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ANALYSIS OF DETERMINANTS OF DIFFERENCES IN AVERAGE LENGTH OF SCHOOLING FOR BOYS AND WOMEN IN A FAMILY IN NUSA PENIDA DISTRICT

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Abstract

Unequal education between men and women causes inequality invarious job sectors, positions, roles in society. Bali is one of the provinces in Indonesia which has the highest difference in average length of schooling (RLS) for men and women. The highest RLS difference value is in Klungkung Regency. Nusa Penida District was chosen to represent the gap. The research design in the research is a quantitative approach in the form of an associative approach. This research's analytical method uses moderated regression analysis. This research uses purposive and accidental sampling techniques. The data source comes from a questionnaire with a sample of 68 families with the criteria for families living in Nusa Penida District who have at least one son and one daughter aged 18 years and over. The results of this research show that: (1) Father's education, mother's education, number of dependents, family income, and patriarchal culture simultaneously have a significant effect on the difference in average length of schooling between men and women in a family in Nusa Penida District. (2) Father's education has a positive and significant effect, mother's education has a negative and insignificant effect, number of dependents has a positive and significant effect, family income has a negative and significant effect, patriarchal culture has a positive and significant effect on the difference in average years of schooling between men and women in a family in Nusa Penida District. (3) Patriarchal culture weakens the influence of father's education, patriarchal culture strengthens mother's education, patriarchal culture weakens family income on the difference in average length of schooling between men and women in a family in Nusa Penida District.

Keywords: Education, Difference in average years of schooling, Family

INTRODUCTION

Education in various countries in the world is influenced by various factors. Children in developing countries in the south have less access to education than developed countries in the north. In the world, women tend to have a higher school dropout rate than men. Since 2005, the world school dropout rate has decreased, but the number of women dropping out of school remains more dominant than men. Two-thirds of the 757 million adults worldwide who cannot read and write are women (Nolet, 2017).

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HDI is an indicator of the success of a region's development. HDI explains how residents can access development results in obtaining income, health, education, and so on (BPS, 2014). HDI is formed by three basic dimensions which include long and healthy life, knowledge, and a decent life. The knowledge dimension is measured by literacy rates and average years of schooling. The HDI of an area can be classified as high when it reaches at least 70 or above.

From HDI data over the last five years, it shows that the HDI for men is always higher than the HDI for women. In 2022, the HDI score for men will be recorded to be 6.42 points higher than the HDI for womenillustrate thatThe male population can access development results in obtaining higher income, health, education and so on than women.

Average years of schooling is an indicator of the HDI knowledge dimension. RLS describes the level of education received by people in Indonesia (Soraya, 2023). The average length of schooling is a reflection of people aged 15 years and over who are taking formal education (excluding repeating). The calculation of the average length of schooling uses two limits, namely the maximum limit is 15 years while the minimum limit for the average length of schooling is 0 years. (BPS, 2010).

In developing countries, there are several problems that hinder education (Todaro & Smith, 2011), namely:

1. Public knowledge and understanding is minimal regarding investment in education as human capital.
2. Parental income in developing countries tends to be low, resulting in children having to work.
3. There is gender inequality between men and women. In developing countries, men have a higher level of education than women. As a result, men's incomes tend to be higher and women's incomes lower.

On dataThe average length of schooling according to gender is above, it can be seen that the RLS for men is higher than for women. RLS for men in Indonesia in 2022 will reach 8.99 years while for women it will be 8.39 years. Even though nationally the difference is only 0.70 years, the difference in each province varies.

Of all the provinces in Indonesia, the three provinces with the highest RLS differences between men and women are West Papua Province, Bali Province and West Nusa Tenggara Province. The cause of educational inequality in West Papua is that policies on health and education aspects do not pay special attention to Papuan women. There isstrong customary laws implemented by the community. These customary laws discriminate against women (Pugu, et al., 2022). Other causes include geographical location and limited educational facilities and infrastructure (Nisa & Samputra, 2020), minimal availability of schools, high school preparation costs, demands from some parents that their children help them work before completing basic education (BPS West Papua Province, 2019). Gender inequality in girls' education in the Sasak (NTB) community is caused by the still strong patriarchal culture. This can be seen from the

percentage of the female population never having attended school which is higher than the male population and the average length of schooling of the male population is higher than the female population (Nursaptini, et al., 2019).

