

Attitudes towards Gender and Gender Awareness in Maritime Institute of Jakarta

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Abstract

As reported in UNCTAD Maritime Report 2017, out of 1.6 million seafarers only about 1 per cent were woman, and similar figures apply to Indonesian seafarers. These seafarers are all trained and educated in a special schools and academies with specified and regulated standard set by the IMO. STIP has been taking part in seafaring training for 60 years and holds key role in the industry. There were much fewer women than men. More women are interested and encouraged to become seafarers. The industry must be prepared to welcome them. The objective of this study is to obtain a better picture of the attitudes of people involved in maritime education towards gender and gender awareness in the academy. The data collected through online questionnaire, was tabulated and classified. 67.9% of the respondents were cadets, 20.4% teachers, and 11.7% officer students. Based on their sexes, male dominated the number with 80.2% of the piece, and the minority 19.8% female ones. It was found that most of the respondents still have strong belief in gendered role and stereotypes, and that their awareness on gender issues can cause conflicts and should not be discussed. As 76.6% of the respondents agreed that women can work on a ship, it is important to reconstruct the gendered role beliefs and stereotypes while educating and preparing them at the academy.

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1. INTRODUCTION

The issue of gender has become one of the subjects of development and social change. As we have seen, in recent times, various writings, both on social media, seminars and books, have discussed a lot about discrimination against women. Gender is questioned because socially has created differences in roles, responsibilities, rights and functions of men and women in society. This ultimately makes people tend to discriminate against the participation of women and men in social life. For ASEAN, since 2011 the United Nations has established an organization of UN Women (The United Nations Entity and the Empowerment of Women) which aims to improve gender equality and women's empowerment, especially in the Southeast Asia

region. According to UN Women, ASEAN countries as a whole have made progress in ensuring women can participate in the fields of politics, economics, education and health.

RA Kartini's enthusiasm towards women emancipation has grown to date with Ms. Megawati as Indonesia's first female president, and the presence of women in the list of names of State ministries. This illustrates that Indonesia has an increased gender equality tolerance but needs to be developed again to improve welfare. While in maritime industry, the majority of the workforce at sea is still male-dominated. As reported by UNCTAD Maritime Report 2017, out of 1.6 million seafarers only about 1 per cent were woman, and similar figures apply to Indonesian seafarers. Renowned as one of maritime

country with more than 270 million people, Indonesia has the potential to provide more female seafarers to the industry.

A recent study conducted by ACDP (2017) in Indonesia reported that there 2 different streams available as maritime education and training: formal and non-formal. Indonesia is preparing itself to be a country with the largest number of seafarers serving at sea. The challenge is to prepare them for the industry, especially to encourage more women to participate since they can help fulfilling the growing shortage of officers at sea. It is expected that the shortage will grow to 147,500 by 2015 (UNCTAD, 2017). Since then, it is essential that the companies improve the working and living conditions of women aboard the shipping vessels. It does not have to be luxury or anything costly, simple and low-cost intervention can help substantially. Producing and distributing gender specific information on the health and sanitation issues can support the mitigation, as well as changes the corporate culture. Prevention and investigation of sexual harassment cases and bullying aboard ship should be standard policy.

STIP as the first and largest maritime academy in Indonesia has an important role to prepare the students; the future seafarers, for the industry. It should start with the awareness. There have been silenced cases on sexual harassment on board, yet they remain untouched, mostly because the victims decided to withdraw the case from investigation by the authority. They chose to reconcile with the abuser, and let it disappear into the thin air. This is possible due to the family's decision to solve the problem through traditional customs and rituals. Building up awareness will help improve the working and living conditions for all crew in general, and especially the women seafarers. This challenge can be met successfully through deliberate partnership among the three branches of the industry: the global shipping industry, the shipping and

shore side business leadership, and the maritime education. All must embrace, affirm, and broadcast the value that diversity brings to the performance of the industry (Brickman, 2012).

2. METHOD

As the aim of this study is to examine and to describe the attitudes of students and educators towards gender and gender awareness in maritime context, especially in maritime institute of Jakarta. A survey research is chosen by using online questionnaire. This method is found to be efficient in gathering data from numerous and various people. The advantages of using questionnaire include practicality in collecting large amounts of information from a large number of people relatively rapid and cost effective. In addition, it is usually easy to be quantified and be analyzed more objectively than other forms of research (Introduction to Research, 2017).

The online questionnaire is distributed among students, from Nautical and Marine Engineering Department, and their teachers. There are two kinds of students here. The students in formal stream, who sit for a 4-year education program to be officers on board and stay in the school dormitory during their education. Then, the students in non-formal stream, those who are seafarers (called officer-students) coming back to school to upgrade their certificates, and live outside the school premises. Teachers participating in the survey are also teachers of both streams.

The questionnaire is modified from a pre-existing questionnaire about attitude towards gender and gender awareness (Sharma & Sonpal, 2009). The modification is intended to make the questionnaire applicable in a Indonesian merchant marine context. In addition, the questionnaire is rewritten in Indonesian to omit the language from becoming a barrier.

There are 22 questions in the questionnaire, with 162 respondents. 67.9% of the respondents were cadets, 20.4% teachers, and 11.7% officer students. Based on their sexes, male dominated the number with 80.2% of the piece, and the minority 19.8% female ones. The data collected was then analyzed using theories on gendered studies and issues.

3. RESULT AND DISCUSSION

Gender is a social and cultural definition of men and women. This is not the same as sex which is defined as the biological or physical construction of men and women (Sharma & Sonpal, 2009). Based on the results of observations through a questionnaire it was found that most respondents (51.2%) already knew that gender is not the same as sex.

A stereotype is widely accepted judgment about a person or group, even though it's not always accurate. Gender stereotype can cause unequal and unfair treatment because of a person's gender. Female gender stereotypes always play on the notion of women's inequality to men. Women are weaker and men are more superior. Nature doesn't create inequalities. Despite the fact, most respondents still have strong belief in gendered role and stereotypes. Stereotypes are not always negative, but many are not always right and even harm us. This stereotype seems to limit us on thinking, acting, and also arguing. Nothing is wrong if women have the ability to do things that are usually done by men, as it is also reasonable if men work in a female-dominated field. On the contrary, 76.6% of the respondents agreed that women can work on a ship. It is important to reconstruct the gendered role beliefs and stereotypes while educating and preparing them at the academy.

The research conducted by Cars & Osterman (2015) shows that gender issues are not explicitly mentioned or discussed in one of the courses and study plans identified in maritime education, hence shows the lack of a clear strategy for this problem. Therefore, there needs to be an effort that can be done by STIP in developing insight and awareness about gender and the issues around the subject.

The International Transport Workers' Federation estimates that only 2% of the world's maritime workforce is made up of women. It is time to change this statistic by enhancing opportunities for women to be educated and gain experience in maritime activities. STIP realized the opportunities and eventually let female to apply for engine study program, previously male only.

4. CONCLUSION

This study has given approximate figure how the community of the maritime institute sees gender and the awareness towards issues around it. The fact that it was difficult to obtain the response and from the responses acquired, gender issues are still avoided of discussion due to its sensitiveness. Hence, awareness is still low. Opening the opportunities for women has increased over the last decades, but a reliance on the 'add women and stir' approach is unlikely to change existing hierarchies as Zuga (1999) proposed to rethink contents and structure of education programs, including governance, support and clear objectives in the study plans. Mentioning gender issues specifically in study plans and curricula alone will not close the gender gap in the maritime industry. But, by highlighting the issues, there will be a natural need to address them at the level where it matters, in the interaction with students.

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