

UNISNU JEPARA ACADEMIC CITIZENS' PERCEPTIONS OF GENDER EQUALITY

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Abstract

As a higher education institution, Unisnu Jepara has an obligation to support a zero-tolerance policy for gender-based violence. One of the demands on the world of education today is the issue of gender justice and equality. Education, a field of learning for men and women, is more loved by men than women. This condition is not without reason; it is motivated by society's patriarchal view, which holds that men are superior in position and degree to women. This study was conducted to ascertain the academic citizen's perspective on gender equality at Unisnu Jepara. This study takes a qualitative approach, using interviews and questionnaires to elicit responses from Unisnu Jepara academics, such as lecturers and activist organization students.

Keywords: Academic Citizen, Unisnu Jepara, Gender Equality.

INTRODUCTION

The concept of gender is a social construction that delineates the characteristics and roles typically attributed to men and women. While gender is distinct from sex in biological terms, it is a perspective that differentiates men from women. Perception is an important psychological process that enables humans to interpret and respond to their environment's various aspects and symptoms. Perception contains a very broad meaning, involving internal and external. Various experts have given different definitions of perception, although in principle they contain the same meaning. According to KBBI, perception is a direct response (acceptance) to something. It can be defined as the process of knowing a number of materials through the five senses, the interpretation of stimuli received by an organism or individual so that it becomes meaningful, and an integrated activity within the individual. Responses resulting from perception can be taken by individuals in various forms. The response of an individual to a stimulus is contingent upon the individual's attention. Consequently, the emotional, cognitive, and experiential profiles of individuals vary, leading to differences in the perception of a given.(Gunawan, Khaerurozi, and Maarif 2021)

Gender inequality is the result of perceptions of gender roles in society that are shaped by a culture that is hereditary and has been internalized for centuries. These perceptions, in turn, give rise to stereotypes, which in turn give rise to discrimination and various other injustices. In society itself, there are many stereotypes labeled against women, which consequently limit, complicate, impoverish, and harm the female race, including in the field of education.(Gunawan, Khaerurozi, and Maarif 2021)

A culture driven by patriarchal norms interprets biological differences as indicators of behavioral appropriateness, which ultimately leads to restrictions on rights, access, participation, control, and enjoyment of resources and information. Finally, the demands of roles, duties, positions, and

obligations that are appropriate for men or women and those that are inappropriate for men or women vary greatly from one society to another. In some societies, there are strict limitations on the appropriate roles for men and women. For instance, it is considered inappropriate for a man to enter the kitchen or carry his child in public. Similarly, it is taboo for a woman to leave the house to work.(Gunawan, Khaerurozi, and Maarif 2021)

In discussing feminism, equality is a principled study. However, the question remains, why do injustice and various women's problems always arise? This is because there is still inequality between men and women, where the injustices that occurred originally do not only occur in these groups but have an impact on future generations. It is said in gender design, the differences in characteristic inherent in men or women are the result of social and cultural construction. For instance, women are often perceived as gentle, loving, graceful, beautiful, polite, emotional, and in need of protection. In contrast, men are regarded as strong, hard-willed, rational, masculine, fierce, and protective. While material is essentially an interchangeable trait, this assumption perpetuates a stigma that contributes to the existing disparity between men and women.(Saeful 2019)

Education, as aspect important in life, is land fertile for breeding gender issues. In the educational process, this theme is not only theoretically studied, but also required to be applied concretely. Behavior patterns that do not differentiate between female students and male students will undoubtedly reinforce the success of the implementation of gender-perspective education. The implementation of gender perspective education will be realized if all important information (programs) can be reached by all education stakeholders, so that all elements understand the direction of education development, the various problems faced, and the steps being and will be taken.(Eka Sutri Harida 2015)