The family has a big role in children's education. Educational success is a shared responsibility between families, community members and the government (Langinan, et al., 2014). The family is responsible for providing financial needs for children's educational needs (Astuti, 2016). This is stated in Law Number 20 of 2003 concerning the National Education System Chapter IV Article 7 paragraph (2) which reads "Parents of children of learning age are obliged to provide basic education for their children" (Law No. 20 of 2003). The social and economic conditions of the family can influence the education of children in the family. According to (Rohmah, 2018), the family's socio-economic condition factors consist of (1) education level, (2) occupation, (3) income level, (4) number of dependents. According to (Priyatna, 2011), the socio-economic condition of a family can be seen from several things, such as parents' education, parents' income, level of expenditure and fulfillment of living needs, and number of dependents. Families with high socio-economic conditions experience fewer difficulties in meeting their children's school needs, while families with low socio-economic conditions experience more difficulties in meeting their children's school needs (Nasirotun, 2013).

From a family, children receive guidance ranging from the child's personality or behavior to matters related to the child's academics (Pramaswari, 2018).The education of parents (head of the family) influences the education of children in a family. The low education of the head of the family has an impact on the lack of motivation of their children to pursue education (Rohimin, et al., 2011). Research results (Asrahmaulyana, 2021) state that the education level of the head of the family has a positive and significant effect on the child's education level. The higher the education of the head of the family, the higher the child's education level. A highly educated family head can motivate children to pursue higher education. Research (Sari, 2015) states the same results.

Women (mothers) who have higher education will be better at managing family life so that the needs of family members can be met well (Khayati, 2008). Women have the perception of pursuing higher education because it is based on their psychological need for the future to get a job and later be able to help their husband's economy in meeting the needs of all family members (Suparno, et al., 2023). Career women generally have higher education. Career women work to help meet family needs and finance children's needs, including educational needs. Research results (Erlidawati, 2021) state that career women play a role in caring for, educating, financing children's educational needs while pursuing their profession.

The number of dependents a family has will influence the level of expenditure. The more dependents the fund allocation for each child will decrease if it is not accompanied by sufficient income (Asrahmaulyana, 2021). The results of research (Triyono, et al., 2022) state that the number of family dependents partially influences the child's education level.Research results (Moha, et al., 2019)states that the fewer the number of

dependents in a family, the greater the opportunity to send children to school. Research result (Sari, 2015) states that the number of dependents has a negative and significant effect on children's education in Kenagarian Kambang Utara, Lengayang District, Pesisir Selatan Regency.

A child's education level is closely related to their parents' income which they earn from working to finance everything related to their child's educational needs (Fitrianingsih et al., 2016). Research results (Napulo, et al., 2022) state that high parental income influences the child's high level of education. This illustrates that the higher the income, the higher the level of education. The results of research (Sari, 2015) state that parental income has a positive and significant effect on children's education level in Kenagarian Kambang Utara, Lengayang District, Pesisir Selatan Regency. The results of research (Santoso, 2020) state that parental income partially has no effect on children's education level in Puger Village, Jember Regency, East Java.

One of the causes of unequal access for women to education is the patriarchal culture that exists in most parts of the world, including Indonesia (Nasir & Lilianti, 2017). This is in line with Bharti and Ghose's (2021) study that the patriarchal system is still deeply rooted in society. In society, there is an opinion that women do not need to go to high school because they will end up going to the kitchen. For families who have limited finances, education will be prioritized for boys (Narwoko & Suyanto, 2013). Research results (Hyronimus, 2023) state that there is a gap in the education given by parents to boys and girls. The impact of patriarchal culture on girls' education in Waipukang is the lack of parental attention and priority for girls' education which has implications for girls' backwardness.Research results (Atta, 2015) state that if society changes negative attitudes towards girls' access to education, it will trigger a revolution in girls' education which will result in equality.

Bali is one of the provinces that still adheres to patrilinealism. Patrilineal kinship is a system that determines the lineage of the male side of the family. Patrilineal kinship then gives rise to the consequence that heirs, rights, obligations and customs are handed over to men alone (Setiawan, et al., 2022). The social life of Balinese society is divided into two categories, namely social society with a strong patriarchal culture and social society with a patriarchal culture that has experienced a shift. Social communities with a strong patriarchal culture are often found in rural areas, while social communities with a patriarchal culture that has experienced a shift are found in urban areas or areas that have a high number of future communities (Galuh, et al., 2022).

Inequality often occurs in rural areas in Bali. In several aspects, society treats men and women differently. This difference can be seen from the educational aspect. There is a stigma that women do not need to pursue higher education, even though education is the right of all nations. Society prioritizes education for men over women (Galuh, et al., 2022). This has an impact on the educational gap between men and women in Bali, as can be seen from the average length of schooling for men which is higher than for women.

Bali is one of the provinces in Indonesia which has the highest RLS difference between men and women. From data on average length of schooling by district/city and gender over the last three years, each district in Bali Province has a higher average length of schooling for boys than for girls. The average length of schooling for men ranges from 7.35 to 11.87 years, while the average length of schooling for women is only 5.28 to 10.07 years. The differences seen in the data above indicate that there is a gap in the average years of schooling between men and women. Education for women is very important. Education begins with the family so that the children in the family can later have superior character and potential. The role of women as mothers who educate is very necessary. Therefore, education supports the quality of women's resources (Natasha, 2013). Neglect of higher education will have an impact on the implementation of the SDGs, socio-economic recovery and development, as well as efforts to empower and develop communities that need it and ensure the sustainability of every potential improvement promoted by the SDGs (Heleta & Bagus, 2021).

