

Gender-Mainstreaming, Digital Security and Perception on Online Gender-Based Violence: A Case Study in Bpir Upnvjt

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ABSTRACT

New kinds of abuse have also emerged as a result of digital technologies. What is known as— online gender-based violence (GBV) creates undeniable consequence. Moreover, the existence of global pandemic COVID-19 were accommodating and escalating the surge number of online GBV cases. The outbreaks shifted learning methods in higher educations. Long distance learning which relied heavily upon online interaction has been the major methods since it minimizes physical activities as well as social interactions among college students. The highly-frequent interaction of online activities also increases the negative impact of internet use, including online gender-based sexual violence. Meanwhile, internet and social media challenge the people activity and interaction, from physical interaction into online activities. This paper will focus on describing how college students perceived the concept of gender-based violence, especially during online learning. Data is collected by sampling from freshman students in Bachelor Program of International Relations (BPIR) in Universitas Pembangunan Nasional "Veteran" Jawa Timur (UPNVJT), Indonesia. This paper also discuss how online GBV has been downplayed and disregarded due to the erroneous assumption that online abuse is less devastating than abuse that occurs in the real world. The authors suggest to put the element of 'awareness and willingness' in order to create a more secure environment by emphasizing on gender-mainstreaming.

Keywords: *Digital Security, Gender-Based, Violence, Perception, Gender Mainstreaming.*

1. INTRODUCTION

The Industrial Revolution 4.0, which began in 2010, is somehow considered as a new age in globalization. The Internet of Things (IoT) sector, which has expanded activity via internet technology as a basic human in technology and communication activities, is one of the improvements experienced in Indonesia. As one of the world's biggest internet users, one of Indonesia's challenges is developing digital literacy in society, such as increasing digital competence necessitates, qualified human capital, as well as financing and technical development. According to the Indonesian Internet Service Providers Association (APJII), the number of Indonesian internet users grew by 10.12% in 2018 compared to the previous year, bringing the total number of internet users to 171.17 million out of a population of 264.16 million. In general, people between the ages of 19 and 34 years old account for nearly half of all internet users in Indonesia (49.52%), followed by those between the ages of 35 and 54 years old (29.55 %), those between the ages

of 13 and 18 years old (16.68 %), and those over the age of 54 percent (4.24 %) (APJII, 2018) [1].

The growing usage of internet consumption eliminated space and time barriers in the transmission of ideas. Meanwhile, during Coronavirus Disease (COVID-19) epidemic, challenges in delivering proportional information to internet user especially the youth generation goes hand in hand with their right to education, included capacity to handle digital data. This challenges has been acknowledged by the Ministry of Education and Culture's (*Kemendikbud*) to incorporate digital literacy skills as one of primary component in the national curriculum [2].

The implementation of government policies related to COVID-19 which restricted social interactions such as work from home (WFH), study from home, and worship from home, on the other hand, affects people's social behavior. When digital and online-based platforms are heavily reliant on

policies, individual contact patterns have shifted into internet-based digital platforms, potentially leading to new societal issues, such as online GBV. This online GBV has a high probability of happened to teenagers and youth, regardless of their gender, whose psychology is still relatively unstable and eager to try new experiences. According to the 2021 Annual Records (*Catatan Tahunan / Catahu*), Komisi Nasional (Komnas) Perempuan got 940 online GBV complaints in 2020, a substantial rise from the previous (Komnas Perempuan, 2021). According to the results of *Catahu* 2021, there has been a than 400% rise in case reports linked to the distribution of non-consensual intimate content. Throughout 2019, SAFEnet accompanied 45 complaints related to the spread of non-consensual intimate content; however, during the March-June 2020 period, which marked the start of Large-Scale Social Restrictions (PSBB) and WFH as part of handling COVID-19, this number increased to 169 complaints [3].

Meanwhile in micro-scale level, the advantages of technology and the challenges to raising awareness related to online GBV. As well as following the Ministry of Culture and Education's policy in response of COVID-19 pandemic, Bachelor Program of International Relations (BPIR) Universitas Pembangunan Nasional and shifts conventional learning activities online. Based on that background above, research on online GBV is required in order to increase awareness among youth student so that they can use the internet responsibly. The study result is a learning module that high school and university students may use to better comprehend and deal with victims of online GBV.

