
HIGHER EDUCATION AND GENDER EQUALITY: CASE STUDY OF STATE UNIVERSITY STUDENTS IN INDONESIA

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Abstract:

This study aims to investigate the relationship between higher education and gender equality among public university students in Indonesia. Based on the form of data and the nature of the observed object, this research is classified as a survey research. The results of this study show that despite the increase in women's participation in higher education in Indonesia, gender gaps still exist in various aspects of student life. Although there are policies and programs that support gender equality, their implementation is still limited and sometimes faced with cultural and social challenges. Education in gender perspective is the thought that education is organized for everyone without discriminating gender, ethnicity, and nation, and education is not discriminatory but will prioritize education for men and women which will ultimately facilitate gender equality in relations between men and women. This study points to the need for further efforts to improve gender equality in higher education. Policies and programs that focus on strengthening gender awareness, providing better academic and social support for female students, and addressing lingering gender norms and stereotypes in society are needed to create an inclusive and equal educational environment for all students. Higher education in Indonesia is still faced with the challenge of gender equality. Despite positive steps taken, greater efforts are needed to achieve true gender equality among public university students in Indonesia.

Abstrak:

Penelitian ini bertujuan untuk menyelidiki hubungan antara pendidikan tinggi dan kesetaraan gender di kalangan mahasiswa perguruan tinggi negeri di Indonesia. Berdasarkan bentuk data dan sifat objek yang diamati, penelitian ini diklasifikasikan sebagai penelitian survei. Hasil penelitian ini menunjukkan bahwa meskipun ada peningkatan partisipasi perempuan dalam pendidikan tinggi di Indonesia, kesenjangan gender masih ada di berbagai aspek kehidupan mahasiswa. Meskipun ada kebijakan dan program yang mendukung kesetaraan gender, implementasinya masih terbatas dan terkadang dihadapkan pada tantangan budaya dan sosial. Pendidikan dalam perspektif gender bahwa pendidikan diselenggarakan untuk semua orang tidak membedakan jenis kelamin, etnis dan bangsa dan pendidikan tidak diskriminatif tetapi akan memprioritaskan pendidikan bagi laki-laki dan perempuan yang pada akhirnya akan memfasilitasi kesetaraan gender dalam hubungan antara laki-laki dan perempuan. Studi ini menunjukkan perlunya upaya lebih lanjut untuk meningkatkan kesetaraan gender di pendidikan tinggi. Kebijakan dan program yang berfokus pada memperkuat kesadaran gender, memberikan dukungan akademik dan sosial yang lebih baik bagi mahasiswa perempuan, serta mengatasi norma dan stereotip gender yang masih ada di masyarakat, diperlukan untuk menciptakan lingkungan pendidikan yang inklusif dan setara bagi semua mahasiswa. Pendidikan tinggi di Indonesia masih dihadapkan

pada tantangan kesetaraan gender. Meskipun ada langkah-langkah positif yang diambil, upaya yang lebih besar diperlukan untuk mencapai kesetaraan gender yang sebenarnya di kalangan mahasiswa perguruan tinggi negeri di Indonesia.

Keywords:

Gender, Students, Religious Colleges

How to Cite: Yuspiani, Naro, W., & Goncing, A. (2023). Higher Education and Gender Equality: Case Study of State University Students in Indonesia. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan*, 26(1), 182-199. <https://doi.org/10.24252/lp.2023v26n1i13>.

INTRODUCTION

One of the main principles in Islam is equality of identity among human beings (Zulaeha & Busro, 2020). The difference that is underlined and increased or decreased in humans is the value of their devotion and piety to Allah. One of the questions that is always hotly debated is the issue of gender. This issue is spreading to the surface as a real discourse within the framework of Islamic thought. The difference between men and women always has a problematic side, both in terms of the essence of something and its role in society (Hakim, 2020). The biological anatomical differences between the two are quite clear. However, the effect of these differences is controversial, because it turns out that biological differences in gender give rise to various cultural concepts (Rasyid, Hutagalung, & Simbolon, 2021). Culture that explains gender differences is called gender.

