ANALYSIS OF WOMEN'S QUALITY OF LIFE WITH GENDER EQUALITY DIMENSIONS IN INDONESIA

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ABSTRACT
This study analyze the factors that affect the quality of life of women in Indonesia using 102 samples with panel data types from related service publication data which will be analyzed using path analysis to determine the structure of each variable which is then tested for individual parameter significance to determine the direct effect between variables and use the Sobel test to determine the effect between variables through moderating variables using EVIEWS software. The results show that there is one variable that has a positive and significant direct effect on the quality of life of women in Indonesia, namely the ratio of the average wage of female laborers/employees/employees compared to men, while the ratio variable is the average length of schooling for women compared to men has a direct and significant negative effect on the quality of life of women in Indonesia. Furthermore, the variable ratio of the average wage of female workers/employees/employees to men can mediate the effect of the ratio of women's average years of schooling to men on women's quality of life.

KEY WORDS
Quality of life, women, gender equality.

Gender equality is defined as a condition in which women and men have equal conditions to fully realize their rights as human beings and to benefit from development to meet their needs and improve the quality of life. The low welfare of women, the gap in development achievement between women and men, the number of laws and regulations that are gender biased, discriminatory against women, subordination, labeling of women and weak institutions, including the availability of data and low community participation are important issues in improving women's quality of life and child protection in Indonesia.

The issue of gender equality has become a focus in various countries in the world, with the Sustainable Development Goals (SDGs) being held which is a global action plan agreed by world leaders, including Indonesia, to end poverty, reduce inequality and protect the environment. In the SDGs there are three indicators used to measure gender equality, namely the level of women's reproductive health, women's participation in parliament and the level of women's labor participation.

Based on the latest data published by UNDP (United Nations Development Reports) in 2020 regarding the GII (Gender Inequality Index) which is a composite index that reflects the inequality of achievement between women and men in three dimensions, namely the dimensions of reproductive health, empowerment and the labor market. Indonesia is ranked 107th along with the Philippines out of 189 countries in the world. When compared to countries in ASEAN, Indonesia is still below Singapore (11th), Malaysia (62nd), Thailand (79th) and slightly better than Vietnam (118) and much better from Laos (137th), Timor Leste (141), Cambodia (144) and Myanmar (147). Meanwhile, according to the World Economic Forum report, Indonesia ranks 85th in terms of the gender gap in 2020. This reflects that there is still inequality between men and women in the dimensions of reproductive health, empowerment and the labor market in ASEAN, especially in Indonesia.

The president of the European commission, which is one of the commissions that are members of the SDGs, Ursula Von der Leyen in the publication of the European commission which discusses the gender equality strategy for 2020-2025 said:

"Gender equality is a core principle of the European Union, but it is not yet a reality. In business, politics and society as a whole, we can only reach our full potential if we use all of our talent and diversity. Using only half of the population, half of the ideas or half of the energy is not good enough" (Azcona and Bhatt 2020)*.*

From the statement he emphasized that gender equality is a concern of the European Union government but this has not been realized, in business, politics and social life if only using half of the available resources, be it energy, ideas or population, it will not work. running optimally in increasing the potential possessed by a nation, we must be able to take advantage of the diversity that we have, so with the existence of gender equality which is one of the goals of the SDGs, with a population that is almost the same between women and men is expected to be able to provide space for the entire population, both male and female, to be able to contribute to national development.

The abolition of all forms of discrimination against women began with the conversion of the United Nations which in its session on December 18, 1979, approved the Convention on the Elimination of All Forms of Discrimination against Women or CEDAW (Convention on the Elimination of All Forms of Discrimination against Women).) which was emphasized by the Indonesian government by issuing Law No. 7 of 1984, besides that discrimination against a group of people is also very contrary to Pancasila and the Preamble to the 1945 Constitution.

To support the realization of the SDGs program, especially in gender equality, in the nine priority agendas (Nawacita) of the Joko Widodo-Jusuf Kalla government as outlined in the 2015-2019 National Medium-Term Development Plan (RPJMN), there are two important points regarding development strategies by increasing the involvement of women. This is explicitly stated in priority sub-agenda 2 of the second priority agenda (building clean, effective, democratic, and reliable governance), namely increasing the role and representation of women in politics and development, as well as in priority sub-agenda 8 of the fourth priority agenda (strengthening the presence of the state in reforming the system and law enforcement that is free of corruption, dignified, and trustworthy), namely protecting children, women and marginalized groups of people which in the end is expected to be able to improve the quality of life of Indonesian women.