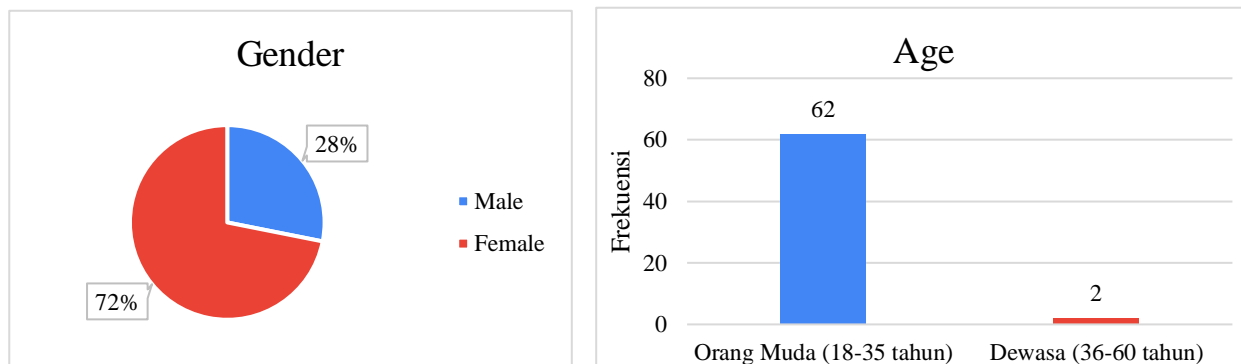
The realization of gender justice in society begins with education, which serves as a tool to provide individuals with societal norms, knowledge and abilities. So that, education is a formal means of socializing the signs and norms that exist in society, including gender values and norms(Fors Connolly, Goossen, and Hjerm 2020). In this case it is also related to education in the realm of students, as they prepare themselves for a democratic life accompanied by egalitarian and student life values. In this context, students play an important role in become agents gender socialization. Islamic Unirvesity of Nahdlatul Ulama Jepara, as an institution of higher learning in Jepara, is dedicated to the elimination of gender-based violence in accordance with the Rector's Regulation Number 313/PR/UNISNU/X/2022 concerning Gender Mainstreaming. Consequently, it is essential to ascertain whether the Unisnu Jepara's academic citizen has incorporated a gender perspective into the educational environment.

In light of the regulations mentioned above, it is crucial to examine the perspective of the Unisnu Jepara academic community towards gender equality. A campus that upholds the values of gender equality, where all members of the academic community, regardless of gender, have equal opportunities to learn, teach, and contribute, has been scientifically proven to enhance the quality of education, prepare students for a complex future, support national development, and align with the mandate of Regulation Number 6 of 2023 by the Minister of Education, Culture, Research, and Technology on Guidelines for Gender Mainstreaming in

Higher Education.(Rosa and Clavero 2022) This regulation governs the implementation of gender mainstreaming in universities, including the formulation of gender-responsive higher education policies and programs; strengthening of institutions and human resources to support gender mainstreaming in higher education; creating a safe, comfortable, and inclusive learning environment for all genders; developing gender-responsive curricula and learning materials; and increasing women's participation in leadership and decision-making in higher education

METHOD

This study will be conducted at Islamic University of Nahdlatul Ulama (Unisnu) Jepara. The data analytical approach employed in this research is qualitative, which entails the observation of phenomena and their subsequent analysis using scientific logic.



The object of research is the academic citizen at Islamic University of Nahdlatul Ulama (Unisnu) Jepara, with the majority of respondents being female (72%) and male (28%). The age range of the majority of respondents (97%) is in the category of young people aged 18-35 years. While the other 3% are respondents in the adult age category with an age range of 36-60 years.

The data collection techniques employed to address the research problem included observation, interviews, and document analysis. The researchers employed several data analysis techniques, including data reduction, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

A. The Urgency of Gender Equality in Higher Education

Gender equality talks about equal relations between men and women, in particular in context equality treatment, access, and opportunity in various area of life. Gender inequality is a problem in society's social life in all over world. Women continue to occupy subordinate positions due to the enduring influence of patriarchal norms and structures that have historically positioned them as second-class citizens.(Indriyany, Hikmawan, and Utami 2021)

For example, there is no gender equality yet but there are restrictions on including certain columns for both women and men. In the world of work, it is not uncommon to underestimate men who work in the culinary or fashion fields or look at “strange” women who are interested in the automotive or mining fields. Gender or social sex is a mental perspective that sees and understands the characteristics of men and women that are derived from social construction.

Gender inequality is closely related to discrimination, whether *de jure* or *de facto*. *De jure* discrimination in the educational context is closely related to the rules that differentiate women and men when entering certain field of education(Helaluddin, Alamsyah, and Purwati 2022). *De jure*, there is no gender discrimination in education because every citizen has the right to education, as stipulated in the 1945 Constitution of the Republic of Indonesia. However, *de facto*, society has a perception that women and men are different so there is no gender discrimination. is a certain field that is only suitable for women and other fields for men. For example, women are more suitable in literature or social fields, and men in engineering or exact fields(Indriyany, Hikmawan, and Utami 2021).

A review of these assumptions leads to the conclusion that gender inequality is a cultural phenomenon, particularly evident in patriarchal societies. Therefore, efforts to alter mindsets and perspectives on gender issues must be undertaken, one of which is through education. Gender equality in higher education is crucial to creating an inclusive, fair, and supportive environment for all individuals.(Saeful 2019) Gender equality is also important to create a safe campus free of gender discrimination. Objective gender equality includes(Hazairin¹ et al. 2023):

1. The complete eradication of all forms of discrimination.
2. Acquire the right to own property.
3. Attaining equal rights in the realm of education.