Gender is a distinction between women and men based on the social structure and culture of society, not on human biological conditions. For men and women, gender differences are not really a problem as long as there is gender inequality (Kusmanto, 2018). Gender in the sense of social science is defined as relational patterns between women and men based on their social characteristics (Standal, Talevi, & Westskog, 2020). This includes the division of labor, patterns of power, behavior, tools, language, and perceptions that differentiate between women and men. As a social institution, gender is neither the norm nor universal. In other words, gender is the difference and function of social roles constructed by society and the responsibilities of men and women, so that gender is not always the same from one place to another and can change from time to time.

Gender-inclusive and equitable education can help create an educational environment that is fair and equal for all individuals, regardless of their gender (Domogen, Cuyangoan, & Ilacad, 2022). In the context of education in Indonesia, there are several regulations and guidelines that need to be considered related to gender issues. The following are some things that must be reviewed in education in Indonesia related to gender issues, namely the 1945 Constitution which states that every citizen has equal rights in the field of education without any discrimination based on sex. The principle of gender equality must be considered in the implementation of education policies (Farida, 2018). The National Education System Law regulates the national education system in Indonesia. In its implementation, this law must ensure that there is

no gender discrimination at all levels of education. Education should provide equal opportunities for men and women to gain access and equality in obtaining education. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education: This regulation covers various aspects of the management and implementation of education in Indonesia. In the context of gender, this regulation should ensure that there is no gender discrimination in curriculum selection, teacher recruitment, subject matter development, and educational facilities. Guidelines for Preparing Textbooks with a Gender Perspective: The Ministry of Education and Culture (Kemendikbud) has published this guide to ensure that textbooks in Indonesia reflect a balanced gender perspective and do not perpetuate harmful gender stereotypes.

The issue of women's public role has continued to be a national central issue in Indonesia for the past decade. This question is still hotly debated, both in terms of science and box office revenue (Paxton, Hughes, & Barnes, 2020). Indeed, the subject matter of this issue contains many different aspects that can give rise to various controversies. There are circles that can cause various controversies. There are those who agree that women are equated with men in various positions, including in the aspect of leadership (Asmawi & Bakry, 2020). This view is further supported by what is often called the modernists.

The above view has implications for the emergence of biological differences between men and women which have practical value in the life of the mother. Some people's perceptions show that gender determines a person's role in society. Last name is always used as a gender attribute that is used to define gender relations. This decision has caused gender bias which has a negative impact on women.

On the other hand, there are still many people who feel uncomfortable putting women on an equal footing with men, especially in matters of leadership. Almost every night they reject women for being political leaders in the sense of women, especially as leaders of the country. As for those who argue that women should not become leaders, they mainly refer to religious texts, both the Qur'an and the hadith of the Prophet (Izad, 2019). This image is too pro-men and tends to discredit women. There seem to be many examples of banning female leaders for religious reasons.

This fact is very interesting if it is associated with the Al-Qur'an as the main source of Islamic teachings. The Al-Qur'an speaks very intelligently about gender issues, by prioritizing the principles of justice, equality and partnership. The Qur'an does not deny that there is a difference (discrimination) between men and women, but that difference is a difference (discrimination) that benefits one party and harms the other.

There are various interpretations of the principles of the Qur'an about gender by the Ulema itafsir and Iulama Ifiqih. As a result, the ideal relationship between men and women is as a creature of Allah iswt. Up to a certain extent, distortion has occurred, idi faith which one is superior to the other. The interpretation of religious texts claims that women have intellectual limitations that make them lower than men. As a result, women lose the ability to act in accordance with their roles in society.

RESEARCH METHOD

The approach used in this study is a multidisciplinary approach, namely: theological, juridical-normative, management, and sociological approaches. In addition to these approaches, there may be several other approaches involved in this study that have not been disclosed. The approach in question is very likely to be found in this research process. The population of the object (target) of this research is the community of state Islamic religious colleges in Eastern Indonesia such as students and lecturers. The selection of research objects was carried out with the consideration that the tertiary community is a society that has and adheres to its own values developed in the tertiary institution

The number of samples taken was 120 from Higher Education. The sampling technique is carried out proportionally, that is, the sampling technique is applied to increase the use of stratified or regional sampling techniques. This is because the number of objects that exist on each floor or area is not the same. Therefore, in order to obtain a representative sample, the set of objects in each stratum is determined by the number of objects in each stratum.

