| RESEARCH ARTICLE

Gender Mapping in Higher Education Systems: A Case in Indonesia

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| ABSTRACT

Gender mainstreaming has a very influential foundation in the education sector and controls the quality of development in various regions in Indonesia and other areas. The development of education in the institutional sector in several regions in Indonesia faced various problems, such as (a) the need for mapping opportunities on a policy scale and expanding access; for all genders, (b) The effect of education and quality improvement, very relevant, with competitiveness there is a development and being able to improve the Indonesian economy; (c) improving the quality of higher education to be able to improve the performance of national education also requires a comprehensive reform that has started with the policy of decentralization and educational autonomy as part of the political reform of government. Research objectives a. identify the mapping of gender mainstreaming-based education policies at Malikusaleh University b. reviewing the quality of Gender mainstreaming-based education at Malikusaleh University, and c. improving the quality of Gender mainstreaming education towards higher education transformation & institutions. This study uses a qualitative method. Qualitative methods produce descriptive data. The study results are Gender mainstreaming is an organized strategy in institutions, both internally and externally, based on institutional transformation and influencing organizational culture. The results of this research have changed and given birth to various policies within Malikusaleh University. Education is responsive to the current globalization cycle, including policy requirements, especially for women—advances in science and technology. Gender mainstreaming has produced a new civilization both as a process and an institution. Study findings/gender equality as a common goal can improve the quality of education gradually and have competitiveness both in the territory of Indonesia and in foreign countries**.**

1. Introduction

Women and men have the same access and involvement in the education sector. Gender mainstreaming in various sectors has references and strategies (Dian Maharso Yuwono, 2013). Mapping policies and implementation of education based on gender mainstreaming in the development process impacts the achievement of results both in the development sector and in the education sector and affects opportunities. (Waston Malau; 2014). Gender is a concept used to show the position of men and women, not on differences in the male and female sex but the public view of the roles and positions of men and women. Various

inequalities will impact, especially opportunities and achievements of marginalization results experienced by women. Gender concepts show the marginalization experienced by women (Widjajanti M. Santoso, 2014).

Exposure to gender arguments in humanist learning is an effort to instill universal values of gender responsiveness and the like in the education process (Rahmah Wahdaniati Shuaib, 2019). Gender mainstreaming is an essential strategy built to integrate gender into one integral dimension of planning, drafting, implementing, monitoring, and evaluating development policies and programs to achieve gender equality and justice. The importance of coordination and planning to influence this diving policy is built and will become one dimension integrated. (Dina Hermina; 2014). Gender equality should give birth to various dynamic forms to improve the quality of gender mainstreaming (Fadiah Machmud, 2013). Optimization of gender mainstreaming in Indonesia is regulated in Presidential Instruction (Inpres) Number 9/2000.

Gender Mainstreaming is elaborated in detail in (Permendiknas) Number 84 of 2008 on Guidelines for The Implementation of Education. This guideline aims for all aspects of educational development, ensuring equal rights of women and men, active participation, and reasonable control in education. Product and enjoy the benefits of academic development. In addition, through these guidelines, planning, monitoring, and evaluation of educational development programs are encouraged to integrate gender into them. And sub-discussion about the study of Mapping of policies and implementation of education based on gender mainstreaming in Unimal. The problems discussed are to a. identify the Mapping of gender mainstreaming-based education policies at Malikusaleh University b. investigating the quality of gender mainstreaming-based education at Malikusaleh University, and c. improving the quality of gender mainstreaming education towards higher education transformation & institutions.

Gender mainstreaming of institutional transformation, the existence of men and women has equal rights in the development process. But in reality, there is still gender inequality closely related to educational discrimination that distinguishes women and men. The influence of women formed in the implementation of tidal education involved from upstream to downstream. Policy mapping in the organization of education based on gender mainstreaming in Unimal. It provides data on the average length of study of male (54 months) and female students (51 months). Overall, the average study size of 4 colleges in 2020 was 59.1 months for male students and 52.8 months for female students, both of which were still off target. Output: Average Length of Study For Undergraduate (S1) Students From Target College Drops to 55 Months For Men And 52 Months For Women (Baseline 2018: 60 Months For Men, 56 Months For Women.