Gender responsive higher education aims to equalize the rights obtained by the academic citizen, both by women and men in the fields of education, community service and research. Gender equality education is basically education that accommodates gender differences, without discrimination and is able to provide equal opportunities for men and women to improve the quality of human resources in education.

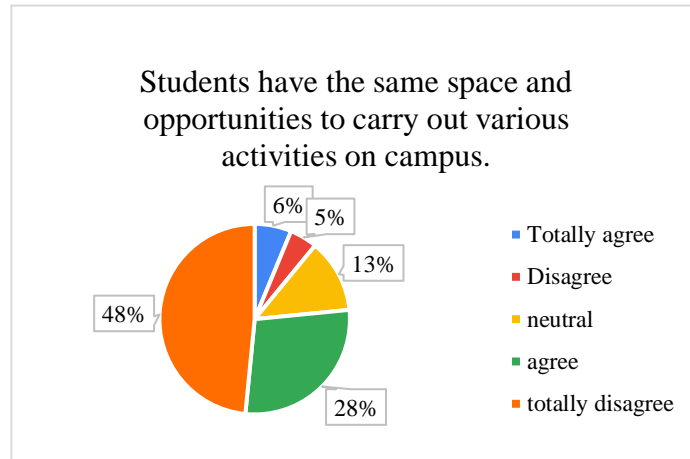
It is imperative to address the gender gap in education, ensuring that women have equal opportunities to advance the field of education alongside men.

B. Analysis of Unisnu Jebara's Academic Citizen Perspective on Gender Equality

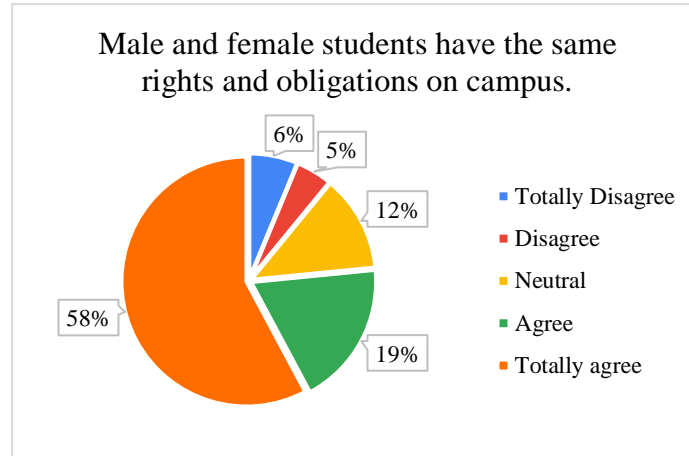
The struggle for women's emancipation in Indonesia began long before Indonesia's independence, pioneered by R.A. Kartini. Her efforts gained recognition after Indonesia's independence, implied in Article 27 of the 1945 Constitution. However, the realization of this recognition has not fully materialized in various aspects of life. Subordination refers to the belief that one gender is considered more important or superior to another. Historically, women have been viewed as having lower status and roles compared to men. For instance, women have been perceived as weak creatures, which has often led men to behave as if they are in control. Sometimes, men believe that women's roles are limited to activities around the home. General negative labeling consistently results in injustice. One stereotype based on gender is the discrimination against women, leading to various injustices. For example, women are often viewed as only suitable for domestic or household work. This prejudice is not confined to households but also extends to workplaces, society, and even government levels. When a man is angry, he is seen as firm; however, when a woman expresses anger or offense, she is perceived as emotional and unable to control herself. (Jiwanda DL 2023)

Perception is the result of thinking about something. The term "perception" in English refers to "a way of seeing or understanding something". According to Sarlito Wirawan, Sofiaty's natural perception can be described as follows: a) the process of thinking about something, b) the process of making decisions, c) the interpretation of objects, and d) the result of stimuli. Accordingly, perception is defined as a process of sensing stimuli received by individuals through their sensory organs, which are then interpreted so that individuals can understand and respond to the stimuli they receive. The process of interpreting this stimulus is usually also influenced by the individual's experience and learning process. Universities can be powerful institutions for promoting gender equality, diversity and inclusion, not only in the higher education context, but also in society at large. Nevertheless, universities remain both gendered and gendering organizations. (Wanita and Seks 2023)