Quality of life is a complex representation because it is not only a measure that can be seen, but also includes those that cannot be observed directly (Galitsya, 2017). WHO defines quality of life as an individual's perception of the life he lives in accordance with the culture and values in which the individual lives and compares his life with the goals, expectations, standards and goals set by the individual (WHO, 1997). The Centers for Disease Control and Prevention (CDC) defines quality of life as more focused on individual perceptions of physical and mental health conditions and their relationship to health risks and conditions, functional status, social support and socioeconomic status (CDC, 2000) than some of the definitions above. it can be concluded that quality of life is a subjective assessment of physical and mental health, which is strongly influenced by values and culture in the surrounding environment and socio-economic aspects of each individual.

Moons, Marquet, Budst, & de Geest (Salsabila, 2012) suggest that there are several factors that affect the quality of life in general, including gender, age, education, occupation, marital status, income, reference standards, and physical health. Bain, et al (2003) found a difference between the quality of life between men and women, where the quality of life for men tends to be better than the quality of life for women. this indicates that there are differences in aspects of life in relation to the quality of life for men and women.

Mehra (1997) suggests that the improvement in women's quality of life is reflected in four key indicators, which include an increase in women's life expectancy, an increase in primary school participation for girls, a decrease in the total birth rate, and an increase in women's access to maternal health. (Indy 2019) states that increasing gender equality can be done through increasing education and job opportunities for women, as well as expanding to the outside world that has an impact on birth control. Women's economic empowerment is also positively correlated in improving reproductive health which is a reflection of improving women's quality of life (Rao and Sweetman 2014).

Increased participation in education for women has proven to be able to provide many benefits for improving women's quality of life, education can increase confidence in taking on public roles, increase women's participation in the labor market and access to health services (Rodriguez-Kiino 2018). Improving the educational attainment of women and girls also contributes to women's economic empowerment, especially in terms of occupying professional positions (Rajagukguk 2015).

Education can also improve skills especially to keep pace with the rapid technological and digital transformations that can affect employment, it is critical to the health and well-being of women and girls, as well as income-generating opportunities and participation in the formal labor market. Increased educational attainment has accounted for about 50 percent of economic growth in OECD countries over the past 50 years (UN, 2020). Widiastuty (2019) also found that education and economic aspects provide space and access for women to increase people's life expectancy. In addition, according to a study conducted by Damayanti 2021, education is the main determining factor in the status of working women. In this case, education is one of the keys for women to be able to contribute to national development. Women can be strategic actors in development, not only development in villages, but also national development that can change the lives of Indonesian people for the better and more prosperous (KEMENKO PMK, 2019).

According to the 2012 Global Gender Gap report released by the World Economic Forum which was included in the BAPPENAS study, which revealed several findings about the very strong link between the gender gap and economic losses, research conducted in Japan showed that closing the gap between male and female workers would boosting the growth of Japan's Gross Domestic Product (GDP) by 16 percent. Furthermore, limited employment opportunities for women have cost the Asian region US$42 million and the Pacific region US$46 million annually. World Bank research also shows that a similar phenomenon also causes huge losses in Middle Eastern countries. Meanwhile research from (Adry and Nelonda 2016) also shows that investment in girls' education has a very significant multiplier effect, it will reduce birth rates, infant and child mortality, maternal mortality, increase labor force participation rates and income. Besides that, mothers or women will also be the first source of knowledge for children before entering the social life of the community. In this case, the mother's role is very important in shaping the quality, personality and perspective of children, besides that improving the quality of women will increase women's potential to contribute to development (Susanto 2017), when women are limited in their rights to improve their quality, in this case being educated will hindering women from working, voicing their aspirations and ideas is one of the causes of delays in the success of national development. Women's economic empowerment is very important to realize women's rights and gender equality. Women's economic empowerment includes women's ability to participate equally in existing markets, their access and control over productive resources, access to decent work, control over their own time, life and bodies, voice their aspirations and participation in economic decision making in the world. all levels from households to international institutions (UN, 2020).

In Indonesia, women's quality of life can be seen through several indicators that measure the achievement of women's quality of life in Indonesia, including the Gender Equality and Justice Index (IKKG) by the National Development Planning Agency (Bappenas), and the Gender Inequality Index (GII) published by the United Nations Development Programs (UNDP), as well as the Gender Development Index (IPG), the Gender Empowerment Index (IDG) by the Central Statistics Agency (BPS) and the Ministry of Women's Empowerment and Child Protection (KPPPA).

Based on the literature review and previous research in this study, the dimensions that affect women's quality of life are education equality, employment equality and women's empowerment. In the dimension of education equality, it is measured by the ratio indicator of the average length of schooling for women compared to men. Based on the achievement of the average length of schooling, the achievement of the male population is always above the achievement of the female population. In 2018, based on data from the Central Statistics Agency, the average length of schooling for boys was 8.62 years or equivalent to the second

grade of junior high school, while the achievement of women was 7.72 years or equivalent to the first grade of junior high school.

