



Wage Discrimination Against Women PAUD Teachers

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Abstract. PAUD instructors typically work with a female student body. This is because, from a societal standpoint, women are viewed as kind, meticulous people, making this work appropriate for them. PAUD instructors are entitled to a wage structure that guarantees their economic and social well-being until their earnings are insufficient. In terms of norms, the government has established laws that ensure the rights of all workers; nonetheless, social differences in women's earnings continue to exist. It would, therefore, remain challenging to address the issue of PAUD teachers' low pay if the regulations are set solely by statutory regulations and no steps are taken to ensure its implementation.

Keywords: Low wages, Preschool teachers, Women

INTRODUCTION

Women are frequently associated in social attitudes with being domestic workers. Nursing positions are, therefore, more common among women who enter the field of public employment. As per UN Women, the care economy encompasses all types of production and consumption of goods and services required for the physical, social, mental, and emotional well-being of vulnerable groups, including children, the elderly, the sick, and individuals with disabilities. However, it can also be utilized by healthy individuals or those in the workforce. (Joyomenggolo 2021).

According to the National Education Association, only 13% of PAUD teachers are male, and 97% of PAUD teachers are women, according to data from the National Association for Youth Education and the Center for Child Care Workforce Studies. In addition, the global ranking demonstrates this, even though it is 3.4% in Canada, 2% in the US, 2.0% in New Zealand, 2.6% in (Besnard, 2017), 2% in Mainland China, and 6% in Japan. According to Sak (2015), there are 3,387 male PAUD instructors and 59,940 women employed as PAUD care teachers in Turkey. Thus, it is evident that men perform a shallow level of PAUD education. According to statistical data (Children, P., 2019), there was a disparity in the number of male and

female teachers in Indonesia during 2018-2019. While there were 338,605 PAUD teachers in Indonesia overall, there were only about 13,288 male teachers and 3,888 female teachers.

According to the data above, women appear to hold a higher proportion of positions as PAUD teachers. There has long been a problem with gender disparity in the hiring of PAUD teachers. However, it is inextricably linked to the societal perception that men are superior since they are considered more respected figures figures out various social sectors. Additionally, societal, religious, and legal principles uphold women's dominion over men (Darwin, 1999). Unfortunately, women's welfare is still not provided by the money they receive for their labor, even in the case of early childhood educators, who are more closely associated with the workforce. PAUD instructors continue to experience social inequalities. The compensation received needs to meet the appropriate minimum wage. As a result, women are not helped by this.

A more significant gender wage disparity exists among workers in lower-paid occupations in lower-income countries, such as Indonesia, according to the ILO Report. Research by the ILO states that in low-paying occupations, the gender pay gap might reach 45 percent. Since it will influence the future of the country's children, instructors' involvement in this period of early childhood education is crucial to giving education. Women have an essential role in early childhood education since it is the first institution to offer education to children. The government should be grateful for all its time, effort, knowledge, and dedication.

If the gender disparity in the workforce is closed, then it is not insurmountable tricky. In this sense, everyone is entitled to the protection of human rights, and the 1945 Constitution has made it clear that discrimination against anyone is prohibited. Government policies must include all societal levels, particularly women, whose freedom has only been wholly realized now. All workers, regardless of gender, are entitled to suitable labor outcomes. Today's social glasses should rightfully no longer associate one employment negatively with another. It is impossible to regard any task as less critical than another since every task completed brings honor to its creator. The great work performed by women is reflected in early childhood educators.

With teachers, there is a nation's intellectual, capable, and morally upright successor. Teachers perform essential and noble tasks. Being a PAUD teacher cannot be viewed as an easy profession because it marks the beginning of the molding of the next generation of citizens of the country. Early childhood education is where educational institutions strive to shape the younger generation. To guarantee the social welfare of female employees, most of them are employed as PAUD teachers so they can live a life of dignity.

According to the above description, the study aims to address the issue of women receiving low pay for serving as PAUD teachers, the government's perspective on state regulatory policies addressing this issue, and potential solutions to give these women a decent life.

METHOD

Descriptive analysis is used in this research to describe or give an overview of the object under study using data or samples that have been collected precisely as they are. After the analysis is complete, a general conclusion is drawn. The normative juridical approach, a legal research methodology, was employed in this study. It involves searching for relevant regulations and literature to guide the research process, using secondary data or literature as a starting point.

DISCUSSION

Low Wage Discrimination Against Women as PAUD Teachers

Honorary educators in Indonesia continue to face several issues, one of which is the poor pay faced by PAUD instructors, the majority of whom are female. Gender concerns are a factor in PAUD teachers' wage discrepancy. The persistence of false gender stereotypes typically fuels the issue of gender discrimination in the workplace.