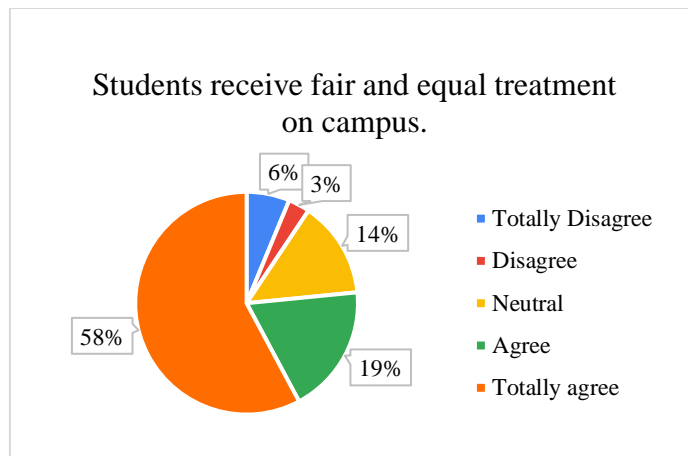
From results questionnaire of the academic citizen results as following:



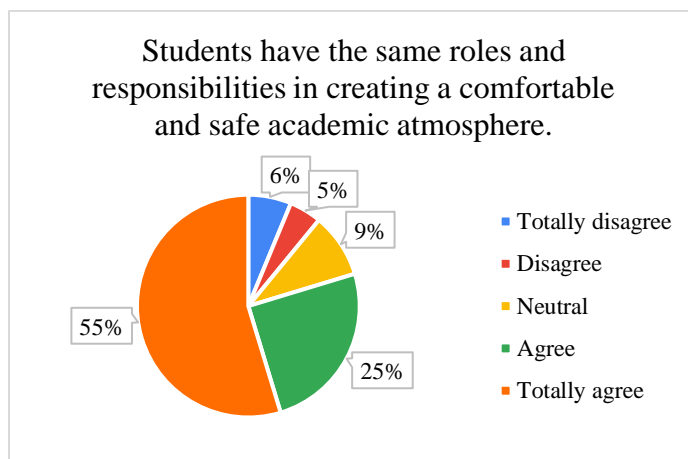
The figure above indicates that 6% of respondents strongly disagreed, 5% disagreed, 13% were neutral, 28% agreed, and 48% strongly agreed regarding students' statements about equal space and opportunities in carrying out various activities on campus.



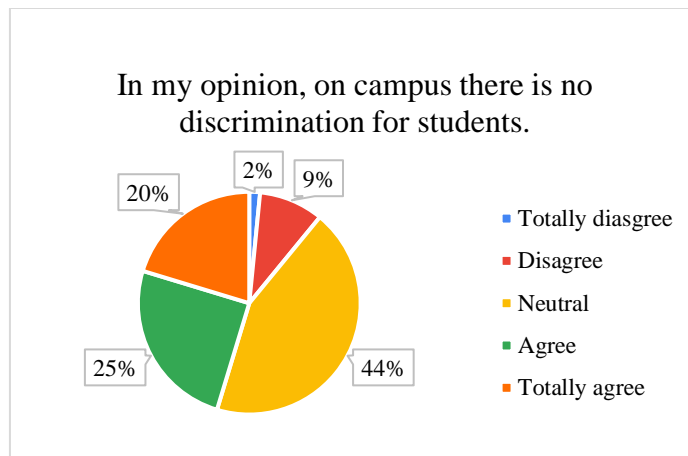
The data presented in the figure above indicates that 58% of respondents strongly agreed, 19% agreed, 12% were neutral, 5% disagreed, and 6% strongly disagreed with the assertion that male and female students have the same rights and obligations on campus.



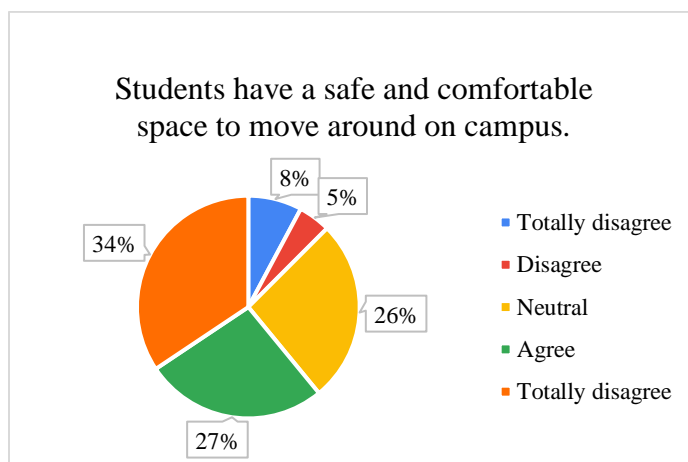
The figure above illustrates that 11% of respondents provided negative responses, with 6% expressing strong disagreement and 5% disagreeing with the assertion that students should assume responsibility for fostering a comfortable and safe academic environment. The remaining 9% of respondents indicated a neutral stance, while 25% expressed agreement and 55% strongly agreed.