According to Creswell, The research uses quantitative approach as research methods which involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims". Quantitative research also involves data collection that is typically numeric and using mathematic models in explain or generates data. Data is extracted from online questionnaire in order to identify the respondent perceptions of online GBV. Several questionnaires related to online Gender-based violence is designed to examine students' perception on this issue. Questionnaire was distributed via Google Form, and strictly obey the principle of anonymity in order to protect the respondent's objectivity. Furthermore, the processed data finding will be collected and analyzed by using digital security framework.

The objectives of the study are to: increase understanding of online-based gender violence (KGBV) prevention for students and academics at

BPIR UPNVJT and prepare the online GBV prevention modules that can be used by both students and the school academic community. Primary Data is collected based on questionnaire on 131 freshman students of Bachelor Program of International Relations during virtual Homecomings events on August, 28th 2021.

2. LITERATURE REVIEW: ONLINE GENDER-BASED VIOLENCE, DIGITAL SECURITY AND DIGITAL LITERACY

The advanced development and distribution of information technology, as well as the widespread use of social media, have introduced new kinds of threat as we known as online GBV. Online gender-based violence is defined as direct violence against a person based on sex or gender, according to the United Nations High Commissioner for Refugees (UNHCR). This includes threats, coercion, and loss of liberty, as well as actions that cause bodily, mental, or sexual damage or suffering [4].

Similar with gender-based violence in the real world, online GBV act is intended to harass the victim on the grounds of gender or sexuality. Aside from that, the violence falls under the category of regular cyber-violence. Cyber-based Violence against Women (KtP) is a term invented by Komnas Perempuan to describe GBV incidents in cyberspace, specifically cybercrimes involving female victims who are often linked with women's bodies exploited as pornographic objects. The sharing of personal pictures or videos on social media or pornographic websites is one kind of crime that is often reported [5].

In this conceptual framework, the concept of digital security is positioned alongside with digital literacy since both of them are correlated to each other. As a concept, Digital Security born when most of International Relation (IR) scholar emphasize the emergence of new form of threat in digital sphere. The advance of information and communication technology (ICT) and digital connectivity, state is no longer seen as main actor in managing security. Digital Security challenges IR scholar to conceptualize new threat whom takes the advantage of ICT such as transnational crime.

As stated by Manuel Castell's, ICT will creates new informational society with the emergence of new community and interest. Thus, the concept of Digital Security evolves in the range of: how it defines the threat, possibly conflict and how actors are able to foster the ethical and considered use of power. Moreover, with its asymmetrical character, digital threats also shows us the nature of cyber

threat, which stated by Valeriano & Maness remains vulnerable in the eyes of elite and public's opinion. Digitalization also brings new consequences in characterized threat in the context of digital security, based on its orientations i.e. hard (focused on attacking state defence and system) and soft threat which threaten individual needs such as drugs traffic, cyber terrorism, illegal migration and others) act indirectly, bypassing geographical boundaries. . When digital threat has been already conceptualized, several challenges in the context of Digital Security is raising awareness among individual level and identify the needs of protection to mitigate the impact of digital threat. With little awareness in digital security even if it seen in the level of soft threat, it increases chance that elite and even public are not able to identify, mitigate the impact of digital threat. The rise of digital threats are often connected with the rapid flow of images and messages and state no longer has full authority to manage and monitor it closely.

In order to acknowledging the impact of digital threats impact in more localized level, digital literacy is seen as a supporting concept. The phrase Digital Literacy has a variety of etymological connotations and debate areas. The American Library Association defines digital literacy as "the capacity to comprehend and utilize information and communication technologies to find, analyze, and communicate knowledge," according to one definition. It may be distinguished from literacy tasks like reading and writing, as well as mathematics, which is intimately linked to the educational and instructional process [6].

