

BIBLIOMETRIC ANALYSIS OF GENDER EQUALITY AND EDUCATION QUALITY TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN 2030

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Abstract - *This article discusses international publication trends related to Gender Equality and Quality Education using the Scopus database. This study aims to determine publication trends based on region, publication subject, distribution of writings in various universities and opportunities for further researchers. Data collected by the author from search results in Scopus with the keywords Gender Equality, Quality Education and Sustainable Development Goals. Using bibliometric analysis through VOS Viewer Software to obtain publication linkage results. As a result, there are 90 articles published internationally from 2017 to 2023. Spain became a prolific country in the publication of international articles. Social Sciences is a subject of writing that is a lot in publishing articles. Some of the dominant keywords found in this publication are Sustainable Development Goal, gender disparity, quality of life, higher education, engineering education, entrepreneurship and the 2030 Agenda. Based*

on these results, this article becomes material for further researchers in developing international articles on Gender Equality and Quality Education towards the agenda of the Sustainable Development Goals in 2030.

Keywords: *Gender Equality, International Publication, Trend, Quality Education, Scopus Database, SDGs 2030.*

I. INTRODUCTION

The Sustainable Development Goals (SDGs) are 17 global goals set by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. (United Nations, 2020). These goals were created to address global challenges and to drive a more sustainable and just world by 2030. These goals are based on the Millennium Development Goals (MDGs) and cover economic, social, and environmental issues. These goals provide a framework for

governments, organizations, and individuals to work toward a more sustainable and prosperous future for all, addressing social, economic, and environmental challenges on a global scale. (Fukuda-Parr, 2016).

One of the 17 global goals is gender equality. Gender equality states that all individuals, regardless of their gender, have equal rights, responsibilities, and opportunities in all aspects of life, including education, work, policy, and society in general. But over time, gender equality has also become an essential foundation in the Sustainable Development Goals (SDGs) (Jeevanasai et al., 2023). The Sustainable Development Goals (SDGs) target places goal 5, gender equality, as a commitment of the United Nations (UN) to human rights. (Januastasya Audina, 2022). Human rights problems, such as gender discrimination, can occur in higher education. Differences between men and women in aspects of function, role, and responsibility can change interpretations in the future. (Larasati & Ayu, 2020).

Gender Equality in Sustainable Development Goals (SDGs) has specific targets for empowering Women and Girls. Gender equality is targeted at overcoming and eradicating poverty. Women, especially in developing countries, often face higher poverty rates than men. Some factors that become obstacles, such as education, employment opportunities, and human resources, are unevenly distributed. (Vyasdoorgapersad, 2019). Women in countries have the opportunity to have lower wages, resulting in poverty and impacting the country's economic growth. Therefore, it is necessary to contribute to the quality of education in gender equality. When these two aspects work well, it will reduce poverty and overcome various challenges women face in various sectors face. (Leal Filho et al., 2022).

"Quality Education" is one of the Sustainable Development Goals (SDGs),

defined explicitly as Goal 4. This goal aims to "Ensure inclusive and equitable quality education and encourage lifelong learning opportunities for all." (United Nations, 2020). Quality education is recognized as a fundamental foundation for sustainable development, as it plays an essential role in addressing a wide range of social, economic, and environmental challenges (Chakraborty, K.S and krishnankutty, 2013). Quality education is seen as a catalyst for social progress and economic growth. It can help reduce poverty, improve health outcomes, promote gender equality, increase economic opportunities, and foster an informed and engaged society (Bautista-Cerro Ruiz et al., 2017). The focus on quality education in the SDGs reflects the understanding that education is an important driver of sustainable development and plays an important role in achieving other SDGs by addressing the root causes of various global challenges (Esteves, 2020).