Table 1. Difference in Average Years of Schooling for Boys and Girls in Bali Province According to Regency/City (Year), 2018-2022

Regency/City	Difference in Average Years of Schooling for Boys and Girls (Years)				
	2018	2019	2020	2021	2022
Jembrana	1.92	1.86	1.86	1.73	1.47
Tabanan	1.51	1.52	1.52	1.42	1.40
Badung	1.12	1.23	1.23	1.11	1.02
Gianyar	1.63	1.61	1.44	1.37	1.42
Klungkung	2.04	2.09	2.09	2.09	2.00
Bangli	1.78	1.78	1.63	1.63	1.35
Karangasem	1.80	2.10	2.07	2.07	1.79
Buleleng	1.66	1.66	1.72	1.72	1.59
Denpasar	0.78	0.72	0.74	0.74	0.75

Source: Data processed

From the data on the difference in the average length of schooling for men and women above, it shows that districts/cities in Bali Province have varying values for the difference in the average length of schooling for men and women. The latest data shows that the difference in RLS for men and women in Klungkung Regency in 2022 will reach a value of 2.00 years. In the last five years, the highest difference in the average length of schooling for men and women was in Klungkung Regency with a total value of 10.31 (obtained from adding up the data on the difference in the average length of schooling for men and women in Klungkung Regency from 2018 to 2022).this phenomenonneeds to be researched to find out the factors that influence the high gap in average years of schooling between men and women in Klungkung Regency.

Table 2. Klungkung Regency School Dropout Rates by District in 2022

Klungkung Regency School Dropout Rate

According to District, 2022	
Subdistrict	**Number of people)**
Ban it	37
Klungkung	27
Dawan	37
Nusa Penida	103
Klungkung Regency	**206**

Source: Klungkung Regency Education, Youth and Sports Office, 2023

Klungkung Regency has four sub-districts including Klungkung, Banjarangkan, Dawan and Nusa Penida sub-districts. From data on the Klungkung Regency school dropout rate by sub-district in 2022, it can be seen that the highest dropout rate was in Nusa Penida District with 103 people or 50 percent of the total school dropout rate. Of the 103 people, 69 were women and 34 were men, or 66.9 percent of school dropouts were dominated by women. Nusa Penida District was chosen as the research location to represent Klungkung Regency to examine the factors that influence the high value of the difference in the average length of schooling between men and women in Klungkung Regency as an area with the value of the difference in the average length of schooling between men and women. tallest woman in Bali Province.

Based on the explanation above, this research analyzes the factors that influence the difference in average years of schooling between men and women in Nusa Penida District. The author is interested in researching the phenomena that occur because each family has different conditions. The conditions that a family has then have an impact on the education of children in a family.

This research should help make a contribution to the government. In accordance with Law Number 20 of 2003 Article 4 paragraph (1) that "Education is carried out democratically and fairly and non-discriminatorily by upholding human rights, religious values, cultural values and national pluralism" (Law No. 20 of 2003). There is the government's commitment to achieving the SDGs to support educational equality in Indonesia.

RESEARCH METHODS

The research design in the research is a quantitative approach in the form of an associative approach. An associative quantitative approach is used to determine the relationship of (at least) two or more variables in a study (Sugiyono, 2007:11). The associative research in this study aims to analyze the influence of father's education, mother's education, number of dependents, and family income on the difference in average years of schooling between men and women in a family in Nusa Penida District.

The sample determination method in this research is to use non-probability sampling techniques. Non-probability sampling is a sample determination technique based on the researcher's decision, so that it will specifically select people who meet the objectives or criteria (Davis, et al., 2012). Non-probability sampling techniques do not

provide equal opportunities for the population to be selected as samples for research. Non-probability sampling techniques consist of: incidental sampling (reliance available sampling), purposive sampling (purposive or judgment sampling), snowball sampling (snowball sampling), and quota sampling (quota sampling).

This research uses purposive sampling techniques (purposive or judgment sampling) and accidental sampling (accidental sampling). purposive sampling technique (purposive or judgment sampling) is a technique for determining samples with certain considerations (Sugiyono, 2017). The accidental sampling technique is a technique for determining samples by taking samples randomly or obtaining samples by chance that meet the criteria to become a sample (Sugiyono, 2016: 124).

RESEARCH RESULTS AND DISCUSSION

Research Instrument Test Results

Validity test

The instrument is declared valid if the score of each instrument item is positive and greater than 0.30. The number of samples used in the validity test was 30 respondents. The following is a table of validity test results presented in table 3.