The quality of the research data is influenced by two main factors: the quality of the research tools and the quality of the data collection. The quality of research tools is related to the effectiveness and reliability of the tools, and the quality of data collection is related to the accuracy of the methods used to collect data. The procedure used in collecting this data is that the authors make observations or observations of the symptoms of gender inequality that occur in the campus environment, interviews are conducted with campus leaders as implementers of educational policies, lecturers as academics and gender practitioners, students as a component in preventing gender inequality in the campus environment and documentation. The main instrument of this research is a question in the form of a questionnaire. The questionnaire was made based on what was determined by the expert as an indicator of gender equality in educational institutions. Questions are prepared based on each indicator including having access to facilities and infrastructure, opportunities to participate, control over development and obtaining equal and fair benefits from development. While the supporting instruments are observation guidelines, documentation, and interview guidelines. The quality of data in a study is determined by the validity and reliability of an instrument used.

RESULTS AND DISCUSSION

Theory of Gender

Gender is a set of attitudes, roles, responsibilities, functions, rights and behaviors inherent in men and women as a result of the formation of a culture or social environment in which people live, grow and grow. For example, men are often depicted as strong, strong and powerful, while women are often depicted as weak, fragile and graceful. Such an image is natural in reality, but it would be naive if it developed into a realm of oppression and injustice. For example, a man must win when he is strong and

lose when a woman is weak. Men must lead because they are strong and powerful, and women must be led because they are weak. The truth is that the strong physical does not always win intellectually, and the strong one does not always become a leader. It seems incompatible with leadership principles due to its stubbornness and tenacity, so people tend to gravitate toward leadership that is brusque and bossy.

In short, gender is defined as the gender, spiritual, and cultural interpretations of men and women. Gender is also often understood as the concept of division of labor, which is considered appropriate between men and women depending on cultural circumstances and circumstances. Gender, also in this context, can be formulated as a concept related to the roles and responsibilities of men and women as a result of social construction that can change over time (Fajri, 2019).

Gender is the nature and roles of men and women which are shaped by the attitudes and culture that develop in a society. For example, men often have strong, courageous, aggressive, leadership, intelligent, and masculine traits while women generally have a gentle nature, crybaby, diligent, submissive, cowardly, feminine. These traits and roles can be exchanged, depending on the circumstances and conditions experienced by the two types of people.

Theory of Nature

Biologically, men and women are different because men have sperm and women have uteruses, breasts, and menstruation so that women are able to get pregnant, give birth and breastfeed, which also causes men and women to have different characteristics. This difference in nature greatly affects a person's psychological state, so it is natural to take the development of possessive psychological traits, such as motherhood forcing a woman to be more patient, kind, gentle, and so on. While the physical nature of men looks rough and tough (Dewi, 2019) gives these physical and psychological traits, men are built to play a difficult role in the public sector while also protecting the weaker sex, particularly women (DuBois & Shattuck-Heidorn, 2021).

Ahmad in Muthali'in (2001) argues that differences in biological properties between the two cause differences in psychological temperament. Therefore, it can be seen that there is a general difference in roles between men and women. Men occupy the field of physical fitness, while women dominate the field of household work as people who are gentle and kind, and patient (Astuti, 2019).

This was reaffirmed by Sanderson that biological differences between men and women are very important and decisive factors in the formation of the distribution of roles between the sexes. This difference in nature is also needed in the work process of a manager, so that a combination of the patient nature of women and the fitness of men to be able to carry out management activities (Fadilah, 2021). It is very important to note in the management of organizations, men and women are human resources who are able to manage the organization well to achieve maximum desired results (Andriani, Mulyana, & Widarnandana, 2022).

Culture Theory

This theory contradicts the natural theory mentioned above. The principle of cultural theory is that the different roles of men and women are not caused by the nature of biological factors, but are the result of development through educational, cultural and cultural processes. The attempt to divide people into two groups, male and female, and the attempt to distinguish the two people in different social positions and roles are planned actions (Erniati, 2019).

In general, the education provided is beneficial to humans, so that these humans are able to have superior power over economic resources, including the survival of the household and family. Based on this perspective, the division of roles and positions of men and women was born. Men have more access to productive assets so that they can play a role in the public sector, whereas women are provided with economic needs by men who only serve men in household work (Subiyakto & Mutiani, 2019).