2. Literature Review
2.1 Gender Influence and Impact on Education
The gender concept refers to traits, roles, responsibilities, functions, rights, and behaviours inherent in women and men due to cultural clashes or societal environments. So that there is a dichotomy of the feminine (female) and masculine (male). In society, women are depicted by their feminine qualities, such as being weak, shy, timid, and emotional, weak. On the contrary, men are always shown with masculine traits, such as: dashing, mighty, tough, brave, and rational. Femininity and masculinity are y the results of social constructs, not natural things. Gender differences are expected as long as they do not cause gender inequality (Depdiknas (2003): Gender differences are perceived in various forms of inequality and injustice, for example, the provision of a heavier workload to women, especially working women. Women's assuming is not merely a complement to the interests of men. c. Negative perspective or (stereotypical form) conditioned on women. d. The treatment of violence against women. The shape of the word gender means the sounds, part of the gamelan. In contrast, the concept of gender in the English Dictionary (John M. Echols, 2003) is defined as being female and male, and issues related to gender differences/correlations/roles as a concept of gender come from the West. The idea of gender is acquired through interaction in the social world and is different from the idea of sex or sex born as a biological fact. Some opinions of experts who are interested in studying gender define gender among others: Sharing of roles and social responsibilities and differences in roles, functions, and responsibilities between women and men result from socio-cultural construction and can change according to the times (Office of the Minister of State for Women Empowerment, 2001). The difference in social relations between women and men in society and culture (International Labour Office (ILO), 2000).

From the above definition, culture includes the rules, facts, myths, and expectations to behave, becoming a source of power that influences people's perceptions of gender. According to Yustina Rostiawati (2004: 3-5), It should realize that gender is a relational-reciprocal concept and defines femininity as contrasted with masculinity and vice versa. If one person changes, the other changes. This change didn't just happen. As part of a particular cultural society, we help determine these changes by accepting or rejecting gender. This acceptance or rejection occurs when we are in a match. If traced, this gender socialization occurs since a person is still in the womb. Blue and pink are signs to distinguish between a boy and a girl when they are born. Cultural values help preserve the distinction between men and women in its development. Girls used to get dolls and cooking utensils to play the role of mothers.

In comparison, the boys get balls and cars to practice—agility and being active children. Increasing the age of adolescence, women spend their savings on clothes and cosmetic tools, while men spend their snack money to buy sports equipment. Similarly, gender socialization continues at school age and is reinforced by teachers/educators ranging from elementary education to college. Activities, tasks, praise-punishment, and behaviour of teachers /educators contain additional messages for developing gender roles that are considered to follow the gender of learners. In general, the statements from teachers/educators support those obtained at home and strengthen the formation of gender according to their gender. Thus, the role of various parties throughout human life can be in developing gender identity. The family is also where the possibility of role change and gender meaning. Furthermore, teachers/educators and peers become an essential second party in developing a gender identity.

2.2 Gender issues and their problems

Gender differences have influenced humans to perceive gender identity or resulted in gender role changes. Associated with its nature, we know the term feminine vs. masculine, while associated with each other's behavior in their role in the family and society, namely men as breadwinners, family leaders, and culture, while women as housewives. According to Siti Sugiah M. Mugniesyah (2004: 6-7) states, the relationship between nature, behavior, and injustice can describe in the diagram below:
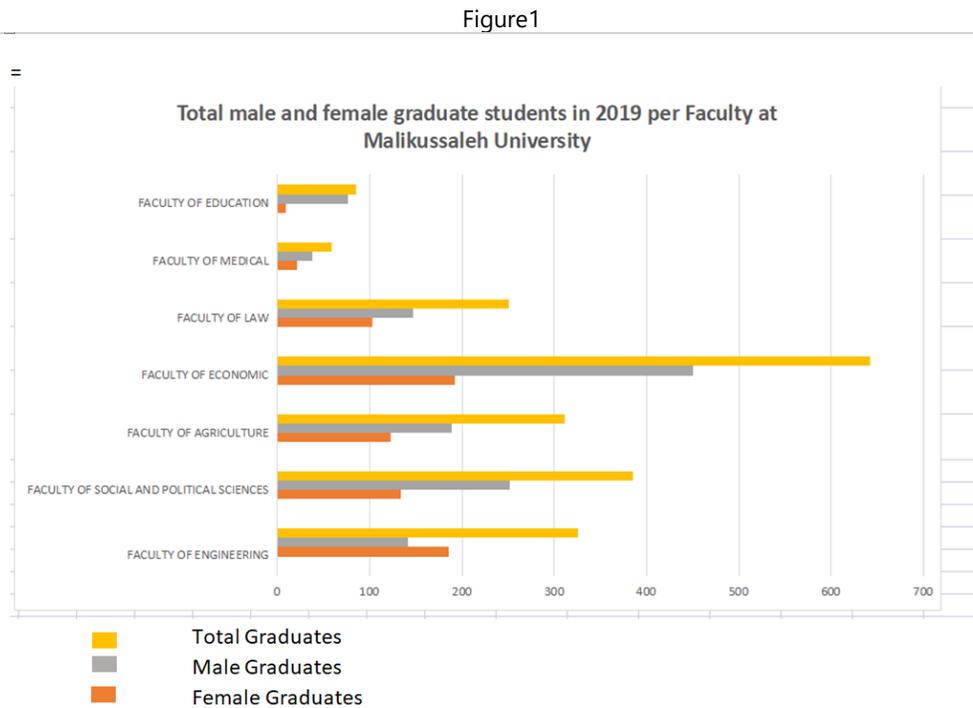
Figure1