The advance of ICT is a wonderful chance for internet users who can utilize it properly. With qualified digital literate skills, an individual should be to be able to process different types of information, comprehend it, and reprocess it so that it can be conveyed to others wisely without creating further damage to others. It is not limited into to the process of comprehending information alone, but also increasing critical thinking skills and projecting the information's outcomes. Individuals are urged to transition from passive to active consumers at this phase, both individually and in groups, for instance, by expressing views and ideas, contributing information, and reinterpreting. Moreover, digital literacy helps ourselves to protect our digital security to prevent digital threat at the minimum level.

3. FINDINGS

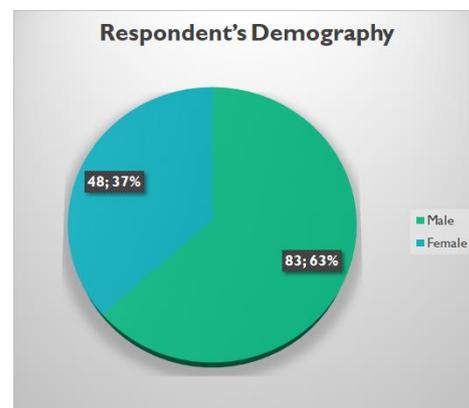
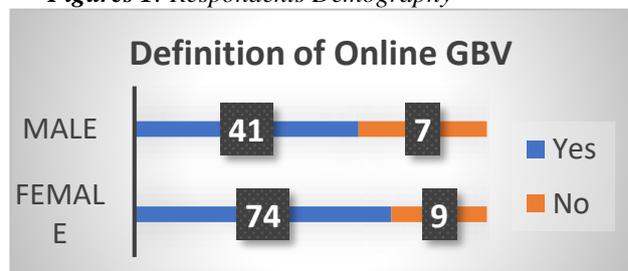
The findings will consist of several sub themes, it primarily focuses on data extraction from

questionnaire collected from 131 respondent of 2021 freshmen in BPIR UPNVJT via google form.

3.1 Basic Question about online Gender Based Violence among Freshmen of BPIR UPNVJT

Simple questionnaire was distributed as an introduction to examine respondent's early knowledge of online GBV. The respondent consists of 131 students, with 63% are female and the rest 48% are male. When they were asked about how far their knowledge about online KGBO, the result shows that, male respondent which never heard about online GBV is lower compared to their female counterparts.

Figures 1: Respondents Demography



Figures 2: Definition of Online GBV

3.2 Popular Terminologies in online Gender Violence

Next question is examined how far the students familiar with several specific terminologies in online GBV. The researched provides several variants of online GBV practices in the google form, such as: Cyber grooming, Cyber-bullying, Hate speech, Revenge porn, Doxing (gathering an individual's Personally Identifiable Information and disclosing or posting it publicly), Cyber-stalking, Intimidation, Public shaming, Online shaming, Sextortion, Cyber grooming. Based on this table, respondent in both

sexes are familiar with “cyber bullying”, “hate speech” and “revenge porn” as online GBV. But “cyber stalking” is common in male respondents whether “Doxxing” is more familiar with female respondents.

Q: Which of the following types of online GBV do you know what it means?	Male	Female
Cyber-bullying	17	33
Hate speech	9	21
Revenge porn	6	6
Doxxing	3	7
Cyber-stalking	6	3
Intimidation	4	4
Public shaming	1	3
Online shaming	1	3
Sextortion	3	1
Cyber grooming	0	1

Table 1: Questionnaire related to online GBV activities

3.3 Experience as a victim of online GBV

Q: Which of the following types of behavior has happened to you?	Male	Female
Never experienced	29	40
Cyber-stalking	14	15
Hate speech	13	20
Impersonating	2	0
Cyber-bullying	3	1
Public shaming	2	3
Online shaming	5	5
Doxxing	1	0
Intimidation	4	1
Revenge porn	0	3
Flaming	0	1

Table 2: Questionnaire related to experience as a victim of online GBV

Next question focused on the respondents’ experience as a victim in on of online GBV. Even though most of them stated they never be a victim, based on the chart, it can be concluded that both sexes are prone to be a victim of hate speech. It also can be concluded that female respondents are most likely experiencing hate speech as one of most common type of online GBV. On the other side awareness as a victim of online GBV is higher among female respondents (44), compared to male respondents (19). The rest claimed that they never be a victim of online GBV (68).