The explanation above leads to the conclusion that the biological facts that distinguish human sex have given birth to two theories, namely the theory of nature (nature) and the theory of culture (nurture). Both of these theories argue that the different roles between men and women are natural, and the body composition of men and women is the main factor that determines the social roles of both sexes. Men play a major role in society because they are seen as more potential, stronger and more productive. Meanwhile, because women have reproductive organs, their role is in the domestic sector. The theory of nurture or culture holds that differences in gender relations between men and women are not determined by biological factors but by social structures, which means that cultural structures have long given women a more dominant position and role in the family field. household, thus wasting time and opportunity to increase personal potential through reading, writing and studying, which greatly affects the ability to hold leadership positions (Restian, 2020).

Functional Structuralism Theory

A society consisting of men and women is a society that is systematically interconnected, which means that one needs the other, and vice versa, both sexes have strengths and weaknesses, complement each other. The theoretical view that society is a system consisting of interdependent parts, each of which is constantly seeking balance and harmony, can indicate the position of this theory in explaining the different roles between men and women in today's society. (Nasikun, 2019)

In connection with the above Dalimoenthe (Dalimoenthe, 2021) also said that these gender differences can give rise to the gender roles that are being discussed today. The existence of the use of gender analysis in relation to the structure of inequality, can be seen when there is marginalization (economic poverty) for women, women's dependence, negative labeling (stereotypes) of several sexes which leads to discrimination, violence against women, household management as a burden of housework ladder imposed on women (Zuhri & Amalia, 2022).

Based on the manifestations of gender inequality discussed above, it eventually integrates into the structure and system of people's social life, so it takes time to be able to change it and challenge the established structural system. In the future, it is expected that questioning the position of women does not mean eliminating old habits (status quo) that have been integrated into society.

The word "gender" comes from English, gender, means "gender". Gender is a word to distinguish between men and women in certain aspects, for example nature and behavior, including differences based on "sex", biological sex.

Because of that, it is very important to first understand the difference between sex and gender. The definition of sex is a biological, hormonal, and pathological difference between a woman and a man, for example, a man has an penis, an izakar, and water, while a woman has a vagina and breasts, an ovum and a uterus (Akbar, Qasi, & Hidayani, 2021). Therefore, men and women are biologically different, and each has certain biological limitations and advantages. For example, women can conceive, give birth, and breastfeed, while men produce sperm. This biological difference is natural or given by God and cannot be changed by any substance.

Gender is a set of attitudes, roles, responsibilities, functions, rights, and behaviors that are inherent in men and women as a result of the formation of culture or the environment in society where people live, grow, and are raised (Siregar & Amran, 2018). For example, men are often depicted as strong and powerful, while women are often depicted as weak, fragile, and graceful. Such an image is indeed reasonable according to reality, but it is naive if it develops into a realm of oppression and injustice. For example, a man must win when he is strong and marry when a woman is weak. Men have to become leaders because they are strong and powerful, and women have to be led because they are weak. In reality, people who are strong physically do not always win intellectually, and people who are strong and powerful cannot always become leaders. It seems that it is not in accordance with the principles of leadership because of their stubbornness and tenacity so that people often rely on their leadership which is brutal and authoritarian.

In short, gender idi is defined as igender, the spiritual and cultural interpretation of men and women. Gender is also usually interpreted as the concept of division of labor, which is considered appropriate for men and women depending on conditions and cultural conditions (Yunus, 2022). In this context, gender can also be formulated as a concept that is related to the roles and responsibilities of men and women, as the result of social constructions that can change over time (Kartini & Maulana, 2019).

Gender is the nature and roles of men and women that are formed by attitudes and culture that develop in a society (Suhada, 2021). For example; Males in general have strong, courageous, aggressive, leadership, intelligent, and masculine characteristics. Meanwhile, women in general have the characteristics of gentleness, crybaby, irajin, obedient, ipenakut, ifeminim. These traits and roles can be interchanged between them, depending on the situation and conditions that are experienced by the two types of that person.

So far as it is concerned, society still believes that gender differences between men and women create gender identity differences between them and make women lower than men. The birth of this gender issue, this view is considered misleading by feminists. The characteristics and roles of men are now identified with women, except for the special natural characteristics of women, such as giving birth to children.