Figure 1 shows the number of students who graduated in 2019 at Malikussaleh University at 7 Faculties. In 2019 Economics had the highest graduate accumulation among six other Faculties, with graduate students above 600 people. In this Faculty of Economics, Men hold the most graduates compared to women, with a comparative figure of 450:192. The Faculty of Medicine had the smallest number of graduates in 2019, comparing male and female graduates 38:21 in this faculty. The number of women who exceeded men was in the Faculty of Engineering with 185 and male graduates 141.

The faculty of engineering graduated more women due to challenges and expertise in the faculty of economics. Women who had more opportunities to complete their thesis and essays made female alumni faster to complete their studies than male alumni. And this is in contrast to other faculty graduates. More dominant boys could achieve the completion of final-level studies. The recognition of gender in the diagram above is the process of gender construction that has occurred so far and is not as simple as the process of 'gender differentiation.' Namely, producing two separate but balanced gender roles between men and women is also a subordination process for women in the community (including educational institutions). Gender Mainstreaming (PUG) in National Development. For the response of universities and the world of education in general, this problem is considered petty by the academy, causing a kind of 'delusion of gender' influenced by cultural assumptions about gender.4 Presidential Decree No. 9 of 2000 has instructed all state officials, including Gubemur and Regent / Mayor, to implement PUG throughout Indonesia, the inspires followed by birth.

Regulation of the Minister of Home Affairs No. 15 of 2008 on General Guidelines for the Implementation of Gender Mainstreaming in the Region; Regulation of the Minister of Home Affairs No. 67 of 2011 concerning the General Guidelines for the Implementation of Gender Mainstreaming in the Region and Regulation of the Minister of State for Women Empowerment No. 67 of 2009 on the Implementation of Gender and Child Data. In the ministry of education and culture, there is a Minister of Education Regulation No. 84 of 2008 concerning Guidelines for Gender Mainstreaming in the Education Sector. Aceh has declared gender and population5 concerning Islamic religious law and Acehnese cultural customs.

3. Research Methods
Research on the composition of female lecturers is 39.6% with 201 people, and 60.4% male lecturers with 306 people—qualitative research methods. Qualitative approach procedures produce descriptive data in written or spoken words from people and observed behaviours. This approach emphasizes the observed phenomena and the context of meaning surrounding a reality, describing the objective situation/object of research (a person, institution, society, etc.).

3.1 Research
Gender mainstreaming is a whole effort in the development process that starts from planning, implementation, monitoring, and evaluation activities with a gender perspective and actively involves all Indonesian citizens, both men, and women, in all stages.

The study is conducted at Malikussaleh University for six months. The research location is all faculties at Malikussaleh University, namely the Faculty of Engineering, Economics, Law, FISIP, Medicine, and FKIP. In addition, several work units and institutions are also research locations, such as the Student Affairs Bureau and the Academic Bureau, LPPM, and the Quality Assurance Agency (BMJ). They are located in several areas. Following the work unit and faculty location, the research location is the Main Campus of Reuluet, Bukit Indah Campus, Lancang Garam, and the Medical Campus in ACC Cunda. The study will be conducted for six months, starting from July to December, including data search, data processing, report preparation, preparation of research and publications, and dissemination of research results.

3.2 Desk Study of gender mainstreaming practices at Malikussaleh University
Metode desk study collects data and information through examination and analysis of data and information that uses secondary data, both in the form of internal/external documents of the university, related laws and regulations, reports, statistical data, library studies, etc. This document will be the baseline for developing interview questionnaires and FGD for more data collection.