Gender equality in education is essential in achieving SDGs in 2030. Gender gaps in education need to be assessed in the context of each country's developmental stages and education levels. Some state policies state that gender equality in educational attainment does not necessarily reflect equality of experience between women and men. As a result, countries are unable to assess some significant progress towards achieving the Development goals globally (Psaki, McCarthy, & Mensch, 2018). Efforts to promote gender equality in education are essential to empower girls and women and advance overall sustainable development by ensuring that all individuals have equal access to quality education and opportunities. (Alam, Ogawa, Basharat, & Ahsan, 2023). The importance of policy implementation in the context of gender equality in the quality of education must be considered. This can create an environment

that supports gender equality in various sectors (Razavi, 2016).

Based on previous research, the relationship between quality education and gender equality can improve sustainable social development. One example during the COVID-19 pandemic in China said that a positive impact was seen well at the beginning of pandemic control. The results show that quality education and gender equality significantly lead to reasonable pandemic control (Feng et al., 2022). Individual actors must demonstrate no differences in perception between men and women in their treatment in educational environments. Although some have not been socialized about the importance of gender equality in education, they already have a good attitude about gender equality (López-Morales, Urrea-Solano, García-Taibo, & Baena-Morales, 2023). Some developing countries are still not seen as significant in achieving gender equality in education. However, education is often seen as critical in promoting gender equality. This shows that the development of education in developing countries is still immature to encourage gender equality. Educational institutions should promote gender equality in educational attainment and set policies (Iqbal, Hassan, Mahmood, & Tanveer, 2022). The development of SDGs is still significant in some SDGs' goals. SDG of the studies discusses publications on SDGs from 2015 to 2022 using Bibliometric analysis. The trend of SDG publications, including SDG 9 and 8, is increasing rapidly. This shows that the SDGs cannot yet be considered consolidated research and must be explored (Yamaguchi et al., 2023). Bibliometric analysis can connect two themes: blockchain technology and gender equality. Article data that has been filtered will be analyzed using VosViewer to generate bibliometric data. The study found that blockchain technology primarily focuses on the financial aspects of cryptocurrencies. Although no one has researched the

relationship between blockchain technology and gender equality, this is an opportunity for researchers to study the field further. This is to achieve gender equality values to achieve sustainable development. (Di Vaio, Hassan, & Palladino, 2023). One way to find out the development of Sustainable Development Goals in the context of Gender Equality and Quality Education issues is with Bibliometric analysis. Bibliometrics is one analysis that reveals article trends and collaboration patterns in a publication (Donthu, Kumar, Mukherjee, Pandey, & Lim, 2021). Therefore, the research gap from this study will discuss bibliometric analysis of gender equality and education quality to realize the Sustainable Development Goals (SDGs) in 2030. International publications significantly show the relationship between gender equality and the quality of education among academics. Increased publications on gender equality and education quality have increased to achieve the 2030 SDGs target. Thus, this research is expected to provide international publication trends to stakeholders. In addition, the public can see the implementation process by researchers and academics.

II. RESEARCH METHOD

This research is a qualitative research by taking international publication data in Scopus. The data collection stage is by searching for the keywords Gender Equality and Quality Education with the time of data publication, namely 2016 – 2023. Publication data in the form of publication year, publication origin and subject analyzed. The author analyzed the data collected through the Vosviewer application. Through Vosviewer, data can be visualized with bibliometric networks resulting in multiple networks or relationships in a journal.