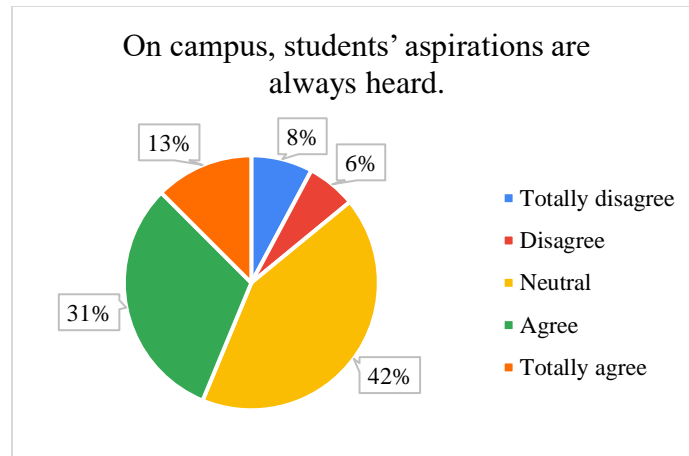
The data presented in the figure above indicates that 55% of respondents strongly agreed, 25% agreed, 9% were neutral, 5% disagreed, and 6% strongly disagreed with the assertion that students should have equal opportunities to participate in campus activities.



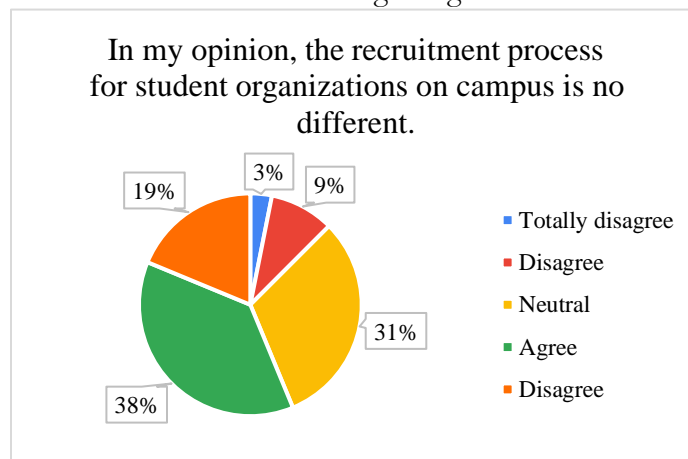
Based on the figure above, the majority of respondents answered neutral (44%) regarding there is no discrimination against students on campus. Meanwhile, 2% of other respondents strongly disagreed, 9% disagreed, 25% agreed, and 20% strongly agreed regarding the statement.



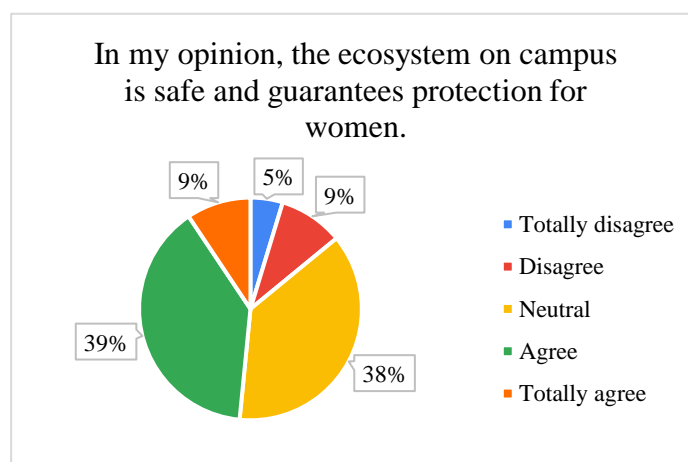
The figure above illustrates that 34% of respondents strongly agreed, 27% agreed, 26% were neutral, 5% disagreed, and 8% strongly disagreed regarding the movement of students' own safe and comfortable spaces on campus.