Justice is always the reason for interpreting gender issues as inequality in social life. Because of that, we need to interpret gender perspective. The interpretation of gender orientation must be understood as supporting them, taking into account the empowerment of oppressed gender groups, men and women and (Umar, 2002) and (Suhada, 2021). In Indonesia, it is women who experience oppression and violence a lot. Because of that, Indonesian gender in general is fighting for and defending women's rights. Of course, if at some point a man is weak and oppressed, the implications of gender interpretation defend his rights (Sakdiah, 2022). However, most crimes are against women, so sex crimes are called crimes against someone because they are women (Suprihatin & Azis, 2020). It cannot be denied that the perpetrators of a crime are usually men. The victim of this crime is a woman. Because of that, it is women who experience a lot of oppression and violence.

In this way, what is meant by gender issues are issues of equality and equal partnerships regarding the nature and roles of men and women, which are formed from the perspective of development and culture in society, nation and state. Furthermore, sex is also on the side of the weak and the oppressed, male and female.

Gender Equality and Justice

Gender equality is generally interpreted as a concept or behavior that considers men and women as fellow creatures of God with the same status, not stereotyped, dependent and dominant and complementary and need each other, while paying attention to their sexual nature. This means that men are not required to work in the public sector and women are not required to work in the home sector, so it is not uncommon for women to do public sector work such as management. shame. or do not earn income and on this basis it cannot be judged, except commendably, a man (or rather a husband) who helps his wife in household matters.

In addition, gender equality and justice are also often understood as equal conditions for men and women to have the same opportunities and rights as human beings, to be able to carry out their roles and participate in political, legal, economic, socio-cultural, educational and defense life. and national security (hankamnas) as well as equal distribution of the benefits of development. The achievement of gender equality is marked by the absence of discrimination between women and men, so that they have access, opportunities to participate, control development and achieve equality of benefits that are equal and fair from development (Achmad, 2019).

The issue of gender inequality is very complex, because it involves the emotions of every member of society. Efforts to fight for gender equality in society have met with objections or objections from many parties. Especially those from social groups who benefit or are privileged from an unequal social structure. Furthermore, gender issues

have a broad scope or dimension. Gender issues move from the individual as a state of mind and belief, to the territory of the state (Kusmanto, 2017). Gender issues are related to psychological, biological, sociological, theological, political and economic issues. Therefore, the struggle for gender equality at the macro level must pay attention to these dimensions. Gender mainstreaming is important to untangle gender inequalities from the direction of development. This dimension has a strategic meaning, because the social processes that take place in people's lives cannot be separated from the influence of development.

Justice is always the reason for interpreting gender issues as inequality in people's lives. Therefore, we need to interpret the gender perspective. Gender-oriented interpretation should be understood as supporting them, taking into account the empowerment of oppressed gender groups, men and women (Mubarok, Saekhoni, & Fatoni, 2020). In Indonesia, it is women who experience a lot of oppression and violence. Therefore, Indonesian gender in general fights for and defends women's rights. Of course, if one day men are weak and oppressed, the implications of gender interpretation are defending their rights (Huda & Dodi, 2020). However, most crimes are against women, so sex crimes are called crimes against someone because they are women. It cannot be denied that the perpetrators of a crime are usually men. The victims of this crime are women. Therefore, it is women who experience a lot of oppression and violence.

Thus, the gender issue in question is the issue of equality and equal partnership regarding the nature and roles of men and women, which are shaped by the perspective of development and culture in society, nation and state. Furthermore, gender is also on the side of the weak and oppressed, men and women.

Based on Presidential Instruction No. 9 of 2000 concerning Gender Mainstreaming in National Development, Gender justice can be interpreted as a process to be fair to men and women. Gender justice can be created widely in people's lives. A strong and massive socialization process on the importance of gender equality must always be carried out. Anshori (1997) revealed that to support both, several ways are needed (Takunas, 2018), namely:

- 1) Standardization of the term gender based on the condition of society as a tradition, which includes socio-cultural, economic and political aspects in accessing various elements of development.
- 2) Understanding of the gender analysis approach, which is not only a biological difference or sex (male or female) or individual characteristics (masculine or feminine). But based on a perspective in the socio-cultural dimension.
- 3) The development approach is carried out with the consideration that differences in gender roles and dependencies between men and women are things that can be changed and experience changes according to the socio-cultural conditions of society.