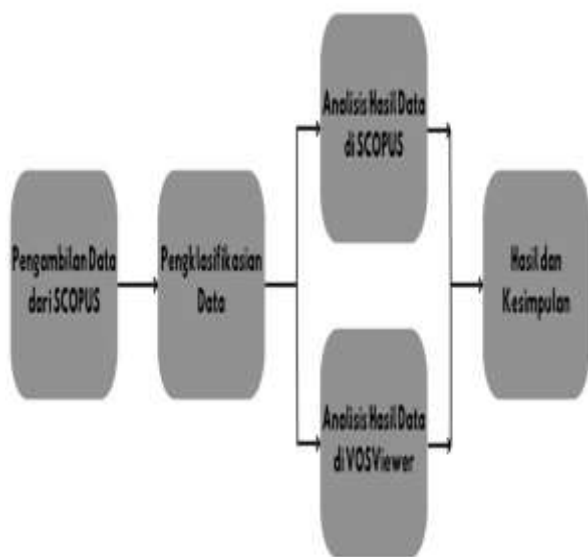


Figure 1. Stages of Bibliometric Analysis

III. RESULT AND DISCUSSION

Gender Equality and Quality Education

In the research “Future physical education teachers’ perceptions of sustainability” by Gladys Merma-Molina, Mayra Urrea-Solano, Sixto González-Víllora, Salvador Baena-Morales. Saying that in the direction of SDGs integrity in prospective physical education teachers, it reveals that some prospective teachers have implemented SDGs values such as gender equality. In recent years, several challenges have been faced by prospective physical education teachers in promoting sustainable development.

Provide insights and information on the development of targeted training programs and curriculum enhancements to prepare future physical education teachers well to promote the Development goals globally (Merma-Molina, UrreaSolano, González-Víllora, & Baena-Morales, 2023).

Some teachers showed no difference in perception between men and women in the treatment at school. Although some teachers

have not received socialization about the importance of gender equality in education, they have good behavioral attitudes regarding gender equality (López-Morales et al., 2023).

The relationship between quality education and gender equality can enhance sustainable social development. One example during the COVID 19 pandemic in China, says that there is a positive impact that looks good at the beginning of pandemic control. The results show that quality education and gender equality significantly lead to good pandemic control (Feng et al., 2022).

Some developing countries have yet to achieve gender equality in education. Although education is often seen as a key factor in promoting gender equality. This shows that the development of education in developing countries is still immature to promote gender equality. Educational institutions should promote gender equality in educational achievement and policy setting (Iqbal et al., 2022).

Bibliometric

Some bibliometric publications in the development of SDGs as a whole but still less significant in some SDGs goals. One of the studies discussed publications on SDGs from 2015 to 2022. Data retrieval techniques through Web of Science with the title keyword “Sustainable Development Goals”. As a result, 312 previous research documents were obtained from 2015 to 2022.

Bibliometric analysis is the analysis technique in this research. The results of his research say that the trend of publications on SDGs is rapidly increasing such as SDG 9 and SDG 8. Other SDG goals are still a research gap. This research shows that SDGs cannot yet be considered as consolidated research and are still not widely explored (Yamaguchi et al., 2023).

Some related articles on bibliometrics by linking two themes. Such as blockchain technology and gender equality. In this article, researchers used article data retrieval techniques through Web of Science (WoS), Scopus and Google Scholar with a period of article publication from 1990 to 2021.

The filtered article data will be analyzed using VosViewer to generate bibliometric data. The findings of this study found that blockchain technology mostly focuses on the financial aspects of cryptocurrency. Although no one has examined the relationship between blockchain technology and gender equality, this is an opportunity for future researchers to study in the field. This is to be able to achieve the value of gender equality to achieve sustainable development (Di Vaio et al., 2023).

Bibliometric analysis is a bibliographic review of scientific articles and journals (Martínez-López, Merigó, Valenzuela-Fernández, & Nicolás, 2018). Researchers use bibliometric analysis to produce performance mapping of an article or journal. This can help disciplines to get an overview of the research to be developed. Mapping can be seen from the keywords and research themes that will be analyzed. Furthermore, it will be visualized using Vosviewer software. Vosviewer is a tool for constructing and visualizing research. Various data in journals or scientific articles. Data visualization can be seen from various aspects such as keyword linkages, research themes, number of citations, and collaboration between fellow authors (van Eck & Waltman, 2010).