Table 3. Validity Test Results

Variable	Indicator	Correlation coefficient	Sig. (2-tailed)	Information
Culture Patriarchy (M)	M1	0.638	0.01	Valid
	M2	0.826	0.01	Valid
	M3	0.662	0.01	Valid
	M4	0.608	0.01	Valid

Source: Data processed, 2024

Table 3 above shows that the patriarchal culture variable (M) has a correlation coefficient value with the total score of each statement instrument item that meets the score requirements, namely that each instrument item has a positive value and is greater than 0.30. By fulfilling these conditions, it can be stated that the instrument is valid.

Reliability Test

Table 4. Reliability Test Results

Variable	Cronbach's Alpha Coefficient	Information
Patriarchal Culture (M)	0.770	Reliable

Source: Data processed, 2024

From table 4 above, it shows that the patriarchal culture variable (M) has a coefficient value*Cronbach Alpha*0.770 which meets the requirements for reliability, namely the Cronbach Alpha value is greater than 0.60 ($nilai > 0{,}60$). Based on the coefficient value*Cronbach Alpha*that, thenit can be stated that the instrument is reliable.

Discussion of Research Results

Moderated Regression Equation

Table 5. Results of Moderation Regression Analysis

Coefficientsa

Model		*Unstandardized Coefficients*		*Standardized Coefficients*	t	Sig.
		B	***Std. Error***	***Beta***		
1	(Constant)	-1,164	,841		-1,384	,172
	X1	,862	,237	1,177	3,640	,001
	X2	-.213	,193	-.304	-1.103	,274
	X3	,172	,057	.116	3,015	,004
	X4	-3.577E-7	,000	-.483	-2,846	,006
	m	,430	,046	1,443	9,287	,000
	X1M	-.055	,015	-.757	-3,776	,000
	X2M	.014	.012	,189	1,140	,259
	X4M	-1,800E-8	,000	-.119	-1,639	.107

a. Dependent Variable: Y

Source: Data processed, 2024

Based on the regression analysis carried out with SPSS software, the results obtained are as shown in table 5 above, so the equation can be written as follows:

$$Y = -1.164 + 0.862X1 + 0.213X2 + 0.172X3 – 3.577X4 + 0.430M – 0.055X1M + 0.014X2M – 1,800X4M + \varepsilon$$

Information

Y : The difference in the average length of schooling for men and women
X1 : Father's education
X2 : Mother's education
X3 : The number of dependents
X4 : Family income
m : Patriarchal culture
X1M : The interaction between father's education and patriarchal culture
X2M : Interaction between maternal education and patriarchal culture
X4M : The interaction between family income and patriarchal culture
α : Constant
β : Regression coefficient of each variable
ε :*Term error*

Classic assumption test

1) Normality Test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. The normality test in this study used the Kolmogorov Smirnov (KS) non-parametric statistical test. The residuals are declared normally distributed if the Asymp value. Sig (2-tailed) > α (0.05). The results of this research's normality test are presented in table 6.

Table 6. Normality Test by Method

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		68
Normal Parameters, b	Mean	.00
	Std. Deviation	,285
Most Extreme Differences	Absolute	,060
	Positive	,060
	Negative	-.059
Statistical Tests		,060
Asymp. Sig. (2-tailed)		,200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: Data processed, 2024

Based on table 6 of the normality test results above, it can be seen that the regression model in this study produces a Kolmogorov Smirnov Test value of 0.200. The Kolmogorov Smirnov value is greater than α (0.05). This value indicates that the data is normally distributed and suitable for use.

2) Multicollinearity Test

Table 7. Multicollinearity Test Results Using Pair-Wise Correlation

Coefficient Correlations[a]									
Model			X4M	X1	X2M	X3	X1M	M	X4	X2
1	Correlations	X4M	1.000	0.372	-0.302	0.082	-0.415	0.186	-0.861	0.271
		X1	0.372	1.000	0.618	-0.051	-0.976	0.742	-0.467	-0.655
		X2M	-0.302	0.618	1.000	0.055	-0.635	0.301	0.265	-0.973
		X3	0.082	-0.051	0.055	1.000	0.059	-0.354	-0.054	-0.019
		X1M	-0.415	-0.976	-0.635	0.059	1.000	-0.715	0.471	0.646
		M	0.186	0.742	0.301	-0.354	-0.715	1.000	-0.232	-0.310
		X4	-0.861	-0.467	0.265	-0.054	0.471	-0.232	1.000	-0.247
		X2	0.271	-0.655	-0.973	-0.019	0.646	-0.310	-0.247	1.000
	Covariances	X4M	1.206E-16	9.681E-10	-4.127E-11	5.124E-11	-6.617E-11	9.476E-11	-1.189E-15	5.740E-10
		X1	9.681E-10	0.056	0.002	-0.001	-0.003	0.008	-1.390E-08	-0.030
		X2M	-4.127E-11	0.002	0.000	3.921E-05	0.000	0.000	4.150E-10	-0.002
		X3	5.124E-11	-0.001	3.921E-05	0.003	4.896E-05	-0.001	-3.847E-10	0.000
		X1M	-6.617E-11	-0.003	0.000	4.896E-05	0.000	0.000	8.600E-10	0.002
		M	9.476E-11	0.008	0.000	-0.001	0.000	0.002	-1.351E-09	-0.003
		X4	-1.189E-15	-1.390E-08	4.150E-10	-3.847E-10	8.600E-10	-1.351E-09	1.580E-14	-5.992E-09
		X2	5.740E-10	-0.030	-0.002	0.000	0.002	-0.003	-5.992E-09	0.037