In the dimension of employment equality, it is measured by the indicator of the ratio of the average wages of workers / employees / employees. In the last three years (2018-2020) the wages of female workers are still below the amount of wages received by men. For example, in 2018 the average wage received by female workers was IDR 2,178,000, a difference of IDR 560,000 lower than the wages of male workers. Based on the publication of the Central Statistics Agency in 2018 the wage ratio between male and female workers in the 2014-2018 period was in the range of 0.79-0.86 and in 2018 was in the position of 0.80 where the figure did not change much compared to the previous year, the previous year which indicated that the wage ratio of female and male workers had stagnated with a large difference and was still relatively far from reaching the ideal balance.
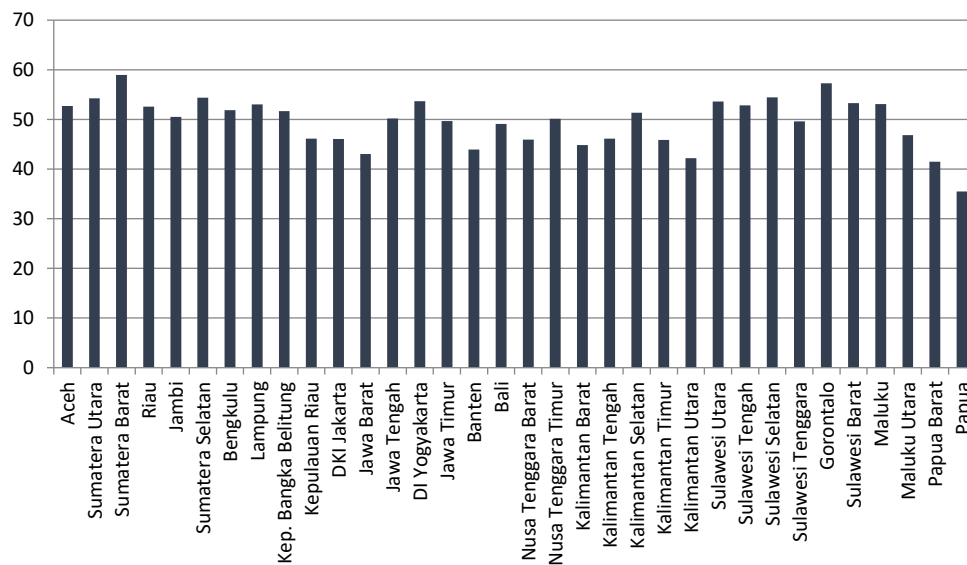

Figure 1 – Percentage of Women as Professionals, Managers, Administration, Technical 2020

According to data from the Central Statistics Agency, the percentage of women as professionals from 2018-2020, respectively, is 47.02 percent, 47.46 percent and 48.76 percent. In 2020 there are 22 provinces that have a percentage of women as professionals above the national achievement and 12 provinces which are still below the national achievement.

The quality of life of women in this study was measured using the percentage of deliveries assisted by trained workers. Access to adequate health services, especially in childbirth assisted by trained health workers is assumed to describe the extent to which women have control over existing resources and receive benefits from development and reflect the extent to which men as husbands/family and environmental aspects have played a role in strengthening access women to reproductive health services. In addition, deliveries assisted by trained health workers ensure that mothers in labor receive health services according to standards and minimize the occurrence of maternal and infant mortality. This is one of the Strategic Plans of the Ministry of Health for 2020-2024 which stipulates childbirth assisted by trained health personnel as an indicator of family health efforts. In 2018-2020 the achievement of deliveries assisted by trained health workers was 90.32 percent, 90.95 percent and 90.95 percent, respectively. This shows that women have control over existing resources and enjoy the results of development and increase the role of the environment in supporting this which indicates the existence of gender equality in obtaining access to decent health.

Research related to quality of life has been carried out by (Asadullah, Xiao, and Yeoh 2018) which states that increasing gender equality and reducing inequality in rural-urban

areas will be able to improve subjective quality of life in China, and better education and health levels are significantly correlated with improving quality of life. Ahmed et al (2010) have also investigated the relationship between economic status, education level, and women's empowerment status on maternal health services in an effort to improve women's quality of life in developing countries. The study involved cross-sectional data from 31 countries. Based on the results of the study, it was concluded that the three socioeconomic factors had a significant relationship with maternal health. Galistya (2017) in his research linking equality in education, employment, empowerment to women's reproductive health in Indonesia.

Through the above description of the published data and previous research, the research problem of this research is that there is still inequality of women in gaining access to the benefits of development both from the economic and non-economic aspects, dimensions of employment equality and women's empowerment in Indonesia.