Therefore, the research gap of this study will discuss bibliometric analysis of gender equality and education quality in order to realize the Sustainable Development Goals (SDGs) in 2030. It can be seen that international publications significantly show the relationship between gender equality and the quality of education among academics. The increase in publications on gender equality and education quality has increased

to achieve the 2030 SDGs target. Thus, this research is expected to provide international publication trends to the stakeholders involved.

Publication Trends

The results of data search using keywords "TITLE-ABS-KEY (sustainable AND development AND goals) AND TITLE-ABS-KEY (gender AND equality) AND TITLE-ABS-KEY (quality AND education) AND (LIMIT-TO (DOCTYPE, "ar"))" there are 90 publications in the Scopus database data.

The article has been written since 2017 to 2023. This shows a significant publication graph increasing every year. The beginning of the development of this publication began in 2017 with a total of 7 article. And in 2018 to 2023 there is an increase compares to before (follow Figure 2).

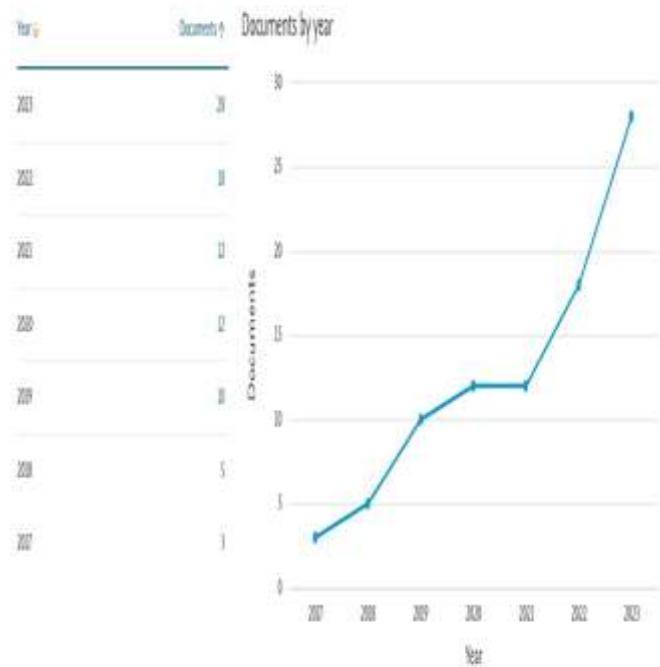


Figure 2. Publication Trends on Gender Equality and Education Quality

The author finds the distribution of publications by geographical region. Spain was the first to discuss the development of gender equality and the quality of education based on Figure 2. Spain came in first place with 17 internationally published documents. Then, the second position is the United Kingdom, which has 11 papers; the third position is Italy, with several articles as many as 6; the fourth position is South Africa, with 6; the fifth position is the United States, with six documents; sixth Brazil as many as five papers, seventh China as many as five documents, eighth Germany as many as five papers, ninth Portugal and Sweden as many as four documents, tenth Australia as many as three documents, and eleventh Indonesia as many as two documents (follow Figure 3).