Gender justice in society can be achieved if there is a struggle to change conditions and improve the position of women. This struggle is not an attempt by women against men. However, as an effort to dismantle the root of the problem of gender inequality

which is strengthened by the system and social structure of the community.

Nugroho (2008) revealed that there are two forms of struggle that have strategic and broad implications, namely:

- 1) Deconstructing the hegemonic ideology that demeans and oppresses women. The struggle to re-question the conditions that affect the fate of women finally awakened a critical awareness of gender.
- 2) Against the paradigm of developmentalism, which considers women's backwardness due to their non-participation in development.

According to Fakhri (1996), women are more likely to be positioned as objects of development. For this reason, women are identified, measured, and programmed in the context of development. This kind of social construction is the main cause of gender inequality in society.

Budi Wahyuni in Kusmanto (2018) and Nuraedah (2022) stated that gender inequality in society can be explained in terms of the structure and culture of society. Both are interrelated in strengthening the life of an unjust society. Therefore, there are three causative factors:

- 1) There is gender inequality in society. This factor characterizes (gives certain characteristics) to men and women differently. These characteristics include; the nature of a woman is gentle, responsible for the family as a husband's servant and so on, which makes her a member of the second class of society.
- 2) Many cultures are in the form of feudal inheritance that still grip women. In feudal culture, women were only as husband's helpers, as symbols of aristocratic power, women as supporters of husbands' activities in carrying out their social roles.
- 3) As a result of economic pressure, in the form of distribution of economic access or access to production which marginalizes women. Women find it difficult to access various economic resources. Although industrialization has opened up a wider and wider range of economic resources. Industrialization has changed the economic system of society which was originally agrarian to industrial, thereby changing the way of production in society. The role of marginalized women in the industrial economic system has even disappeared altogether, because they are unable to participate in the industrialization process which demands more skills and education.

Gender injustice has occurred as a result of the socio-cultural construction of a patriarchal society, resulting in losses not only experienced by women. As an illustration, when a girl is not given the opportunity to get an education, it means that she is not able to educate her child properly and cannot participate in community activities optimally, more than that it is related to the quality of her worship to Allah SWT, she will not have religious knowledge, he will not understand about *amar makruf nahi mungkar* (Huda, 2020).

The book "Gender Justice and Welfare" published by the Women's Empowerment Team at the Indonesian Ministry of Religion in Jakarta explains that with its various

arguments, this movement claims that women have been oppressed by a tradition which states that men consider women only second-class creatures who are destined to strengthen tradition (*Team Pemberdayaan Perempuan*, 2001).

The indicators of gender equality according to Umar (2002) and Mulia (2003) are as follows:

1) The access

The aspect of access is the opportunity to obtain or use certain resources. Consider how to gain fair and equal access between women and men, girls and boys to the resources that will be created. An example in terms of education for lecturers is the access to scholarships to continue their education, both female and male lecturers are given fairly and equally.

2) Participation

The participation aspect is the participation or participation of a person or group in activities and or in decision making. For example, in this case, female and male lecturers, do they have the same roles and rights in making decisions or not.

3) Control

Control is mastery or authority or power to make decisions. For example, in this case, whether the holder of office as a decision maker is dominated by a certain gender or not.

4) Benefits

Benefits are uses that can be enjoyed optimally. Decisions taken by institutions or agencies whether to provide fair and equal benefits for women and men or not.

Gender Equality in the Perspective of Educational Institutions

Gender equality is equality of conditions for men and women to obtain opportunities and rights as human beings, in order to be able to play a role and participate in political, economic, social and cultural activities, national defense and security, and equality in enjoying the results of such development (Sulistyowati, 2021).

So gender equality is accepting and valuing equally: 1) the difference between men and women 2) the different roles held by men and women in society 3) understand that differences in the living conditions of men and women are basically due to the function of giving birth to women. 4) Accept the differences between men and women as wisdom 5) Gender equality is not synonymous with equality 6) Gender equality means equal in existence, equal in empowerment and participation in all areas of domestic and public life. The Qur'an provides an optimistic view of the position and existence of women. All the verses that talk about Adam and his partner, right down to earth, always emphasize both sides by using pronouns for two people (*dāmīr mutsannā*), as *humā* says, for example, both of them take advantage of heaven's facilities (Q. S. al-Baqarah/2:35) , receive the same temptation from Satan (Q. S. al-A'rāf/7:20), both eat the fruit of *khuldi* and both accept the consequences of being banished to earth (7:22), both ask for forgiveness (7:23). Once on earth, one complements the other (Q. S. al-Baqarah/2:187).