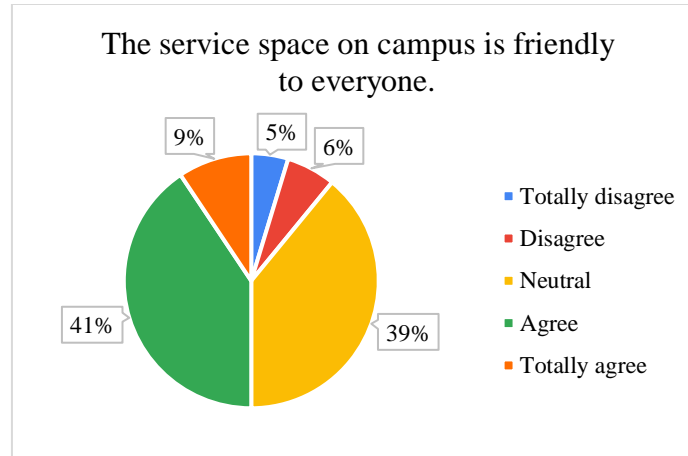
The data presented in the figure above indicates that the majority of respondents (42%) answered neutrally regarding the question of whether student aspirations are always heard on campus. In contrast, 14% of respondents expressed negative sentiments, with 8% strongly disagreeing and 6% disagreeing. Instead, 44% of respondents expressed positive sentiments, with 13% strongly agreeing and 31% agreeing.



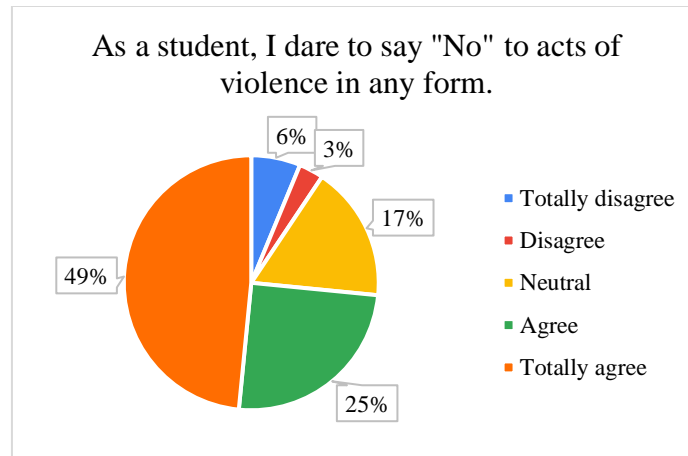
Based on the data above, 3% of respondents strongly disagreed, 9% disagreed, 31% were neutral, 38% agreed, and 19% strongly disagreed regarding the recruitment process of student organizations on campus has not changed.



The figure above provides information that 9% of respondents strongly agree, 39% agree, 38% neutral, 9% disagree, and 5% strongly disagree regarding the ecosystem on campus It is safe and guarantees protection for women.

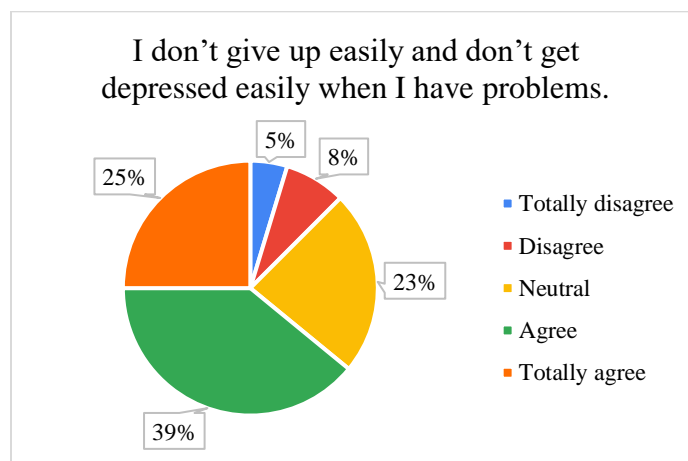


Through the data in the figure, it shows that the majority of respondents or equivalent to 41% answered agree regarding room service on campus is friendly to everyone. While 9% others stated strongly agree, 39% were neutral, 6% disagreed, and 5% strongly disagreed on this matter.

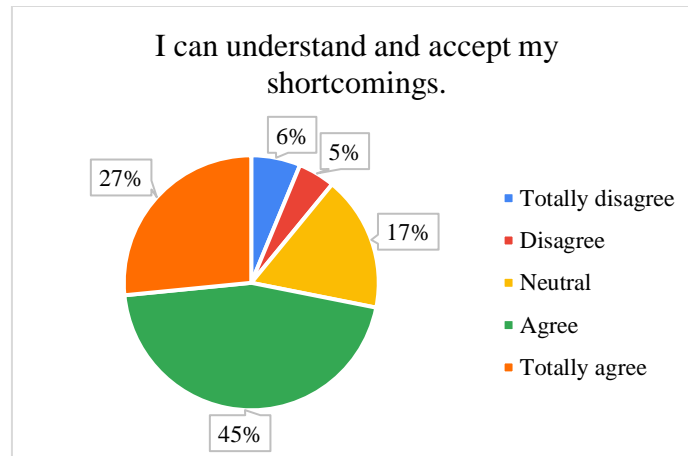


Based on the available data, 49% of respondents strongly agreed, 25% agreed, and 17% were neutral regarding they dared to say “No” to violence in any form.