It is thought that the prevalence of this false gender role is a factor in social inequality, which negatively affects women in a variety of social groups in terms of politics, socioculture, education, and the economy. *Marginalization* is a gender issue that unfortunately persists in the workplace today. Two factors typify the phenomenon of women's marginalization: 1) a more significant gender-based wage gap, meaning that women are paid less than men for all types of work, and 2) men have significantly greater employment opportunities than women in Indonesia (Ismalina, 2018). Identifying women with everything that is in line with women's nature as already contained in social construction can lead to the marginalization of the work that women do. For example, women are more suited to work as care workers because they are perceived as having a gentle, meticulous nature, and it has become women's nature to take care of children.

One of the Early Childhood Education teacher educators who has worked at PAUD and committed himself to teaching since 2009 was the subject of the author's research. Mrs. Nining Sri Kartika, a 35-year-old nationalist, is a dedicated educator who works in one of Sukalaksana Villages, Talegong District, Garut Regency, educating the youngsters of her country. Since 2009, he has made his living as an honorary PAUD instructor by charging students tuition fees, which are determined on the initiative of the kids' parents rather than a mandatory payment of Rp10,000

(ten thousand Rupiah) monthly. Around 2016, Operational Costs (BOP) were allotted by the government to support institutions' requirements; nevertheless, as BOP is meant for institutional needs like stationery and equipment for motor learning, it is still unable to improve the lives of PAUD teachers.

At her PAUD institution, tuition fees increased in 2020. Each student was now required to pay IDR 15,000 (fifteen thousand Rupiah). Even with all students paying, Mrs. Nining Sri Kartika and the other PAUD teachers made an average monthly income of only IDR 225,000 (two hundred twenty-five thousand Rupiah). As a PAUD teacher, Mrs. Nining Sri Kartika has numerous expenses. These include the need to purchase supplies for the classroom that are occasionally not covered by BOP, the cost of housing for a commute of about thirty minutes over reasonably steep terrain, and the need to prepare for natural disasters. Therefore, there is a lot of risk involved with teaching, yet the pay needs to be commensurate.

Not only does Ibu Nining Sri Kartika receive this low salary, but other PAUD instructors employed by private schools also suffer from it. As the primary educational institution that shapes the nation's future generation, PAUD instructors play a crucial role in these workers' wage struggles. However, the government still needs to address these issues. Furthermore, PAUD teachers act as care teachers and go above and beyond to persuade parents—particularly those in rural areas who may not realize the value of education—of the significance of early childhood education. Even though women have made progress toward social development equity in areas like health and literacy, they have not yet attained gender equality in the workplace (Arbiyanti, 2020). Thus, many women continue to receive insufficient money to ensure their well-being.

There needs to be an answer to the wage problem that can guarantee equal pay for men and women. There are two components to the wage equation: the explained gap and the unexplained gap. The explained gap is the pay disparity between male and female employees due to variations in human capital, educational attainment, and job experience. The disparity in pay between men and women, which cannot be accounted for by variations in human capital, remains unexplained. Accordingly, the gender wage disparity that persists today is sometimes regarded as a type of wage discrimination based on these findings (Husna Laili, 2019).

Women's wage eligibility guarantees are labor protection under the economic protection guarantees about adequate income sources. Thus, the state would pay these honorable women who provide care and qualify them for future opportunities. Since the constitution itself ensures that its citizens will live respectable lives.

State Regulation Policy in Dealing with the Problem of Low Wages for Women as PAUD Teachers

Article 28D paragraph (1) of the 1945 Constitution states, "Everyone has the right to recognition, guarantee, protection, and fair legal certainty and equal treatment before the law." This means that no law can conflict with the country's constitution. "Everyone has the right to be free from discriminatory treatment on any basis and has the right to protection against discriminatory treatment," as stated in Article 28I, paragraph (2) of the 1945 Constitution. An injustice manifests itself in the form of discriminating treatment. Everyone has the right to be treated fairly and free from discriminatory practices.

Even though regulations have been put in place to ensure that men and women workers have equal rights, women have yet to receive full recognition for their contributions to the workforce, and their labor still needs to be more frequently undervalued in both households and public spaces. "Every worker has the same opportunity to obtain employment without discrimination," according to Law Number 13 of 2003 regulating Manpower, specifically paragraph 5. However, it is regrettable that prejudice in the workplace persists. The care industry primarily comprises women instead of men in terms of workforce composition. According to the National Education Association, only 13% of PAUD teachers are male, and 97% of PAUD teachers are women, according to data from the National Association for Youth Education and the Center for Child Care Workforce Studies.

Women who work in caregiving have not yet had their financial well-being guaranteed by their welfare. PAUD instructors must have excellent human resources backed by excellent education, as mandated by the government, but the state does not yet guarantee their welfare. As stated in Article 24, paragraph 5 of Regulation Number 137 of 2014 of the Minister of Education and Culture of the Republic of Indonesia regarding National Standards for Early Childhood Education, "Early childhood educators and education personnel have the required academic qualifications and competencies, are physically, spiritually / mentally, and socially healthy."