Based on the background, the problem formulation is formulated as a research hypothesis as follows:

H1: Educational equality has a positive effect on employment equality in Indonesia;

H2: Equality in education and equality in employment have a positive effect on women's empowerment in Indonesia;

H3: Equality in education, equality in employment and empowerment of women has a positive effect on the quality of life of women in Indonesia;

H4: Equality in education has an indirect effect on empowering women through equal employment in Indonesia;

H5: Equality in education has an indirect effect on women's quality of life through equal employment in Indonesia;

H6: Equality in education and equality in employment have an indirect effect on women's quality of life through empowering women in Indonesia.

METHODS OF RESEARCH

This research is quantitative with the nature of associative research, namely research that aims to determine the relationship between two or more variables. The type of data used is panel data, namely data published by the Central Statistics Agency (BPS), data from the Ministry of Women's Empowerment and Child Protection (KPPPA) and data sourced from the Ministry of Health. The independent variable in this study is the Education Equality Variable (X). The dependent variable in this study is the variable of women's quality of life (Y3).

All data in this study were collected using non-participant observation and interviews. The data analysis technique used in this research is description analysis and path analysis. The equations used in the path analysis are: Educational equality to employment equality.

$$Y_1 = \rho 1 X_1 + \varepsilon_1 \qquad (1)$$
$$Y_2 = \rho 2 X_1 + \rho 3 Y_1 + \varepsilon_2 \qquad (2)$$
$$Y_3 = \rho 4 X_1 + \rho 5 Y_1 + \rho 6 Y_2 + \varepsilon_3 \qquad (3)$$

Where: Y_1 = Employment equality variable; Y_2 = Women's empowerment variable; Y_3 = Variables of women's quality of life; ρ = Coefficient of education equality path to employment equality; X_1 = Educational equality variable; ε_1 = *variance*.

RESULTS AND DISCUSSION

Normality test results for the effect of education equality on employment equality. The test results on the multiple linear regression equation in the appendix show that the probability value in the test is 0.676 greater than the level of significance, which is 5 percent (0.05). So it can be concluded that the structural regression model 1 is normally distributed. Normality test results for the effect of education equality and employment equality on women's empowerment. The test results on the multiple linear regression equation in the

appendix show that the probability value of 0.7909 is greater than the level of significance, which is 5 percent (0.05). So it can be concluded that the structural regression model 2 is normally distributed. Normality test results for the effect of education equality, employment equality and women's empowerment on women's quality of life. The test results on the multiple linear regression equation in the appendix show that the probability value of 0.1529 is greater than the level of significance, which is 5 percent (0.05). So it can be concluded that the structural regression model 3 is normally distributed.

Table 1 – Multicollinearity Test Results

Structural Equation	Variables	*Correlation Tolerance*	Centered VIF
$Y_1 = \rho 1 X_1$	Educational equality	0,256928	1,00000
$Y_2 = \rho 2 X_1 + \rho 3 Y_1$	Educational equality	0,831156	1,298537
	Employment equality	0,207233	1,298537
$Y_3 = \rho 4 X_1 + \rho 5 Y_1 + \rho 6 Y_2$	Educational equality	0,217583	4,749496
	Employment equality	0,945151	1,534341
	Women empowerment	0,107770	3,821700

Source: Data processed, 2022.

It can be seen that the centered VIF value of the variables of education equality, employment equality and women's empowerment in the regression equations structure 1 and 2 and structure 3 shows a centered VIF value of less than 10, and a tolerance value of more than 10% (0.1), then it can be stated that there is no multicollinearity problem in the prediction model.

Table 2 – Autocorrelation Test Results

Structure	Durbin-Watson	dl	du	4-du	Conclusion
1	1,935080	1,6576	1,6971	2,3029	Passed Autocorrelation
2	1,978566	1,6376	1,7175	2,2825	Passed Autocorrelation
3	2,141337	1,6174	1,7383	2,2617	Passed Autocorrelation

Source: Data processed, 2022.

The value of Durbin Watson in structure 1 is 1.935080. This value when compared with the table value of 5% significance, with the number of observational data as much as 102 (n) and the number of independent variables (K = 1), the value of du is 1.6971. The Durbin Watson value in structure 1 is more than the upper limit (du) which is 1.6971 and less than (4-du) 4 -1.6971 = 2.3029, it can be concluded that the data has passed the autocorrelation test using the Durbin Watson test. Because the autocorrelation value in the Durbin-Watson test in structure 1 has met the criteria, it can be concluded that there is no autocorrelation between residual values in structure 1.

The value of Durbin Watson in structure 2 is 1.978566. This value when compared with the table value of 5% significance, with the number of observation data as much as 102 (n) and the number of independent variables (K = 2), then the value of du is 1.7175. The Durbin Watson value in structure 2 is more than the upper limit (du) which is 1.7175 and less than (4-du) 4-1.7175 = 2.2825, it can be concluded that the data has passed the autocorrelation test using the Durbin Watson test. Therefore, the autocorrelation value in the Durbin-Watson test in structure 2 has met the criteria, and it can be concluded that there is no autocorrelation between residual values in structure 2.