a. Dependent Variable: Y

Source: Data processed, 2024

Table 7 shows that the correlation value for all independent variables in the study is below 0.70. This indicates that the model is free from symptoms of multicollinearity.

3) Heteroscedasticity Test

Table 8. Heteroscedasticity Test Results Using the Glejser Test

Coefficientsa

Model		Q	Sig.
1	(Constant)	1,133	,262
	X1	-1,232	,223
	X2	,808	,423
	X3	,040	,968
	X4	,970	,336
	m	-.462	,646
	X1M	1,588	.118
	X2M	-1,399	,167
	X4M	-1,030	,307

a. Dependent Variable: RES2

Source: Data processed, 2024

Based on table 8 of the heteroscedasticity test results above, it can be seen that the significance value for each variable which is greater than 0.05 means that in the model there are no symptoms of heteroscedasticity.

4) Autocorrelation Test

Table 9. Autocorrelation Test Results Using the Durbin-Watson Test

Model Summary b

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*	*Durbin-Watson*
1	.978a	,957	,951	,303	1,721

a. Predictors: (Constant), X4M, X1, X2M, X3, X1M, M, X4, X2

b. Dependent Variable: Y

Source: Data processed, 2024

Based on table 9, it is known that n = 68 and d = 1.721.The value d = 1.721 is between the values -2 and +2. Therefore, the data is declared free of autocorrelation.

Confirmatory Factor Analysis

Table 10. KMO-MSA Test Results

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,865
Bartlett's Test of Sphericity	*Approx. Chi-Square*	254,176
	Df	6
	Sig.	,000

Source: Data processed, 2024

Based on table 10 of the KMO-MSA test results above, it can be seen that the KMO-MSA value is 0.865 with a Sig. is 0.000. The KMO-MSA value = 0.865 > 0.5 and the Barlett's Test (Sig.) = 0.000 < 0.05 indicates that factor analysis is suitable for use.

Discussion of Hypothesis Testing Results

A. Simultaneous Regression Coefficient Test Results (F Test)

1) Hypothesis formulation

   Ho :βi (i = 1, 2, 3, ... , n) ≤ 0, means variablefather's education, mother's education, number of dependents, family income, and patriarchal culture simultaneously do not have a significant effect on the difference in average length of schooling between men and women in a family in Nusa Penida District

   H1 : at least one$\beta i > 0$(i = 1, 2, 3, ... , n), means variablefather's education, mother's education, number of dependents, family income, and patriarchal culture simultaneously have a significant effect on the difference in average length of schooling between men and women in a family in Nusa Penida District

2) Real level

   With a real level of 5% or a confidence level of 95% with degrees of freedom df = (k – 1)(n – k), then F table = F(α)(k – 1)(n – k) = F(0.05)(9-1)(68-9) = F(0.05)(8)(59) = 2,100

3) Test criteria

   Ho is accepted if F is calculated≤F table or calculated F probability value> α

   Ho is rejected if F is calculated>F table or calculated F probability value≤ α

4) Calculate the test statistical value

   $F = \frac{\frac{R^2}{k}-1}{(1-R^2)(n-k)}$=162,210

   Information :

   F = calculated F value

   R2 = coefficient of determination

   n = number of observations

   k = number of variables in the mode

5) Conclusion

   Based on the test results, that simultaneouslyvariablefather's education (X1), mother's education (X2), number of dependents (X3), family income (X4), and patriarchal culture (M) have calculated F = 162.210 > F table = 2.001 with probability value = 0.000 < α (0, 05) so that Ho is rejected and H1 is accepted. So it can be concluded thatvariablefather's education (X1), mother's education (X2), number of dependents (X3), family income (X4), and patriarchal culture (M) simultaneously have a significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District.