3.3 Data/information collected through interviews and FGD
In the collection of data/information, interviews and FGD and Questionnaire devices concerning research objectives were used. The targets of the discussion and FGD are the rector and assistant rector, dean of the entire faculty, several assistant deans and presiding officers of departments / Prodi, chairman of LPPM, chairman of BPM, head of the academic bureau, head of staffing and finance bureau, head of student affairs bureau, head of the gender study unit, director of planning, students and students. FGD was carried out twice for policy and infrastructure and the curriculum / academic field. FGD participants consist of representatives from these fields.

4. Results and discussion
4.1 Implementation Of Higher Education Based On   Leverage Of Gender Mapping
The existence of inequality that greatly discredits opportunities for women makes the birth of emancipation that makes policy changes in various parts of the world and any country for gender mainstreaming increasingly in demand for women. The idea gave birth to the term Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) No. 7 of 1984. It has three principles (three) : (a) substantive rights; (b) Non-discrimination; and (c) The State provides opportunities for equal rights and does not discriminate against the existence of women and provides the same opportunities as men. Guidelines for mainstreaming gender in education provide clear opportunities for gender data systems. Reference for ministries/agencies and institutions in providing and utilizing split data for planning, preparation, implementation, monitoring, evaluation, and reporting on gender. -responsive policies/programs.

Student graduated in 2019 -2021 Table 2

Study program Engineering Malikusaleh University	Female/ Gender	Male Gender	Bachelor S1	Treasure study	Total (%)
Mechanical I Engineering	25	75			**1100**
Industrial Engineering	47	124			**171**
Material Engineering	6				**6**
chemical engineering	61	235			296
Information System	61	84			302
Civil Engineering	30	**272**			300
Architectural Engineering	17	193			205
Electric Engineering	2	25			
It Engineering	123	227			

Engineering Successful female presentation and ratio

Table 2 provides data on students who graduated in 2019 and obtained a bachelor's degree. The total number of participants who graduated as graduates is 2058 people. There are fewer male graduates than female graduates, with a ratio of 766:1292. So, in 2019, it can be concluded female graduates are more crowded than male graduates at Malikussaleh University

Study program Education Malikusaleh University	Female/ Gender	MMale Gender	Bachelor S1	Treasure study	Total (%)
Mathematics Education	39	10	49		49
Physical Education	24	5	29		29
Mechanical Education	2	6	8		8
Chemical Education	15	7	22		22
Indonesia Language	75	9	84		84

Table 3 Total graduate faculty of Education

The educator has problems with numerous student intervals in their expertise. Those who teach are not following their areas of expertise (mismatch). The analysis results show that the percentage of female students is still relatively high, especially in education. as listed in table 3. Sub-discussion in the table can be achieved from the percentage of women and men around 40.6 %: 59.4 %; the main conditions will actually be seen significantly in the Faculty of Education Study Program; the existence of a very high number value in the communication area gives the impression that political lines still need to provide promotions that will make fans for this course more desirable for women. Some causes actually make a comparison in the ratio of interest in women as seen in the ratio of students in various Communication Science Programs 66.1% of women and the ratio of interested 33.9%.

5. Discussion

5.1 Constraints in policy mapping in the Education sector consequences of various Higher Education systems

Boosting of women has challenges in various fields, including education. Constraints experienced in gender mainstreaming are the lack of socialization regarding understanding gender activities, the community's mindset that is not yet open, and the lack of interest in gender mainstreaming. In social societies, including some governments, research studies Obstacles and other obstacles. The question is, How clear is the need to find solutions so that obstacles are used as a strength? One of them is that by working, the support of all parties in the government of development and human resources will encourage the realization of gender equality, especially for women. All development sectors (including Education) have given a new colour to gender sequencing. It must optimize These achievements for women on soft skills that will make various policies and opportunities to get rights for women. Obstacles on the ground look to a lack of opportunities because of the constraints of expertise, time management, and lack of likes with challenges make women far behind compared to the opposite sex. Despite policies and development, programs have embraced antidiscrimination gender. Some of the constraints of empirically lame relationships result in gender equality being reduced, women's positions increasingly subordinated, so s contribution to some areas of development is getting weaker. These weaknesses make women considered a source of incompetence.