3.4 Experience as Perpetrator in online GBV

Q: Which of the following types of behavior have you done?	Male	Female
Never experienced	32	66
Cyber-stalking	4	8
Hate speech	2	3
Impersonating	3	0
Cyber-bullying	2	1
Public shaming	1	2
Online shaming	1	2
Doxing	1	0
Intimidation	0	1
Revenge porn	1	0
Flaming	1	0

Table 3: Questionnaire related to experience as a perpetrator of online GBV

The following question focused on the respondents' experience as a perpetrator of online GBV. Even though most of them stated they never be a perpetrator, based on the chart, it can be concluded that both sexes are prone to be a perpetrator of cyber-stalkers. On the awareness a perpetrator, the data shows that male respondents are more aware of their behaviour compared to female respondent. It supports the arguments that both sexes are prone to be the victim of online GBV.

Q: Have you ever been the perpetrator? If yes, when do you aware about it?	Male	Female
During	7	4
After	9	13
Never	32	66

Table 4: Awareness as Perpetrator

The following question focused on the respondents' awareness as perpetrator of online GBV. Even though most of them stated that they never be a perpetrator, most of them are aware after doing the action that they have been a perpetrator in GBV. Interestingly, based on the data, it can be found that female perpetrator is higher than male.

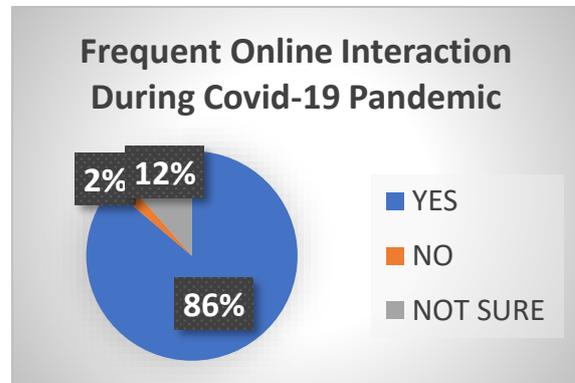
3.5 Relationship Between Perpetrator and Victim

Q: Have you ever been the victim of online GBV, if yes what does your relationship with the perpetrator?	
Never	48
Fellow Friend	36
Close Friend	8
Boyfriend/ Girl Friend	4
Stranger	6
Relatives	3
Others	2

Table 5: Relationship with perpetrator

When respondents are asked whether they are ever been experienced as a victim of online GBV, most of the respondents claimed never be a victim of online GBV. But some of them who say "yes" stated that their perpetrator mostly has close relationship with them, such as fellow friend, relatives, close friend, family or has romantic relations with them. Only 6% of the population states stranger are their perpetrator in online GBV. On the other hand, students who answered that they have ever been a perpetrator of online GBV 17 13% of the respondents (17 students) has a relationship as common friend with the victim. Even though 43.2% of the respondents (46 students) stated that they never became an online GBV Perpetrator.

3.6 COVID-19 Pandemics and Online GBV



Figures 3: Frequent Online Interactions During COVID-19 Pandemic

In order to find the correlations between online activities and its negative impact during COVID-19 pandemic, we ask the respondents is there any significant change in their online activity. 113 of 131 respondents seen COVID 19 pandemic as a triggering factor in increasing their online activities (86%). It can be seen as a significant perception that due to COVID-19 pandemic and restriction on social interaction increase students' activity in using social media. It needs further research to find direct correlation of evident which shows online interaction affects the chances of online GBV among students in BPIR UPNVJT. But this result emphasizes the increase of online activity during pandemic, and it can increase the possibility of online GBV among respondents if there is no further academic or social support since 2021 freshmen experienced online learning throughout the year.

3.7 Awareness on the impact of Online GBV

Last sections of the questionnaire focused on how far the students understand the impact of online GBV. There are four questions related to this issue: (1) Do you know the impact of online GBV (2) Which of the following is an impact of online GBV? (3) Do you practice digital safety when using social media (4) Do you know what to do if you become the victim of online GBV?