Partial Regression Coefficient Test Results (t Test)

a) The influence of father's education (X1) on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District

   1) Hypothesis formulation

      Ho : β_1, meaning that the variable father's education partially has no significant effect on the difference in average years of schooling between men and women in a family in Nusa Penida District≥ 0

      H1 : β_1 <0, means variablefather's educationpartially has a significant effecton the difference in average length of schooling between men and women in a family in Nusa Penida District

   2) Real level

Real level (α) = 5% = 0.05 and degrees of freedom df = nk = 68-9 = 59

3) Test criteria
   H0 is accepted if t count ≤ t table or probability t count > α (0.05)
   H0 is rejected if t count > t table or probability t count ≤ α (0.05)
4) Calculate the test statistical value
   t_1= = 3,640$\frac{b_1 - \beta_1}{Sb_1}$
   T = (α/2 ; nk-1) = (0.025 ; (68-9-1)) = (0.025 ; 58) = 2.001
   Information:
   t_1 = t count
   b_1= independent variable coefficient
   Sb_1= standard error of the regression coefficient
   β1 = partial coefficient
   α = real level
   n = number of samples
   k = number of variables
5) Conclusion
   Based on the test results, partially the father's education variable (X1) has a regression coefficient of 0.862 with calculated t = 3.640 > t table = 2.001 and probability value = 0.001 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that father's education (X1) has a positive and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in one level of father's education has an impact on increasing the value of the difference in average years of schooling between men and women in a family by 0.862 years, assuming other variables are constant.

b) The effect of maternal education (X2) on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District
   1) Hypothesis formulation
      H0 : β_2, meaning that the variable maternal education partially does not have a significant effect on the difference in average years of schooling between men and women in a family in Nusa Penida District≥ 0
      H1 : β_2 <0, means variablemother's educationpartially has a significant effecton the difference in average length of schooling between men and women in a family in Nusa Penida District
   2) Real level
      Real level (α) = 5% = 0.05 and degrees of freedom df = nk = 68-9 = 59
   3) Test criteria
      H0 is accepted if t count ≤ t table or probability t count > α (0.05)
      H0 is rejected if t count > t table or probability t count ≤ α (0.05)
   4) Calculate the test statistical value
      t_2= = -1.103$\frac{b_2 - \beta_2}{Sb_2}$
      T = (α/2 ; nk-1) = (0.025 ; (68-9-1)) = (0.025 ; 58) = 2.001
      Information:
      t_2 = t count
      b_2= independent variable coefficient
      Sb_2= standard error of the regression coefficient

β2 = partial coefficient
α = real level
n = number of samples
k = number of variables

5) Conclusion

Based on the test results, partially the father's education variable (X1) has a regression coefficient of -0.213 with t = -1.103 < t table = 2.001 and probability value = 0.274 > α (0.05) so that H0 is accepted and H1 is rejected. So it can be concluded that maternal education (X2) has a negative and insignificant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in one level of maternal education has an impact on decreasing the value of the difference in average years of schooling between men and women in a family by 0.213 years, assuming other variables are constant.

c) The effect of the number of dependents (X3) on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District

1) Hypothesis formulation

Ho : β3≤ 0, meaning that the variable number of dependents (X3) partially has no effectsignificant difference in the average length of schooling between men and women in a family in Nusa Penida District

H1 : $\beta_3$0, means variable>number of dependents (X3)partially has a significant effect on the difference in average length of schooling between men and women in a family in Nusa Penida District

2) Real level

Real level (α) = 5% = 0.05 and degrees of freedom df = nk = 68-9 = 59

3) Test criteria

H0 is accepted if t count ≤ t table or probability t count > α (0.05)
H0 is rejected if t count > t table or probability t count ≤ α (0.05)

4) Calculate the test statistical value

t_3= = 3.015$\frac{b_3 - \beta_3}{Sb_3}$

T = (α/2 ; nk-1) = (0.025 ; (68-9-1)) = (0.025 ; 58) = 2.001

Information:

t_3 = t count
b_3= independent variable coefficient
Sb_3= standard error of the regression coefficient
β3 = partial coefficient
α = real level
n = number of samples
k = number of variables

5) Conclusion

Based on the test results, the partial number of dependents (X3) has a regression coefficient of 0.172 with t = 3.015 > t table = 2.001 and a probability value of 0.004 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that the number of dependents (X3) has a positive and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in one person in the family's dependents has an impact on increasing the value

of the difference in average years of schooling between men and women in a family by 0.172 years, assuming other variables are constant.

d) The effect of family income (X4) on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District

1) Hypothesis formulation

Ho : β_4, meaning that the family income variable partially does not have a significant effect on the difference in average years of schooling between men and women in a family in Nusa Penida District.≥ 0

H1 : β_4 <0, means variablefamily incomepartially has a significant effecton the difference in average length of schooling between men and women in a family in Nusa Penida District.

