | 12%            |
| Processable questionnaire               | 62     | 62%            |

Source: Processed Data, 2023.

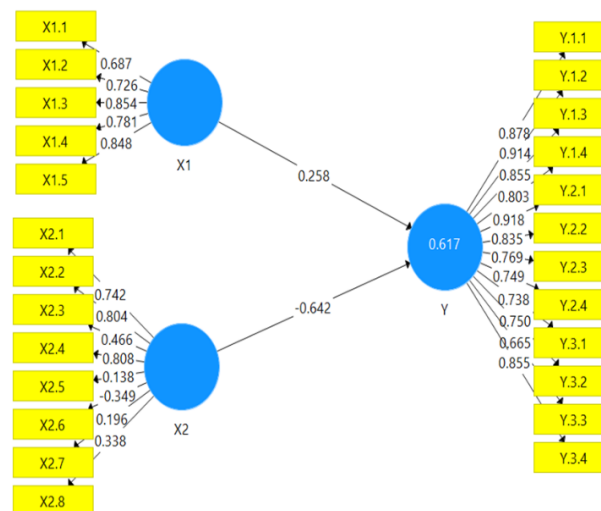
Researchers have made every effort possible to increase the response rate to questionnaires that are not returned by reconfirming them with respondents either by telephone, WhatsApp or visiting the respondent's address directly. Questionnaires cannot be used for several reasons, namely: 1. The questionnaire was not filled in by the intended respondent, 2. The questionnaire was not completed completely. Thus, there are 62 questionnaires that can be used as research data and this number is sufficient for further testing. According to Hair et al. (2014) stated that the minimum sample size is 10 times the largest number of construct indicators. This research has 2 independent variables, namely Madurese Women's Perspective (X1) and (X2) Educational Discrimination and the dependent variable, namely Sustainable Based Regional Development (SDGs) (Y).

## 4.2 Statistical Test Results

### 4.2.1 Outer Model or Measurement Model

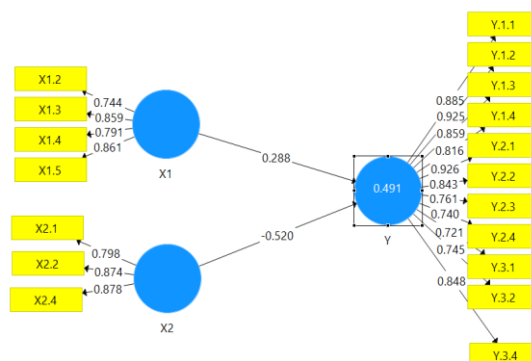
This model specifies the relationship between variables and their indicators or it could be said that the outer model defines how each indicator relates to the variable. There are several tests carried out by the outer model, namely Convergent Validity with an expected value > 0.7. Discriminant Validity is the cross loading value of factors with the targeted construct that must be greater than the loading value with other constructs. Composite Reliability with expected value > 0.8. Average Variance

Extracted (AVE) Expected AVE value > 0.5. Cronbach Alpha with expected value > 0.5. The outer model aims to determine the validity and reliability of the measurement instruments in the research model. The outer model that can be produced in this research is presented in the form of an image as follows:



**Fig. 1.** Outer Model Before Valid.

Source: Data Processed, 2023.



**Fig. 2.** Outer Model After Validation.

Source: Data Processed, 2023.

#### a) Construct Validity or Convergent Validity Test

The outer model analysis in the second stage is to look at *construct validity*. *Construct validity* is validity that shows the extent to which a test measures the theoretical *construct* that is the basis for preparing the test. A construct is said to have good *construct validity* if the average variance extracted (AVE) value must be > 0.5 (Abdillah & Jogiyanto, 2016). An AVE value > 0.5 means that the probability of an indicator in a construct entering another variable is lower (less than 0.5) so that the probability of the indicator converging and entering the construct in question is greater, namely above 50 percent (Abdillah & Jogiyanto, 2016). The results of *construct validity* testing using SmartPLS were obtained as follows:

**Table 3.** Validity Test and Reliability Test Results.

| Construct Reliability and Validity |                  |       |                       |                                  |
|------------------------------------|------------------|-------|-----------------------|----------------------------------|
|                                    | Cronbach's Alpha | rho_A | Composite Reliability | Average Variance Extracted (AVE) |
| X1                                 | 0.833            | 0.872 | 0.887                 | 0.664                            |
| X2                                 | 0.809            | 0.816 | 0.887                 | 0.724                            |
| Y                                  | 0.953            | 0.959 | 0.960                 | 0.685                            |

Source; Data Processed, 2023.

Based on the table above, it can be seen that the AVE value for each construct in this research analysis model, it has a good *construct validity value*, namely an AVE value greater than 0.5. Therefore, there is no convergent validity problem in the model. The table also shows that all constructs have very good Composite Reliability values, namely above 0.8. Therefore, no reliability was found in the model formed.

b) Discriminant Validity

*Discriminant validity* is a test carried out to see whether each indicator that makes up a latent variable has a higher loading value compared to the indicators for other latent variables. The following cross loading values are presented in table 3, as follows:

**Table 4.** Cross Loading Value.

|       | X1     | X2     | Y      |
|-------|--------|--------|--------|
| X1.1  | 0.687  | -0.106 | 0.304  |
| X1.2  | 0.726  | -0.131 | 0.296  |
| X1.3  | 0.854  | -0.344 | 0.458  |
| X1.4  | 0.781  | -0.424 | 0.374  |
| X1.5  | 0.848  | -0.480 | 0.537  |
| X2.1  | -0.517 | 0.742  | -0.513 |
| X2.2  | -0.250 | 0.804  | -0.531 |
| X2.3  | -0.249 | 0.466  | -0.475 |
| X2.4  | -0.330 | 0.808  | -0.606 |
| X2.5  | -0.036 | 0.138  | -0.079 |
| X2.6  | 0.026  | -0.349 | 0.326  |
| X2.7  | 0.057  | 0.196  | -0.117 |
| X2.8  | 0.085  | 0.338  | -0.148 |
| Y.1.1 | 0.481  | -0.687 | 0.878  |
| Y.1.2 | 0.427  | -0.727 | 0.914  |
| Y.1.3 | 0.495  | -0.692 | 0.855  |
| Y.1.4 | 0.481  | -0.636 | 0.803  |
| Y.2.1 | 0.403  | -0.735 | 0.918  |
| Y.2.2 | 0.423  | -0.599 | 0.835  |
| Y.2.3 | 0.413  | -0.516 | 0.769  |
| Y.2.4 | 0.483  | -0.488 | 0.749  |
| Y.3.1 | 0.351  | -0.521 | 0.738  |
| Y.3.2 | 0.359  | -0.581 | 0.750  |
| Y.3.3 | 0.396  | -0.389 | 0.665  |
| Y.3.4 | 0.405  | -0.637 | 0.855  |

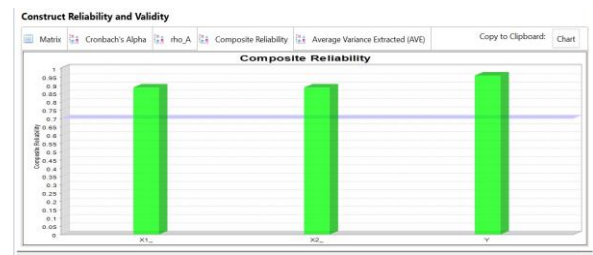
|    | X1    | X2    | Y |
|----|-------|-------|---|
| X1 |       |       |   |
| X2 | 0.556 |       |   |
| Y  | 0.565 | 0.832 |   |

Source: Processed Data, 2023.

On *Cross Loading Values* on shows that the loading value of each indicator in each construct is higher for the targeted construct than for other constructs. And it can be said to be valid because it meets the *Discriminant Validity requirements*.

c) Composite reliability or Reliability Test

The reliability test can be seen from the Composite reliability value. A construct can be said to be reliable, if it has a Cronbach's alpha value that must be > 0.6 and a Composite reliability value that must be > 0.7 (Abdillah & Jogiyanto, 2016). Based on Table 2 above, the Composite reliability value for each construct in this study is more than 0.8 as seen in the following figure:

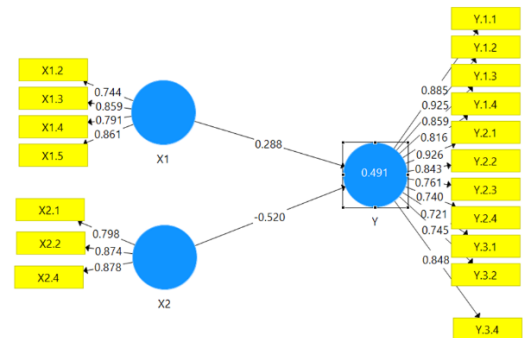


**Fig. 3.** Composite Reliability.

Source: Data Processed, 2023.

4.2.2 Test the Inner Model or Structural Model

Inner model or structural model testing is carried out to predict causal relationships between variables or hypothesis testing. The following are the output results of bootstrapping in this research model:



**Fig. 4.** Structural Model.

Source: Data Processed, 2023

4.2.3 Hypothesis Testing

Hypothesis testing is testing a hypothesis using the path coefficient which is evaluated with the T-statistic value. The value used for significance is if the value is from The T-statistic is > 1.96 and the P-value is < 0.05 (5% significance level).

Based on the test results, it can be concluded in the following table:

**Table 5.** Summary of Hypothesis Testing.

|                                 | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ( O/STDEV ) | P Values | Information |
|---------------------------------|---------------------|-----------------|----------------------------|--------------------------|----------|-------------|
| SDGS Madurese Women →           | 0.288 _             | 0.294 _         | 0.099                      | 2,911                    | 0.004    | Significant |
| SDGS Education Discrimination → | -0.520              | -0.518          | 0.095                      | 5,484                    | 0,000    | Significant |

Source: Processed Data, 2023.

**(H1) The Influence of Madurese Women's Perspective on Sustainable Based Regional Development (SDGs)**

Madurese Women variable (X1 ) produces a T-statistic value (2.911 ) greater than 1.96 and its P-value (0.004 ) is smaller than 0.05 , this means that Hypothesis 1 is accepted. So from these results it can be stated that Madurese women have an influence on Sustainable Based Regional Development (SDGs).

**(H2) The Influence of Educational Discrimination on Sustainable Regional Development (SDGs)**

Madurese Women variable (X1) produces a T-statistic value (5,484 ) greater than 1.96 and a P-value (0.000 ) smaller than 0.05 , this means that Hypothesis 2 is accepted. So from these results it can be stated that educational discrimination has an effect on Sustainable Based Regional Development (SDGs).

**5 Conclusion and recommendation**

First, the perspective of Madurese women influences sustainable regional development (SDGs). This means that Madurese women realize how important education is for women. Through education, of course women will not be left behind in the educational aspect.

Second, educational discrimination influences sustainable regional development (SDGs). This means that through sustainable-based regional development (SDGs) we can minimize educational discrimination against women, because one of the *Sustainable Development Goals* (SDGs) targets is to create quality education, which can be done by ensuring the implementation of education that is inclusive and of equal quality, as well as supporting lifelong learning opportunities for everyone. The next research opportunity is to be able to add research variables, and to use a qualitative research approach by conducting in-depth interviews with informants related to the research object.

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