For question number one, 117 respondents (89%) stated that they understand the impact of online GBV (although the questioned does not ask further detailed answer of it). For question number 2, 87 respondents (66,4%) agreed that psychology impact, social alienations, economic disadvantages, limited mobility, and self-censored behaviour are the impact of online GBV. Only 28,2% respondents states that psychological impact is the solely consequences of online GBV. Based on question number 2 it can be concluded that the majority of the respondents acknowledged the board impact of online GBV not only in psychological but also social- economic impact. For the next question, related to digital safety when using social media 116 respondents (88,5%) stated that they have already aware with the importance of digital safety when using social media. And for the last question the result shows that 94 respondents (71,8%) are well informed what should they do if they become the victim of online GBV.

Since the questionnaire does not provide further question in identify detailed information

what should the respondents do in handling GBV, it can be used as a preliminary finding that at the basic level 2021 freshmen of BPIR UPNVJT are well informed of online GBV. But since there is no clear information on how the respondent handlings online GBV, the Department should initiate several programs to increase the awareness this issue and prepared sustainable support system if in the future student to mitigate the risk of online GBV.

3.8 Digital Security Awareness Among Students

When students are asked about question related to safety principle related to digital security 30,53% (40 respondent out of 131 respondent) said no. It can be concluded that most of the respondent are aware of safety principle in digital security in online interaction with online participant. Thus, it can be a challenged method for the respondent to be stayed update with prevention task in GBV. Since both female and male respondents are prone to be a victim in on online GBV. 71,7 % (94 respondents out of 131 respondents) said they used Instagram as their main tool for interaction in social media. This data also can be correlated with the use of social media type, as Instagram become the most used platform. Instagram is known as a visual based social media platform. Thus, prevention strategic against online GBV may be effective if it suited Instagram customer character. They also quite informed with digital tracking (*jejak digital*), as most of the students, since only 0,05% of respondents (7 people) stated that they do knot know related to digital tracking. It can be concluded that almost the students are well informed related to this issue

4. THE EXIGENCY OF GENDER-MAINSTREAMING FOR INDONESIA'S GOVERNMENT

In this part, the authors showed myriad reasons to answer why Indonesia should pay full attention to the urgency of gender-mainstreaming. Commence with the analysis on law-binding Act, Constitution, and agreement that already signed by the government. Constitutively, determine the degree of importunateness because there are many real cases happening in Indonesia were unnoticed and unhandled wisely by the government. Whether such situations aren't resolved, they will simply lead to more serious issues. Gender-mainstreaming is seen as an effective way to prevent online GBV since not many people are aware of this issue.

4.1 “Ratifying” and Degree of Compliance as the Groundwork

Firstly, as Indonesia already ratified Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) through Act No. 7 of 1984, one of the essential pillar was gender equality that can be attained by gender-mainstreaming agenda. Furthermore, under the preamble of the 1945 Constitution stated that, “...*melindungi segenap bangsa Indonesia dan seluruh tumpah darah Indonesia...*” determine how all Indonesian, are all members of the Indonesia, including women and men. The state is obligated to preserve both men and women’s right (Muhartono, 2020, p. 119) [7]. In 2000, *Instruksi Presiden* (Presidential Instruction) No. 9 justify gender mainstreaming in national development, which may be utilized as a source of pressure and a solid legal basis for requiring gender mainstreaming in government levels at the very least (Arivia, 2002, p. 86) [8]. This Presidential Instruction guarantees that gender is included throughout the whole national development process, including planning, budgeting, implementation, monitoring, and evaluation.

The inclusion of the topic of gender equality in the long-term national development goal of 2005-2025, to actualize an autonomous, progressive, just, and affluent Indonesia, signified the execution of Presidential Instruction No. 9 of 2000. Gender equality indicates that there are no barriers between men and women. The abolition of gender discrimination in all professions becomes a topic that is constantly debated as a development goal. Gender analysis and integration in development initiatives has been more important in recent decades in a variety of disciplines. This is prompted by the disparity between men and women in terms of resource access, control, and involvement, decision-making in both the public and private realms, and acceptance of development’s advantages [7].