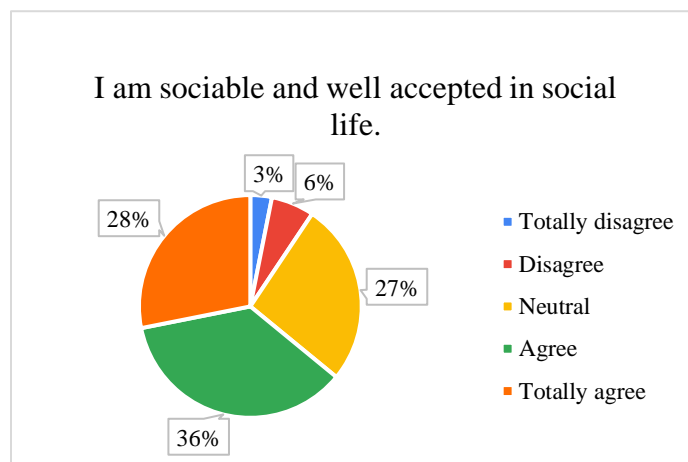
Meanwhile, 3% of other respondents answered disagree, and 6% strongly disagree regarding the statement or in a short they have not been able to answer “No” to violence in any form.



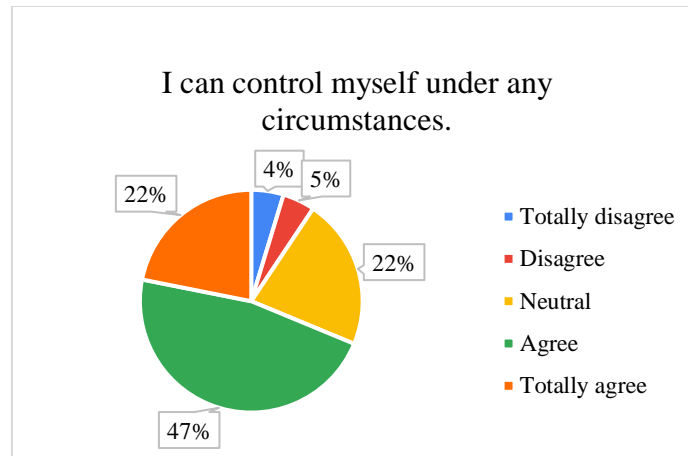
Based on the data above, 25% answered strongly agree, 39% agree, 23% neutral, 8% disagree, and 5% strongly disagree regarding not easily giving up hope and not easily stressed when having problems.



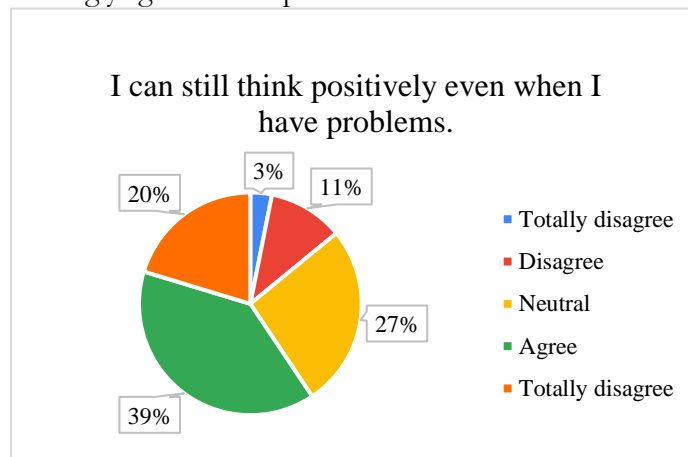
Based on the data, 6% of respondents strongly disagreed, 5% disagreed, 17% were neutral, 45% agreed, and 27% strongly agreed about themselves being able to understand and accept their shortcomings.