Education is the result of social construction in which there are roles between men and women. In several cases, disparities in the education sector have become the main

factor that greatly influences gender bias as a whole. In fact, in almost all sectors, such as employment, positions, roles in society, to the problem of voicing opinions between men and women, the factors that cause gender bias are due to the educational background that is not balanced between the two (Ulya, 2018).

Inhibiting and Supporting Factors in the Implementation of Equality in Students in Indonesia

Cultural practices hamper gender equality in the realm of culture. Women have been perceived as domestic human beings, whose space for movement is very limited. It is not surprising that more incidents of poverty and illiteracy affect women. One approach to women in development that looks at all aspects of women's lives and all the work done by women, whether productive work, reproductive work, household help and so on. The gender inequality that occurs is due to the strong view in society that boys and girls have different values. Having sons is considered more important and valuable than daughters. Boys are expected to become leaders for the family, not only in terms of the economy, but also in terms of everything. Because the higher the level of male education, the higher the value and position in society. The facts that show the gender gap is related to many factors, among others: the behavior of society that places more importance on the education of boys than girls. Cultural factors are very influential, especially in the selection of majors by students. In every society, men and women have different genders. There are differences in the work they do in their communities, and their status and power in society. The formation of gender differences is due to many things including being formed, socialized, strengthened, even socially and culturally constructed, through religious and state teachings. Cultural issues that impede the educational activities and achievements of both girls and boys must be studied in depth. Cultural practices such as segregation and gender differences often hinder girls' participation in school. In many societies, parents perceive that educating girls is less profitable than educating boys. Gender equality should begin to be instilled in children from the family environment. It is not easy for parents to do equal empowerment of girls and boys because on one hand they are demanded by society to raise their children according to the rules of girls and boys.

Based on the Decree of the Minister of Home Affairs, gender is a concept that refers to the roles and responsibilities of men and women that occur as a result and can be changed by the social and cultural conditions of society and culture. Changes in characteristics can occur from time to time. Understanding and differences between the concepts of sex and gender are needed in carrying out an analysis to understand issues of social injustice that befell women. It can be seen that various cases of violence against women such as: sexual harassment, domestic violence, discrimination are still often color the life. In the world of education, when gender inequality is still common, many school-age girls can no longer get a proper education. This is due to the influence of the parents' point of view that girls from poor families are not fit to continue their education, it is better to be married off or as housemaids, in contrast to boys, to get special treatment from the family, both in terms of education and position. There is an imbalance between

culture and reality. This is because there is a close relationship between gender differences and gender inequalities with the very broad structure of social justice. Thus a clear understanding and distinction between the concepts of sex and gender is needed in discussing issues of injustice. Gender differences are actually not a problem as long as they do not give rise to gender injustice. However, the problem is that gender differences have given birth to various injustices, both for men and especially against women. Gender injustice is a system and structure in which men and women become victims of the system. Gender injustice is manifested in various forms of justice such as: marginalization or the process of economic impoverishment, subordination or the notion of being unimportant in political decisions, stereotype formation or through negative labeling, violence, longer workloads and the socialization of gender role ideology. Gender inequalities and injustices that occur in society. The gender bias experienced by women is not limited to violence, but also in the form of marginalization or impoverishment of women in the economy, subordination in political decisions and inequality in education. Many facts prove that the gender gap in education continues to occur.

Implementation of Equality in Universities in Indonesia

Education, both at the formal and non-formal levels, is conceptually a social instrument that enables human humanity to be humanized. This means that humans need education as a means to empower the potential resources that exist within them to develop dynamically towards a personality format that is intelligent, superior, creative, skilled and responsible with noble character.