2) Real level

Real level (α) = 5% = 0.05 and degrees of freedom df = nk = 68-9 = 59

3) Test criteria

Ho is accepted if t count ≤ t table or probability t count > α (0.05)

Ho is rejected if t count > t table or probability t count ≤ α (0.05)

4) Calculate the test statistical value

t_4= = 2.846$\frac{b_4 - \beta_4}{Sb_4}$

T = (α/2 ; nk-1) = (0.025 ; (68-9-1)) = (0.025 ; 58) = 2.001

Information:

t_4 = t count

b_4= independent variable coefficient

Sb_4= standard error of the regression coefficient

β4 = partial coefficient

α = real level

n = number of samples

k = number of variables

5) Conclusion

Based on the test results, partially the family income variable (X4) has a regression coefficient of -3.577 with t = 2.846 > t table = 2.001 and probability value = 0.006 < α (0.05) so that Ho is rejected and H1 is accepted. So it can be concluded that family income (X4) has a negative and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase of one rupiah has an impact on reducing the difference in average years of schooling between men and women in a family by 3.577 years assuming other variables are constant.

e) The influence of patriarchal culture (M) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District

1) Hypothesis formulation

Ho : β_1, meaning that the variable father's education partially has no significant effect on the difference in average years of schooling between men and women in a family in Nusa Penida District≥ 0

H1 : β_1 <0, means variablefather's educationpartially has a significant effecton the difference in average length of schooling between men and women in a family in Nusa Penida District

2) Real level

Real level (α) = 5% = 0.05 and degrees of freedom df = nk = 68-9 = 59

3) Test criteria
   H0 is accepted if t count ≤ t table or probability t count > α (0.05)
   H0 is rejected if t count > t table or probability t count ≤ α (0.05)
4) Calculate the test statistical value
   t_5= = 9.287$\frac{b_5 - \beta_5}{Sb_5}$
   T = (α/2 ; nk-1) = (0.025 ; (68-9-1)) = (0.025 ; 58) = 2.001
   Information:
   t_5 = t count
   b_5= independent variable coefficient
   Sb_5= standard error of the regression coefficient
   β5 = partial coefficient
   α = real level
   n = number of samples
   k = number of variables
5) Conclusion
   Based on the test results, partially the patriarchal culture variable (M) has a regression coefficient of 0.430 with t = 9.287 > t table = 2.001 and probability value = 0.000 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that patriarchal culture (M) has a positive and significant effect on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District. This means that the stronger the patriarchal culture is, the greater the difference in the average length of schooling between men and women in a family of 0.430 years, assuming other variables are constant.

f) Interaction test of father's education variable (X1) with patriarchal culture variable (M)

The patriarchal culture variable (M) is a moderating variable for the relationship between the father's education variable (X_1) which weakens the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while β6 is significant with a probability value = 0.000, so it is classified as a pseudo-moderating variable. The regression coefficient value β5 = 0.430 with a probability value = 0.000 while the regression coefficient β6 = -0.055 with a probability value = 0.000 so that β5 is positive and significant and β6 is negative and significant, so patriarchal culture (M) is a variable that weakens the influence of father's education (X1) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

g) Interaction test of maternal education variable (X2) with patriarchal culture variable (M)

The patriarchal culture variable (M) is a moderating variable for the relationship between the maternal education variable (X_2) which strengthens the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while β7 is not significant with a probability value = 0.259, so it is classified as a moderate predictor variable. The coefficient value of β5 = 0.430 with a probability value = 0.000 while the regression coefficient of β7 =

0.014 with a probability value = 0.259 so that β5 is positive and significant and β7 is positive and not significant, so patriarchal culture (M) is a variable that strengthens the influence of maternal education (X2) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

h) Interaction test of family income variable (X4) with patriarchal culture variable (M)

The patriarchal culture variable (M) is a moderating variable for the relationship between the family income variable (X_4) which weakens the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while β8 is not significant with a probability value = 0.107, so it is classified as a moderate predictor variable. The regression coefficient value of β5 = 0.430 with a probability value = 0.000 while the regression coefficient of β8 = -1.800 with a probability value = 0.107 so that β5 is positive and significant and β8 is negative and not significant, so patriarchal culture (M) is a variable that weakens the influence of family income (X4) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

Discussion of Research Results

Influence of Father's Education (X1), Mother's Education (X2), Number of Dependents (X3), Family Income (X4), Patriarchal Culture (M) on RLS Differences (Y)

Simultaneously variable father's education (X1), mother's education (X2), number of dependents (X3), family income (X4), and patriarchal culture (M) have calculated F = 162.210 > F table = 2.001 with probability value = 0.000 < α (0, 05) so that H0 is rejected and H1 is accepted. So it can be concluded thatvariablefather's education (X1), mother's education (X2), number of dependents (X3), family income (X4), and patriarchal culture (M) simultaneously have a significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District.