Grievously, in the Constitution (*Undang-Undang*) level, many obstacles occurred. In 2014, the discussion of the Draft Law (*Rancangan UU*) on Gender Equality and Justice was not successfully completed. The discussion took a relatively long time and involved many relevant stakeholders since 2011, but hampered. Even though the Commission VII of the House of Representatives of the Republic of Indonesia (DPR RI) conducting overseas working visits (better known as comparative studies) to three countries, namely Norway, Sweden, and Denmark; the Draft Law still being dormant [9]. But, on the Regional Government

level, there is Minister of Home Affairs Regulation (*Peraturan Menteri Dalam Negeri*) No. 15 of 2008 later amended with Permendari No 67 of 2011; concerning General Guidelines for the Implementation of Gender Mainstreaming in the Regions. The issuance of that Permendari can be used as a reference in the administration of government, development, and community services. In order to make gender mainstreaming as effective as possible in all levels of Indonesia’s government [7].

By ratifying and agreeing to many Acts, Constitution, and Laws mentioned above, Indonesia should constantly comply with and hasten the implementation of legislation covering different gender mainstreaming activities and policies. The authors see how the degree of compliance here able to urged the government to immediately familiarize gender mainstreaming. Furthermore, as the authors will convey within next point, there are a rising incidence of gender crimes in Indonesia.

4.2 Showing the Real Work: the Surge of Online GBV and other Empirical Cases

Online GBV is just one of many cases happening in Indonesia. The root causes of the gender-related problem in Indonesia are: (1) systemic gender inequality, and (2) patriarchal culture. In terms of systemic gender inequality, it can be seen through the gender bias treatment; stereotype thought; and lower participation number in every life aspect. For instance, the School Engagement Rate (APS) for the female population in Sekadau Regency is still relatively low compared to males with 84.71% to 93.99%, indicating that women’s participation in education is highly limited [10]. Then violence in the workplace, for example, women whom work in media company is remains high. Female journalists are frequently subjected to violence, which violates article 2 of the journalistic code of ethics. For instance, intentionally exploiting women for the sake of ratings, wage disparities, a lack of training opportunities, and sexual harassment. According to research done by Global Media Monitoring, the number of media employees, particularly women, is still low, at only 36% [11].

Move into the patriarchal culture, where men are shown as dominating, operating, and exploiting women in a systematic system and social practice. There are two types of patriarchy: (1) private patriarchy (domestic patriarchy), which stresses domestic work as a stereotype of women, and (2) public patriarchy (public patriarchy), which

stigmatizes males as employees in the public sector, which is full of harsh characters and obstacles. In the meanwhile, women in Indonesia have long been caught in a patriarchal society, with discrimination occurring not just in the private sector, but also systematically in the public domain. According to the Indonesian National Commission for Women, several Laws in Indonesia actively highlight discrimination against women in society [12].

To sum up, at least, Indonesian government should show their real work to stop the gender crimes in Indonesia. Based on the authors' opinion, apart from the potential for gender-crimes to expand to other types of crime, this may be utilized as a chance for the Indonesian government to get international attention by enacting a number of Legislations that promote SDG #5 on Gender Equality.

5. CONCLUSION

Long distance learning due to COVID-19 pandemic has increased online activities among freshmen of BPIR UPNVJT. It increases the possibility of negative impact of online learning, including online Gender Based Violence (GBV). In this case, the advance of ICT has shifted digital threats and no longer targeted state or non-state actors in global level but also common citizen. Most of the respondent are aware of the general terminology of online GBV but the result shows that, male respondent which never heard about online GBV is lower compared to their female counterparts. "Cyber-bullying" has become the most common terminology in representing online GBV. Both sexes are prone to be victim or perpetrator of online GBV both majority of the respondents are aware of the impact of this issue. The respondents also understand what should they do if they become the victim of online GBV. Perpetrator of GBV according to respondents mostly has close relationship with them, such as friend, close friends, boy/girl friend or relatives. Based on the questionnaire for 2021 freshmen BPIR UPNVJT, strangers only shared 6% of the population of the online GBV perpetrators. Indonesian government needed to real work to prevent and stop this issue by enacting stricter laws and regulations. This can be done by promoting gender-mainstreaming into the legislature and everyday lives.

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