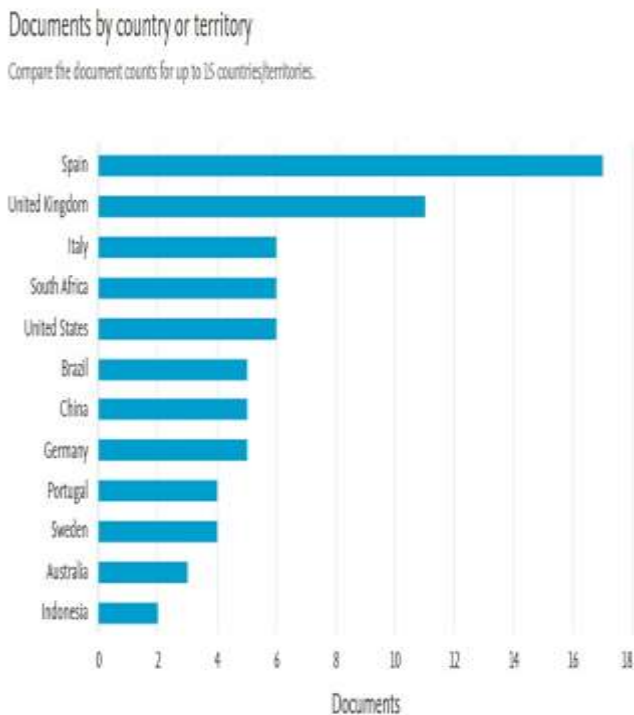


Figure 3. Author Spread: Distribution of Author Affiliations

The authors found a distribution of international publication affiliations based on the Scopus database. Universitat d'Alant researchers are the most dominant in writing gender equality and education quality, with as many as seven articles based on Figure 3. Universitat de Barcelona, University of South Africa, Universitat Oberta de Catalunya, Universidad Andres Bello, Universita Della Calabria, University of Pretoria, Universidad Pontificia Comillas, Tsinghua University and Universitat Ramon Llull 2 articles each:

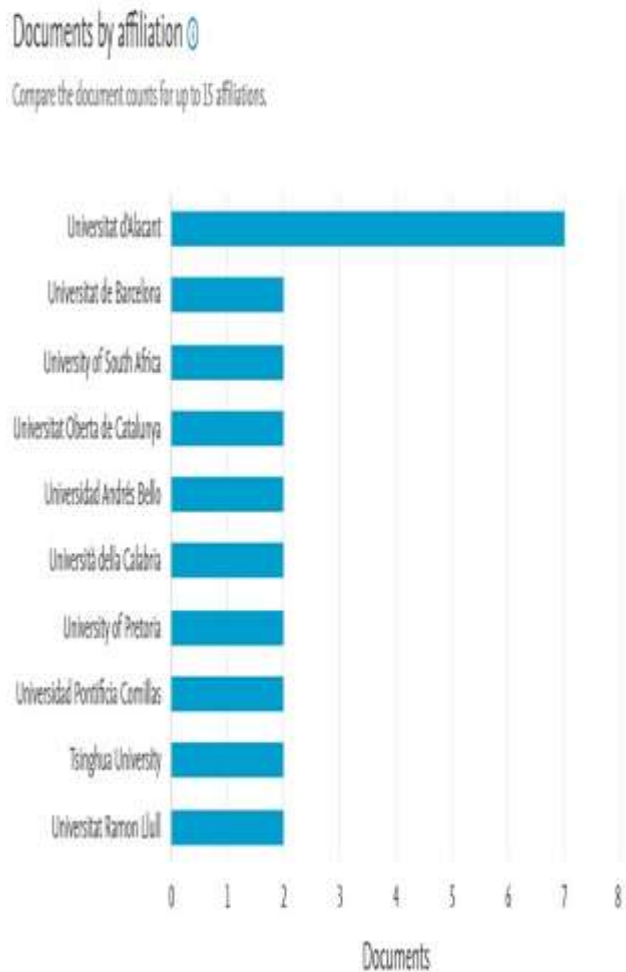


Figure 4. Distribution of Author Affiliations

The author received 90 international publications discussing gender equality and education quality from 2017 to 2023. Based on figure 4, various types of publication subjects have been found namely Social Science 65 (31.3%), Environmental Science 36 (17.3%), Energy 22 (10.6%), Computer Science 18 (8.7%), Engineering 11 (5.3%), Business, Management and Accounting 10 (4.8%), Medicine 8 (3.8%), Economics, Econometrics and Finance 7 (3.4%), Health Professions 7 (3.4%), and Psychology 7 (3.4%). Based on the type of publication, as many as 90 articles are trends in the kind of publication based on the Scopus index. It is advisable for academics to research gender equality and quality of education to publish articles on Social Science.