The implementation of equality values should be actualized in the educational space, especially in universities. Higher Education in carrying out its role and function to educate the nation's life has a central role to break down the gender gap which is the innate paradigm of students when they set foot in higher education. Then what are the efforts made by universities in promoting and applying the principles of gender equality in the campus environment. Based on the results of interviews with several university leaders, it can be concluded that:

"Indeed, higher education is one of the instruments that can strengthen the principle of gender equality. For this reason, the role of universities in promoting and implementing gender equality through several efforts including creating an inclusive university environment by respecting the diversity that is present within the scope of the academic community, providing aspirational space for students, lecturers and education staff on gender equality problems, forming a gender study center, creating anti-gender discriminatory policies and conducting integration trainings in support gender equality and support the role and involvement of women specifically in leadership and decision-making."

Against the values described, strategic steps are then taken in dealing with gender equality issues to be a big task for universities. This strategic step is manifested in systems and policies as an effort to integrate gender equality issues. This is in line with the results of interviews which show that:

"Higher education steps in integrating gender equality issues in the learning system certainly still utilize and place the strategic role of the center of gender studies in carrying out gender integration through workshops, seminars and the formation of working groups by involving students engaged in research, publication and advocacy of gender issues. On the other hand, the process of gender integration in the curriculum is still a prospect and challenge, especially since the curriculum system of study programs requires dynamic design, implementation and evaluation so that gender integration in the curriculum requires further study."

In implementing gender equality in universities, various efforts have been implemented. However, its implementation has encountered various obstacles and challenges. Based on the results of the interview, there are various factors that become obstacles and challenges in implementing gender equality in universities, namely:

"The challenge of implementing gender equality in higher education is based on 3 dimensions, namely 1) the individual dimension, where the lack of self-awareness and intellect towards the equality of women and men in careers, especially in universities; 2) the structural dimension, where the provision of policies and institutional controls is still very hobbled by extensive gender equality issues; and 3) the cultural dimension where society still values the quality of life of a man higher than that of a woman."

The toughest challenge in implementing gender equality is the awareness of different people. It may be that the campus environment wants to realize gender equality in the campus environment, but everyone certainly has different thoughts about men and women. Some people think men are better able to lead because men think with reason while women use feelings. On the other hand, it could be that women who want to realize gender equality because they feel able to compete with men, but that is only a small part, most women are not confident and choose to hand over to men because they are unable to compete, for example, when it comes to leadership.

Law No. 20 of 2003 concerning the National Education System Article 4 explains how the essence, process and form of education implementation are the ideals of the Indonesian people, namely: (1) education is carried out in a democratic and fair and non-discriminatory manner by upholding human rights, religious values, cultural values, and national pluralism, (2) education is organized as a systematic unit with an open system with multiple meanings, (3) education is organized as a process of cultivating and empowering students that lasts a lifetime, (4) education organized by setting an example, building willpower and developing the creativity of students in the learning process, (5) education is organized by developing a culture of reading, writing and arithmetic for every member of the community, and (6) education is held by empowering all components of society through social roles and in the implementation and quality control of education services.

Education in a gender perspective that education is organized for all people does not discriminate between sexes, ethnicity and nation, and education is not discriminatory but will prioritize both education for men and women which will ultimately facilitate

gender equality in the relationship between men and women. The level of gender bias occurs in many fields, including in the field of education.

CONCLUSION

Higher education has an important role in increasing gender awareness in society. By providing inclusive education and emphasizing gender equality, tertiary institutions can help change mindsets and social norms that limit the role of women in society. Education as a social instrument that helps individuals to fulfill their potential and develop various qualities such as intelligence, creativity, skill and responsibility. Through education individuals can gain knowledge, learn to think critically, and acquire the skills necessary to contribute to society. In addition, education must not discriminate based on gender, ethnicity, or nationality. It must be accessible to all individuals, regardless of their background or identity. Promoting education for all, without discrimination, is essential to promote equality and create a more inclusive society. In the context of gender, education can play an important role in achieving gender equality. By providing equal educational opportunities for men and women, society can break gender stereotypes and empower individuals to pursue their interests and talents freely. Education can help challenge traditional gender roles and promote more balanced and equitable relationships between men and women. When education is inclusive and respects diversity, it not only enhances personal growth but also contributes to the development of a more enlightened and progressive society. By nurturing individual potential, education can change lives and enable people to make a positive contribution to their communities and the world at large.

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