Furthermore, Article 25 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education explains that:

- (1) PAUD Teacher Academic Qualifications
 - a. have a Diploma four (D-IV) or Bachelor (S1) diploma in early childhood education obtained from an accredited study program, or

- b. have a diploma four diploma (D-IV) or bachelor (S1) of other relevant education or psychology obtained from an accredited study program and have a certificate of PAUD Teacher Professional Education (PPG) from an accredited university.
- (2) PAUD teacher competencies are fully developed to include pedagogic, personality, social, and professional competencies, as contained in Annex II which is an integral part of this Ministerial Regulation.

The Ministry of Education and Culture of the Republic of Indonesia Number 137 of 2014 Regulation on National Standards for Early Childhood Education clearly states in its Article that the government expects PAUD teachers to have high-quality human resources with a minimum level of education that has been determined. However, the government does not take into account the teachers' income in order to provide justice for these PAUD teachers who provide care for children. Still, getting it is not easy.

By Article 37 of Regulation Number 137 of 2014 of the Minister of Education and Culture of the Republic of Indonesia about National Standards for Early Childhood Education, PAUD teachers' pay is also subject to regulation:

- (1) The financing component includes operational costs and personal costs.
- (2) Operational costs as referred to in paragraph (1) are used for the salaries of educators and education personnel as well as attached allowances, the implementation of learning programs, the procurement and maintenance of infrastructure, and the development of human resources.
- (3) Personal costs as referred to in paragraph (1) include education costs incurred for children in following the learning process.
- (4) Operational and personal costs may come from the central government, local governments, foundations, community participation, and/or other non-binding parties.
- (5) Supervision and accountability of the financial of the PAUD board in accordance with the rules of law.

To assure the quality and success of the country's youngsters, however, they are forced to use the personal funds of each instructor because, in reality, operating costs and student-incurred personal charges still need to meet the institution's needs. Furthermore, "In carrying out professional duties, teachers have the right: To earn income above the minimum living needs and

social welfare security," as stated in Law Number 14 of 2005 concerning instructors and Lecturers, Article 14 paragraph (1) Point a. Because salaries provide cash or the means to support the welfare of employees and their families, they play a crucial role in employment relations (Trimaya, 2014).

The wage system governs wage regulations and applications. Soedarjadi disclosed that the three main pillars of the Indonesian wage system are:

- a. Reflecting the reward for one's work;
- b. To ensure a decent life for his workforce and family; and
- c. Provide incentive money to encourage increased labor production (Trimaya, 2014).

Women should have their rights because all forms of pay have been governed this way at the normative level in the conventions above and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which has been approved by Law Number 7 of 1984. Feminist analysis concludes that due to internal and external causes, women workers' rights have not yet been fully realized (Susiana, 2019). The CEDAW Convention's Article 11 paragraph (1) point d outlines the protections women workers are entitled to. These include the right to equal pay and benefits for work of equal value and equal treatment and evaluation of the quality of work.

Article 11 paragraph (1) letter d of the CEDAW Convention regulates the guarantee of equal pay for male and female workers. The Government of Indonesia has also ratified international labor conventions that contain provisions regarding this guarantee, such as Convention No. 100 concerning Equal Pay for Men and Women for Work of Equal Value (ratified by Law No. 80 of 1957) and Convention No. 111 concerning Discrimination in Work and Position (ratified by Law No. 21 of 1999) (Susiana, 2019).

Therefore, caregivers—especially PAUD teachers—need the proper application of current government legislation right now. To ensure their social life for their work, every person has the right to justice, welfare, and the absence of discrimination, mainly because Indonesia is a nation that supports the rule of law.

Solutions to Provide a Decent Life for Women as PAUD Teachers

PAUD teachers employed by private institutions still need to be eligible for social security or financial aid, unlike educators appointed as Government Employees with Work Agreements (PPPK) or Civil Servants (PNS). This assurance is necessary because workers may be entitled to

financial compensation instead of lost or diminished income and services due to events such as illness, injury, pregnancy, childbirth, old age, and death. It is the entitlement of all workers, including PAUD teachers employed by private institutions, to policies regarding pay and other social benefits. Protection of work-related welfare is essential, particularly for women. Concerns about protection during menstruation, maternity and maternity leave, and access to breastfeeding locations are just a few of the issues that require attention, in addition to issues about wages (Susiana, 2019).

Any individual should be grateful for any work performed, regardless of gender. Everyone has the right to welfare, and regardless of the kind, character, or source of their labor, workers depend on assistance for the outcomes of their labor. Thus, while creating a policy, the government must consider its normative and practical aspects. The regulations must be implemented as intended.

CONCLUSION

One kind of labor protection that is part of the economic protection promise that has to do with having enough money is the guarantee of wage eligibility for women. In terms of work, women have not obtained gender equality even though they have progressed toward social development indices like health and literacy. Though women have yet to fully benefit from government regulations that are normatively controlled to grant them equal rights with male workers, women have yet to benefit from these regulations in the workplace. PAUD instructors must have excellent human resources backed by excellent education, as mandated by the government, but the state does not yet guarantee their welfare. Due to their labor, all working citizens are entitled to social and economic security.

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