The value of Durbin Watson in structure 3 is 2.141337. This value when compared with the table value of 5% significance, with the number of observational data as much as 102 (n) and the number of independent variables (K=3), the value of du is 1.7383. The Durbin Watson value in structure 3 is more than the upper limit (du) which is 1.7383 and less than (4-du) 4-1.7383 = 2.2617, it can be concluded that the data has passed the autocorrelation test using the Durbin Watson test. Because the autocorrelation value in the Durbin-Watson test in structure 3 already meets the criteria, and it can be concluded that there is no autocorrelation between residual values in structure 3.

Table 3 – Structure Heteroscedasticity Test Results 1

Heteroscedasticity Test: Glejser			
F-statistic	4.405403	Prob. F(1,100)	0.383
Obs*R-squared	4.303906	Prob. Chi-Square(1)	0.380
Scaled explained SS	6.581524	Prob. Chi-Square(1)	0.103

Source: Data processed, 2022.

It can be seen that the significance value of the Glejser test is 0.383, which has a value greater than 0.05, which means that there is no influence between the independent variables on the absolute residual. Thus, the structure model 1 made does not contain heteroscedasticity symptoms.

Table 4 – Structure Heteroscedasticity Test Results 2

Heteroscedasticity Test: Glejser			
F-statistic	4.107315	Prob. F(2,99)	0.193
Obs*R-squared	7.815092	Prob. Chi-Square(2)	0.201
Scaled explained SS	8.715496	Prob. Chi-Square(2)	0.128

Source: Data processed, 2022.

It can be seen that the significance value of the Glejser test is 0.193, which has a value greater than 0.05 which means that there is no influence between the independent variables on the absolute residual. Thus, the structure model 2 made does not contain symptoms of heteroscedasticity.

Table 5 – Structure Heteroscedasticity Test Results

Heteroscedasticity Test: Glejser			
F-statistic	6.262525	Prob. F(3,98)	0.0600
Obs*R-squared	16.40870	Prob. Chi-Square(3)	0.0900
Scaled explained SS	12.13120	Prob. Chi-Square(3)	0.0690

Source: Data processed, 2022.

It can be seen that the significance value of the Glejser test is 0.060, which has a value greater than 0.05 which means that there is no influence between the independent variables on the absolute residual. Thus, the structure model 3 made does not contain heteroscedasticity symptoms.

Table 6 – Structural Analysis Test Results 1

Variable	Coefficient	Std. Error	t-Statistic	Prob.
X1_EDUCATION	0.614011	0.112377	5.463851	0.0000
C	2.008150	0.425585	4.718568	0.0000
R-squared	0.229902	Mean dependent var		4.331279
Adjusted R-squared	0.222201	S.D. dependent var		0.212068
S.E. of regression	0.187029	Akaike info criterion		-0.495694
Sum squared resid	3.497980	Schwarz criterion		-0.444224
Log likelihood	27.28042	Hannan-Quinn criter.		-0.474853
F-statistic	29.85366	Durbin-Watson stat		1.935080
Prob(F-statistic)	0.000000			

Structural equation as follows:

$$Y1 = 0{,}614011\ X_1 + \varepsilon_1$$

The regression coefficient for equality on education shows positive and significant effect on employment equality (Y1).

Table 7 – Analysis of Structure 1

Variable	Coefficient	Std. Error	t-Statistic	Prob.
X1_EDUCATION	0.793332	0.048910	16.22036	0.0000
Y1_ EMPLOYMENT	-0.161941	0.038194	-4.240010	0.0001
C	1.345190	0.179733	7.484394	0.0000
R-squared	0.738336	Mean dependent var		3.645374
Adjusted R-squared	0.733050	S.D. dependent var		0.138256
S.E. of regression	0.071433	Akaike info criterion		-2.411143
Sum squared resid	0.505165	Schwarz criterion		-2.333938
Log likelihood	125.9683	Hannan-Quinn criter.		-2.379880
F-statistic	139.6742	Durbin-Watson stat		1.978566
Prob(F-statistic)	0.000000			

Structural equation as follows:

$$Y2 = 0{,}793332\ X_1 - 0{,}161941\ Y_1 + \varepsilon_2$$

The regression coefficient value of the education equality variable is positive with a significance of less than 0.05, which means that educational equality has a positive and significant effect on women's empowerment (Y2). While the employment equality variable has a negative effect with a significant value of less than 0.05, this means that employment equality has a negative and significant effect on the women's empowerment variable (Y2). Based on the results of the analysis of substructure path 3, the following structural equation can be made:

$$Y3 = -0{,}405222\ X_1 + 0{,}951557\ Y_1 + \varepsilon_3$$

The regression coefficient value of the education equality variable is negative with a significance of less than 0.05, which means that educational equality has a negative and significant effect on women's quality of life (Y3). While the employment equality variable has a positive effect with a significant value of less than 0.05, this means that employment equality has a positive and significant effect on the women's quality of life variable (Y3). Then the variable of women's empowerment has a positive effect with a significant value of more than 0.05, this means that women's empowerment has a positive and insignificant effect on the variable of women's quality of life (Y3).