Documents by subject area

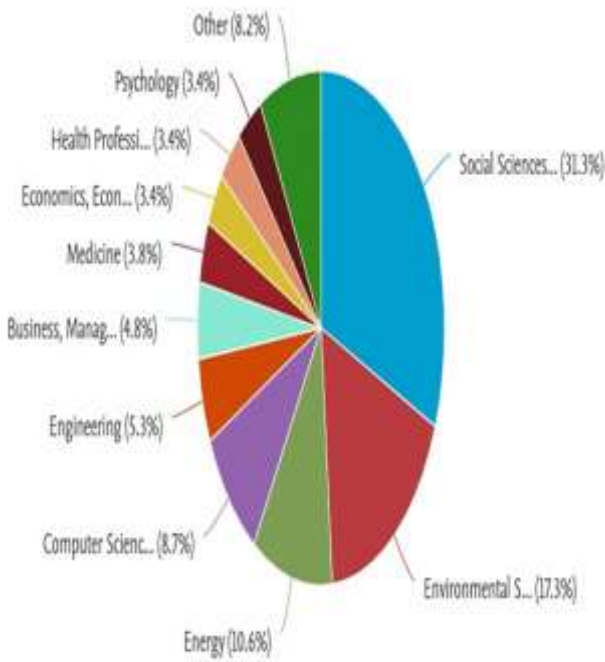


Figure 5. Types of Publication Subjects

Co-Occurance Gender Equality dan Quality Education

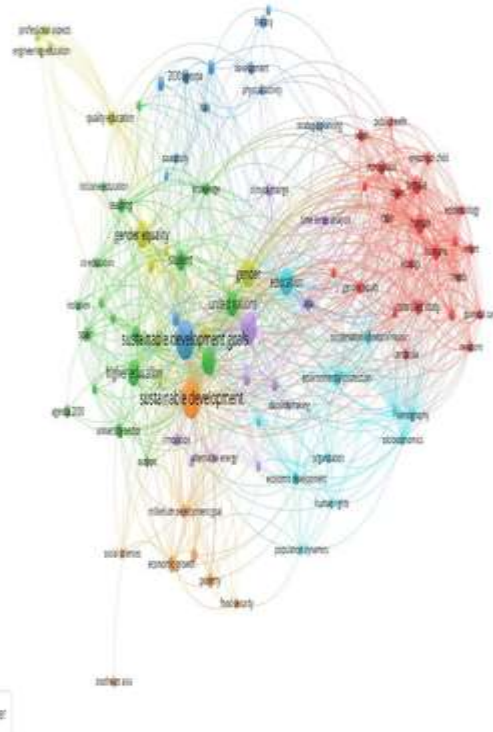


Figure 6. Co-Occurance Gender Equality and Quality Education

Based on figure 6, the author has obtained a trend map of Gender Equality and Quality Education research publications through Vosviewer. Research development through international publications indexed by Scopus from 2007 to 2023 and divided into 11 clusters, namely :

1. Cluster 1, in red there are 23 items consisting of words adolescent, adult, Cambodia, child, communication, controlled study, ecology, epidemiology, female, gender equity, human, human experiment, humans, infant, infant mortality, male, motivation, newborn, prenatal care, preschool child, public health, trend study dan trends.

2. Cluster 2, light green, has 17 items consisting of agenda 2030, co-education, equity, Europe, higher education, inclusion, inclusive education, knowledge, policy implementation, spain, student, sustainability, teache education, teacher training, teaching, united nations, university, dan university sector.
3. Cluster 3, dark blue, has 13 items consisting of case study, development, education for sustainable, Italy, learning, physical activity, physical education, quality of life, south Africa, strategic planning, dan sustainable development goals.
4. Cluster 4, yellow, has 12 items consisting of business, engineering education, entrepreneurship, gender, gender disparity, gender equality, gender gap, gender issue, primary education, professional aspects, quality education, dan students. For example, the IGAD-led peace agreement signed in Addis Ababa in January 2015 ended the worst humanitarian crisis in the region (Bedigen 2017).
5. Cluster 5, purple, has 11 items consisting of alternative energy, asia, climate change, decision making, economic and social effects, innovation, prioritization, renewable energy, sub-saharan Africa, sustainable development goal, dan time series analysis.
6. Cluster 6, light blue, has 11 items consisting of conservation of natural resour, demography, economic development, economics, education, environmental protection, human rights, organization, population dynamics, socioeconomics factors, dan socioeconomics.
7. Cluster 7, orange there are 8 items consisting of economic growth, food security, millenium development goal, poverty, social sciences, southeast asia, dan sustainable development