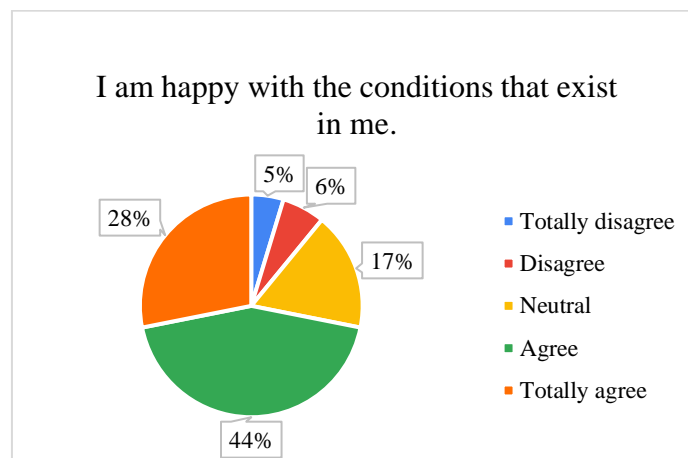
Based on the figure above, it can be seen that 3% of respondents stated strongly disagree, 6% disagree, 27% neutral, 36% agree, and 28% strongly agree on themselves being able to be sociable and well accepted in social life.



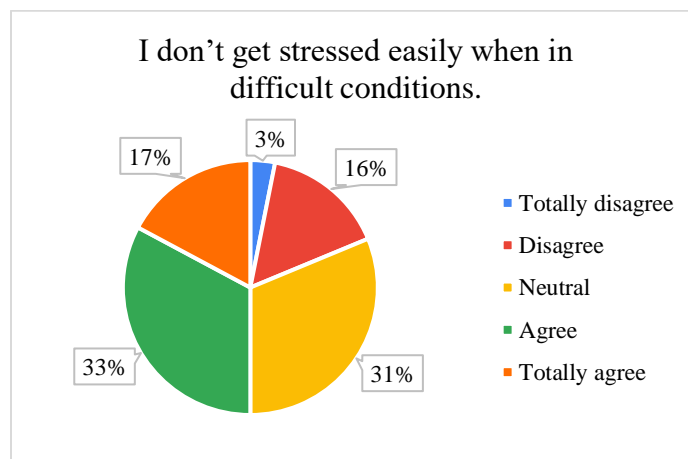
The image above indicates that 4% of respondents strongly disagree, 5% disagree, 22% are neutral, 47% agree, and 22% strongly agree that respondents can control themselves in any condition.



The data above shows 3% of respondents strongly disagree, 11% disagree, 27% neutral, 39% agree, and 20% strongly agree. Related to themselves being able to keep thinking positively even though they disagree with the deep condition of their own problems.



The figure above indicates that the majority of respondents (72%) expressed a positive sentiment regarding their capacity to be content with the circumstances that prevail within themselves. Meanwhile, 28% indicated a strong agreement, while 44% expressed a general agreement. In contrast, 17% of respondents exhibited a neutral stance, while 11% expressed a negative response.



The data indicates that 17% of respondents strongly agreed, 33% agreed, 31% were neutral, 16% disagreed, and 3% strongly disagreed regarding their ability to not stress easily when in difficult conditions.

From these data, that gender equality is sufficiently understood and realized by the academic citizen at Unisnu Jepara. There is a near-even distribution of understanding and awareness of gender equality across the entire academic citizen at Unisnu Jepara, although the data source is not the entire academic citizen at Unisnu Jepara. Based on the available data, the researcher believes that the data research source is sufficient to understand how to treat gender and apply gender concepts in life.

Gender equality has brought significantly positive impacts in the realm of education, particularly in higher education. Across almost all universities, there is a substantial presence of female students. In fact, women dominate the responses in this survey. Higher education institutions play a strategic role in promoting social transformation regarding gender equality through gender-neutral educational

practices, thus inadvertently preventing gender-based discrimination. There is a need for concerted efforts from universities to achieve transformation starting with establishing indicators for gender-responsive campuses.

CONCLUSION

The concept of gender equality pertains to the equitable relationship between men and women, particularly in the context of equal treatment, access, and opportunities across various domains of life. Gender inequalities can be observed when women are positioned as subordinate. This inequality originates from the perception of gender roles within society, which is often shaped by a culture that is inherited and perpetuated through stereotypes, which can result in the limitation, complication, impoverishment, and harm of one party, both men and women.

As an educational institution, Nahdlatul Ulama Islamic University (Unisnu Jepara) plays a pivotal role in promoting gender equality through education and socialization. The results of a research study on the perceptions of the Unisnu Jepara academic citizen indicate that the majority of respondents (33%) expressed agreement with the statements, while 5% strongly agreed and 7% disagreed. The remaining respondents (25%) were neutral, and 33% agreed with the statements.

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