Table 8 – Structural Analysis Test Results 3

Variable	Coefficient	Std. Error	t-Statistic	Prob.
X1_EDUCATION	-0.405222	0.044290	-9.149361	0.0000
Y1_ EMPLOYMENT	0.951557	0.019658	48.40602	0.0000
Y2_ WOMEN_EMPOWERMENT	0.086759	0.047588	1.823150	0.0713
C	1.522942	0.106490	14.30125	0.0000
R-squared	0.966523	Mean dependent var		4.427500
Adjusted R-squared	0.965498	S.D. dependent var		0.182092
S.E. of regression	0.033823	Akaike info criterion		-3.896934
Sum squared resid	0.112111	Schwarz criterion		-3.793994
Log likelihood	202.7437	Hannan-Quinn criter.		-3.855251
F-statistic	943.1330	Durbin-Watson stat		2.141337
Prob(F-statistic)	0.000000			

Table 9 – Path Analysis

Structure	Equation	R Square	Adjusted R Square
1	$Y_1 = \rho 1 X_1$	0,2299	0,2222
2	$Y_2 = \rho 2 X_1 + \rho 3 Y_1$	0,7383	0,7330
3	$Y_3 = \rho 4 X_1 + \rho 5 Y_1 + \rho 6 Y_2$	0,9665	0,9654

Source: Primary data processed, 2022.

In the structural equation 1 (path analysis 1) the magnitude of the influence of the independent variable on the dependent variable which is indicated by the value of determination (Adjusted R Square) of 0.2222 which means that 22.22% of the variation in employment equality is influenced by variations in educational equality (X1) while the remaining 77.78% is explained by other factors that are not included in the model.

Furthermore, in structural equation 2 (path analysis 2) the magnitude of the influence of the independent variable on the dependent variable is indicated by the value of determination (Adjusted R Square) of 0.7330 which means that 73.30% of the variation in women's empowerment (Y2) is influenced by variations in educational equality (X1), and employment equality (Y1) while the remaining 26.70% is explained by other factors that are not included in the model.

Then in structural equation 3 (path analysis 3) the magnitude of the influence of the independent variable on the dependent variable is indicated by the value of determination (Adjusted R Square) of 0.9654 which means that 96.54% of the variation in women's quality of life is influenced by variations in educational equality (X1), employment equality (Y1) and women's empowerment (Y2), while the remaining 3.46% is explained by other factors not included in the model.

The total determination value of 0.9934 means that 99.34% of the variation in women's quality of life is influenced by variations in education equality, employment equality and women's empowerment, while the remaining 0.66% is explained by other factors not included in the model.

Table 10 – Direct and Indirect Effects and Total Effects of Research Variables

Variable Effect	Direct Influence	Indirect Influence Through		Total Effect
		Employment Equality (Y1)	Women empowerment (Y2)	
$X_1 \rightarrow Y1$	0,6140	-		0,6140
$X_1 \rightarrow Y2$	0,7933	(0,6140 x -0,1619) = -0,0994		0,6939
$Y_1 \rightarrow Y2$	-0,1619	-		-0,1619
$X_1 \rightarrow Y3$	-0,4052	(0,6140 x 0,9515) = 0,5842	(0,7933 x 0,0867) = 0,0687	0,2477
$Y_1 \rightarrow Y3$	0,9515	-	(-0,1619 x 0,0867) = -0,014	0,9375
$Y_2 \rightarrow Y3$	0,0867	-		0,0867

Source: Data processed, 2022.

Based on the results of the analysis of the effect of education equality on employment equality, a significance value of 0.000 was obtained with a positive regression coefficient of 0.6140. The significance value of 0.000 <0.050 indicates that education equality has a positive and significant effect on employment equality. Which means that every 1 point increase in the average education ratio of women compared to men will increase 0.614 points in the ratio of women's wages to men.