Influence of Father's Education (X1) on Differences in RLS (Y)

Partially, the father's education variable (X1) has a regression coefficient of 0.862 with t = 3.640 > t table = 2.001 and probability value = 0.001 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that father's education (X1) has a positive and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in one level of father's education has an impact on increasing the value of the difference in average years of schooling between men and women in a family by 0.862 years, assuming other variables are constant.

Effect of Mother's Education (X2) on Differences in RLS (Y)

Partially, the father's education variable (X1) has a regression coefficient of -0.213 with t count = -1.103 < t table = 2.001 and probability value = 0.274 > α (0.05) so that H0 is accepted and H1 is rejected. So it can be concluded that maternal education (X2) has a negative and insignificant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in

one level of maternal education has an impact on decreasing the value of the difference in average years of schooling between men and women in a family by 0.213 years, assuming other variables are constant.

Effect of Number of Dependents (X3) on RLS Difference (Y)

Partially, the number of dependents (X3) has a regression coefficient of 0.172 with t = 3.015 > t table = 2.001 and a probability value of 0.004 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that the number of dependents (X3) has a positive and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase in one person in the family's dependents has an impact on increasing the value of the difference in average years of schooling between men and women in a family by 0.172 years, assuming other variables are constant.

Effect of Family Income (X4) on RLS Difference (Y)

Partially, the family income variable (X4) has a regression coefficient of -3.577 with t = 2.846 > t table = 2.001 and probability value = 0.006 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that family income (X4) has a negative and significant effect on the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. This means that every increase of one rupiah has an impact on reducing the difference in average years of schooling between men and women in a family by 3.577 years assuming other variables are constant.

The Influence of Patriarchal Culture (M) on RLS Differences (Y)

Partially, the patriarchal culture variable (M) has a regression coefficient of 0.430 with t = 9.287 > t table = 2.001 and probability value = 0.000 < α (0.05) so that H0 is rejected and H1 is accepted. So it can be concluded that patriarchal culture (M) has a positive and significant effect on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District. This means that the stronger the patriarchal culture, the greater the difference in the average length of schooling between men and women in a family of 0.430 years, assuming other variables are constant.

Patriarchal Culture (M) as a Moderating Variable for the Effect of Father's Education (X1) on RLS Differences (Y)

The patriarchal culture variable (M) is a moderating variable for the relationship between the father's education variable (X1) which weakens the difference in average years of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while β6 is significant with a probability value = 0.000, so it is classified as a pseudo-moderating variable. The regression coefficient value β5 = 0.430 with a probability value = 0.000 while the regression coefficient β6 = -0.055 with a probability value = 0.000 so that β5 is positive and significant and β6 is negative and significant, so patriarchal culture (M) is a variable that weakens the influence of father's education (X1) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

Patriarchal Culture (M) as a Moderating Variable for the Effect of Maternal Education (X2) on RLS Differences (Y)

The patriarchal culture variable (M) is a moderating variable for the relationship between the maternal education variable (X2) which strengthens the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while

β7 is not significant with a probability value = 0.259, so it is classified as a moderate predictor variable. The coefficient value of β5 = 0.430 with a probability value = 0.000 while the regression coefficient of β7 = 0.014 with a probability value = 0.259 so that β5 is positive and significant and β7 is positive and not significant, so patriarchal culture (M) is a variable that strengthens the influence of maternal education (X2) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

Patriarchal Culture (M) as a Moderating Variable on the Effect of Family Income (X4) on RLS Differences (Y)

The patriarchal culture variable (M) is a moderating variable for the relationship between the family income variable (X4) which weakens the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District. Based on the test results, β5 is significant with a probability value = 0.000, while β8 is not significant with a probability value = 0.107, so it is classified as a moderate predictor variable. The regression coefficient value of β5 = 0.430 with a probability value = 0.000 while the regression coefficient of β8 = -1.800 with a probability value = 0.107 so that β5 is positive and significant and β8 is negative and not significant, so patriarchal culture (M) is a variable that weakens the influence of family income (X4) on the difference in average length of schooling between men and women in a family (Y) in Nusa Penida District.

CONCLUSION

From the previous discussion, it can be concluded as follows:

1. Father's education, mother's education, number of dependents, family income, and patriarchal culture simultaneously have a significant effect on the difference in average length of schooling between men and women in a family in Nusa Penida District.
2. Father's education has a positive and significant effect, mother's education has a negative and insignificant effect, number of dependents has a positive and significant effect, family income has a negative and significant effect, patriarchal culture has a positive and significant effect on the difference in average years of schooling between men and women in a country. family in Nusa Penida District.
3. Patriarchal culture weakens the influence of father's education, patriarchal culture strengthens mother's education, patriarchal culture weakens family income on the difference in average years of schooling between men and women in a family in Nusa Penida District.

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