that publication trends on Gender Equality and Quality Education from 2017 to 2023 fluctuate continuously every year. Many academics are interested in researching the dynamics of Gender Equality and Quality Education towards Sustainable development goals in 2030. The development of international publications has been significant since the United Nations adopted sustainable development goals as a universal call for peace and prosperity.

The push for policies to improve gender equality at the global level is getting a new impetus through Sustainable Development Goal No. 5. The target of this Gender Equality goal refers to various challenges, such as discrimination against women, violence against women, reproductive health, and the right to develop technology. However, some countries still need to achieve these goals. There are still many opportunities for women's roles in various other fields. Women today have the same or even better level of education than men in most countries (Queisser, 2016). Every country must have policies to achieve gender equality. One example of this is by equalizing the wages of men and women. As a result, they have less time to get paid work and fewer opportunities to develop their careers. (Levtov, Barker, Contreras-Urbina, Heilman, & Verma, 2014).

Gender inequality poses a significant obstacle to achieving the Sustainable Development Goals by 2030. This is related to the targets of the SDGs, one of which is quality education. The goal is for all individuals to have equal access to excellent teaching and encourage opportunities for continuing education (Jeevanasai et al., 2023). However, gender inequality can limit the provision of education for girls and women, which can lead to significant disparities in scientific development and educational achievement (Monkman & Hoffman, 2013). Addressing the gender gap

Based on the results of previous searches and bibliometric analysis, it can be concluded

is critical to promoting access to education for all. This includes making policies that can all access education, especially for women (Rosa & Clavero, 2022). Increasing the availability of education for all and the marginalized is the main target in quality education because gender equality is fundamental in promoting quality education that is inclusive and fair for all. Education is one of the most critical human resource investments in helping develop applicable disciplines and competencies. Some studies show that people who are more highly educated tend to have better job opportunities, earn higher wages, and have good health (Nikolaev, 2016). Education is one of the factors in developing the business world. Although transformative advances in women's education have occurred recently, only some women have entered the Science, Technology, Engineering, and Mathematics (STEM) fields. Therefore, the number of women receiving higher education is lower than that of men (Love, Nikolaev, & Dhakal, 2023).

Bibliometric research conducted by the author illustrates that Gender Equality and Quality Education have increased yearly. As the 2030 SDGs agenda is still running, various articles can invite many practitioners and academics to discuss this theme. In mapping the CoOccurrence of Gender Equality and Quality Education, it can be seen that the linkage of international publications tends to converge on several interrelated problem themes. Some of the keywords in this publication include sustainable development goals, gender disparity, quality of life, higher education, engineering education, entrepreneurship, and the 2030 Agenda. Because of this, many researchers worldwide feel compelled to conduct research that leads to Gender Equality and Quality Education.

IV. CONCLUSION

Based on the results and description of the author above, international publications related to Gender Equality and Quality Education have increased over the past seven years. There are 90 scientific publications related to the topic; the total number of publications is journals. Gender equality and quality education are keywords that are of interest to academics who are interested in gender studies. Spain is dominant in contributing international publications on Gender Equality and Quality Education. The author also finds that the increasing trend of this publication is due to the running period of the 2030 SDGs Agenda as an evaluation material in implementing policies and the effectiveness of policies that have been implemented.

In this study, the author advises academics or researchers to develop articles on Gender Equality and Quality Education. This is still related to various countries that still need to show the implementation of these two themes

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