These results are in accordance with the human capital theory which states that education and training can be an added value for a person in increasing their knowledge, abilities and skills which will ultimately increase their income. The results of this study are in accordance with research by Klasen S and Lamanna F (2009) entitled "The Impact of Gender Inequality in Education and Employment on Economic Growth" which states that equality in education affects income and types of work. This indicates that the more equal the education level of men and women will increase the equality of employment in this case is wages. In addition, another study conducted by Hill and King (2010) entitled "Women Education and Economic Well-Being" states that education increases labor market productivity and income growth for all, but educating women has a greater effect on improving social welfare, because when educated women will contribute to family health, child survival and investment in the quality of human capital.

Based on the results of the analysis of the effect of education equality on women's empowerment, a significance value of 0.000 was obtained with a positive regression coefficient of 0.7933. The significance value of 0.000 <0.050 indicates that educational equality has a positive and significant effect on women's empowerment. Which means that every 1 point increase in the ratio of the average length of schooling for women compared to

men will increase 79.33 percent of women as professional, manager, administrative, technical staff. Research conducted by Rajagukguk (2015) entitled "Determinants of Women Occupying Professional Positions in Indonesia" found that increasing educational attainment of women and girls contributes to women's economic empowerment, especially in professional positions. Further research by Rodriguez-Kiino (2018) The increase in education participation of women has proven to be able to provide many benefits for improving women's quality of life, education can increase self-confidence in taking on public roles, increase women's participation in the labor market and access to health services.

Based on the analysis of the effect of employment equality on women's empowerment, a significance value of 0.00011 was obtained with a negative regression coefficient of -0.1619. Significance Value 0.0001<0.05. This result means that employment equality has a negative and significant effect on women's empowerment. This means that every 1 point increase in the average wage ratio of female workers/employees/employees compared to men will reduce the percentage of women as professional, managerial, administrative, technical staff by 1.16 percent. This is a trade-off between wages and employment, which also indicates that there is still inequality between genders in obtaining equal income. Many things can affect this, one of which is women's education and women's productivity is still low which causes wages for women not as big as men or it can be concluded that wage equality cannot have a direct effect on increasing women's participation as professionals, managers, administration, technical but there are things that must be met. In the publication of the Manpower Office in 2019 which discussed the issue of labor absorption, it was found that the low level of education caused Indonesian workers to lack knowledge and technology which affected the quality of the workforce and also affected the high and low wages of workers.

Based on the results of the analysis of the effect of education equality on women's quality of life, a significance value of 0.000 was obtained with a negative regression coefficient of -0.4052. Significance Value 0.000<0.05. This result means that educational equality has a negative and significant effect on women's quality of life. The results showed that the existence of educational equality or an increase in the average ratio of women's education compared to men did not necessarily improve women's quality of life, in this case the percentage of deliveries assisted by trained health workers. Research conducted by Floro and Pichetpongsa (2010) entitled "Gender, Work Intensity and Well-Being of Thai Home-Based Workers" states that the quality of life is influenced by economic activities, educational ability and work intensity where when women work, women have the power to determine the choice of childbirth to be chosen besides that support from the environment and culture of the surrounding community also greatly influences this, so it can be concluded that when women have higher education it will not directly affect their quality of life.

Based on the results of the analysis of the effect of employment equality on women's quality of life, a significance value of 0.000 was obtained with a positive regression coefficient of 0.9515. Significance Value 0.000<0.05. This result means that employment equality has a positive and significant effect on women's quality of life. The results showed that an increase of 1 point in employment equality or the ratio of women's average wages to men would increase 95.15 percent of deliveries assisted by trained health workers. Galistya (2017) found that an increase of one unit or 1 point in the average ratio of women's wages to men affects women's quality of life, in this case women's maternal health. From a high regression coefficient value, it indicates that when women have high incomes or are equivalent to men, the quality of life of women in this case is to choose a method of delivery that is assisted by professionals who have higher power in other words women have the right to take decision for him.

Based on the results of the analysis of the influence of women's empowerment on women's quality of life, a significance value of 0.0713 was obtained with a positive regression coefficient of 0.0867. The significance value is 0.0713 > 0.05. These results mean that women's empowerment has no effect and is not significant on women's quality of life. This indicates that women's empowerment does not necessarily improve women's quality of life. This can be caused by constructs in the local culture that still discriminate against women.

Based on the calculation of the test statistic, the calculated Z value was 3.3497 > 1.96. This means that employment equality (Y1) is a variable that mediates educational equality (X1) on women's empowerment (Y2) or in other words educational equality has an indirect effect on women's empowerment. The ratio of the average length of schooling for women compared to men is the average number of years taken by residents aged 15 years and over to complete all levels of education that have been undertaken. Human capital theory states that education and training can be an added value for a person in increasing their knowledge, abilities and skills which will ultimately increase their income. In addition, women's entry into the labor market is also influenced by the wages offered. Septian and Wijaya (2020), Rao et al (2016) in their research found that women's participation in the labor market, especially in the formal sector, was influenced by the level of education and wages offered.

Based on the calculation of the test statistic, the calculated Z value was 8.9901 > 1.96. This means that employment equality (Y1) is a variable that mediates educational equality (X1) on women's quality of life (Y2) or in other words, educational equality has an indirect effect on women's quality of life. Based on research by Moons, Marquet, Budst, and de Geest (2004) and Baxter (1998) said that the level of education and income are factors that can affect the quality of life. Floro and Pichetpongsa (2010) in their research entitled "Gender, Work Intensity and Well-Being of Thai Home-Based Workers" also stated that the quality of life is influenced by economic activities, educational capabilities and work intensity. the choice of delivery to be chosen besides the support from the environment also greatly influences this.

In addition, according to the theory of demand for health services according to Grossman (1971) and Mills (1990) many factors influence the demand for health services, including someone who thinks that health is an investment that can determine the amount of time available to work and perform other activities. Other economic factors that influence the demand for health services are income received, service price rates, payment methods and transportation costs. Furthermore, according to Andersen's (1974) behavioral model, one of the determinants of health services is the ability characteristic (Enabling Characteristics), in the form of the user's ability which is influenced by the ability to pay with existing resources in this case family resources (income, insurance ownership, purchasing power, and knowledge of health services).

Based on the calculation of the test statistic, the calculated Z value was 1.7979 < 1.96. This means that women's empowerment (Y1) is not a variable that mediates Equality of education (X1) on women's quality of life (Y2) or in other words, equality of education cannot indirectly affect women's quality of life. Based on research by Moons, Marquet, Budst, and de Geest (2004) and Baxter (1998) there are many factors that affect women's quality of life, one of which is education and work. In this study, the variable of women's empowerment could not mediate the relationship between the variables of education equality and women's quality of life. This happens because the number of women as professionals is still lower than the achievements of men.

Cultural constructions in society such as discrimination, subordination to women and tend to encourage women to take full responsibility in the domestic sphere. On the other hand, men are culturally required to take the maximum role in the public sphere. In the conditions of men and women working in the household at one time women were more likely to not work than men. The impact of domestication on women reduces or eliminates women's access and participation in the public sphere, women's access and participation in various fields of development and marginalizes women in enjoying the benefits of development. In addition, the limited access of women to occupy professional positions with various stereotypes labeled against them makes women still shackled to technical positions with low to middle income.

Based on the calculation of the test statistic, the calculated Z value was 1.8218 < 1.96. This means that women's empowerjent (Y2) is unable to mediate employment equality (Y1) on women's quality of life (Y3) or in other words, employment equality cannot indirectly affect women's quality of life through women's empowerment. Based on research by Moons,

Marquet, Budst, and de Geest (2004) and Baxter (1998) there are many factors that affect women's quality of life, one of which is income and work. In this study, women's empowerment variables, namely women who work as professionals, managers, administrative and technical personnel, cannot mediate the effect of the employment equality variable on women's quality of life. This happens because the achievement of women as professionals is still lower than that of men. There are indications that this is due to inequality in women's rights in employment which in the end in empowering women, women are only empowered without getting their rights. The Ministry of Women's Empowerment and Child Protection (KPPPA) stated that the gender gap between men and women in employment is still quite high. Such as discrimination against women in getting lower wages than men. This is supported by research data during the research period, namely from 2018-2020 there is still an imbalance in the average wages of female and male workers. For example, in 2018 the average wage received by female workers in Indonesia was IDR 2,178,000, a difference of IDR 560,000 lower than the wages of male workers. Based on the publication of the Central Bureau of Statistics in 2018, the wage ratio between male and female workers in the 2014-2018 period was in the range of 0.79-0.86 which reflects that there is still discrimination against women in obtaining wages.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that there is one variable that has a direct positive and significant effect on the quality of life of women in Indonesia, namely the employment equality variable with the indicator ratio of the average wage of female workers/employees/employees compared to men, while the variable ratio of the average length of schooling for women compared to men has a direct and significant negative effect on the quality of life of women in Indonesia. The variable of employment equality with the indicator of the ratio of the average wage of female workers / employees / employees as compared to men mediates the effect of the education equality variable on women's quality of life variables. Educational equality has a significant positive effect on employment equality. Educational equality has a significant positive effect on women's empowerment while employment equality has a significant negative effect on women's empowerment. Educational equality has a significant negative effect on women's quality of life and employment equality has a significant positive effect on women's quality of life.

Research on women's quality of life can still be developed to produce better model accuracy, among others by increasing the number or level of observations, adding indicators and other variables that are thought to be related to women's quality of life and dimensions of gender equality, as well as involving panel data with time spans, longer time in order to better interpret the research variables. In order to further improve the quality of life for humans in general and for women in particular, it is necessary to increase the understanding of society and the world about the importance of gender equality.

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