5.2 Gender mainstreaming study of Institutional transformation

Institutions and institutions are the fastest factors to improve the quality of gender mainstreaming. A picture of opportunity and inhibiting factors have led women to ask for policies by presenting gender equality. Women's involvement in development and research can indicate indicators or outputs in institutions or institutions, according to Walby (2005: 323), about the existence of policies that can expand gender policy through frame bridging, bridging frames, and extension frames that will give birth to someone and differentness. The procedure is the gender, who will choose their existence, gender mainstreaming in f the transformation at Malikusleh university has a great opportunity. It will be able to collaborate with various universities in Indonesia. Gender mainstreaming research has divided change into multiple aspects and development, including analysis. Transformation in research shows the policies such as collaboration research project Grand, which is conducted in the institution area and seen in the table below:
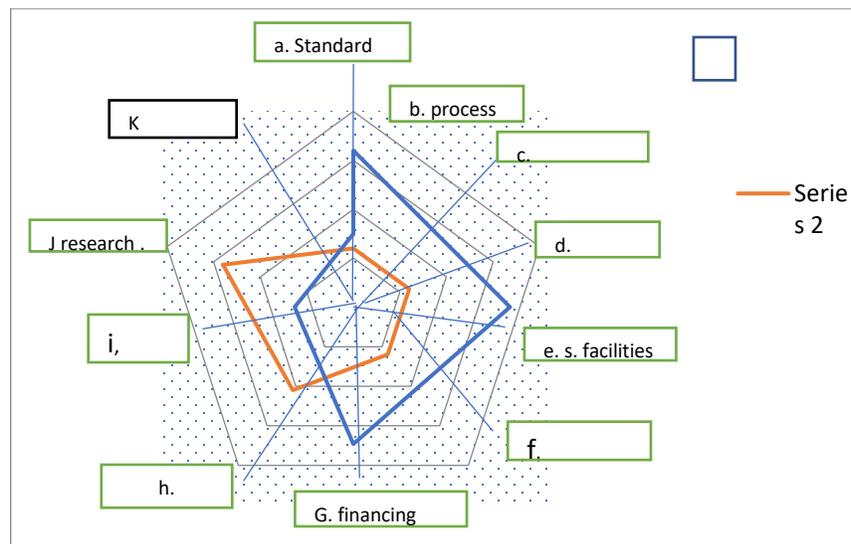
It is seen

a. standard content
b. process standard
c. competency standards
d. educator standards
e. standard of facilities and infrastructure
f. management standards
G. financing standards
h. assessment standard
i. research standards
service standards
k. cooperation standards

Referring to the data as stated above, it can be seen the composition of female lecturers is as much as 39.6% with a total of 201 people, and male lecturers as much as 60.4% with a number of 306 people. Numbers that are quite prominent are seen in the Engineering study program and in Education. What facts are behind this reality? Is it true that the stigma that engineering is the territory of men? Are women unable or even interested in working with things that smell technical? At the Faculty of Sosila and Political Science, there is also still a gap in terms of the number of female lecturers compared to male students.

In the table as a whole can be seen the percentage of the number of male students with female students as much as 40.6 %: 59.4% at the Faculty of Social and Political Sciences between the Political Science Study Program and the Communication Science Study Program, there is a difference in the number of male students with women who are quite high. It is not yet known for certain whether the label that politics is the domain of men and women will be difficult to be in this region is the cause of the lack of female students. It is different from the comparison of the number of students in the Communication Science Study Program. The number of students was 66.1%, while the number of students enrolled was 33.9%. As one of the favorite majors today, the Communication Science study program is more dominated by female students.

6. Conclusion

Policies and programs issued at Unimal precisely follow up on laws and regulations related to gender mainstreaming issued by the central government.

Various facilities and gender-based development in Unimal have been civilized, and there is no difference in treatment between men and women because they are considered to have the exact needs. However, the number of opportunities women use is less due to special conditions in which women have to adjust to the local environment and sort out time and family.

Assumptions, perceptions, and myths about gender strongly influence gender co-intelligence. These cultural assumptions must be traced given the many ethical or restraining dogmatic conventions that generally develop in Lhokseumawe and Aceh, especially when discussing gender. The Infrastructure shows in development involving institutions and faculty leaders; almost all state that there is a desire to meet the standards of facilities following the needs of men and women is very high, the priority scale that the curriculum in Unimal has encouraged to responsive gender. This is seen in gender-responsive courses; others are contained in sub-materials or subjects related to gender equality in RPS.

6.1 Suggestion

The critical institution has a corpus of data that separates the data of men and women.
1. The importance of adequate resources becomes infrastructure that must reach the governments in Aceh to develop gender perceptions.
2. Women's involvement in tasks that men once did has now been able to be given to women. The need for training and seminars or conferences that discuss how important it is to apply the rights and positions of women and men. It is also necessary to involve scholars who are hanif (inclusive) to discuss gender with lecturers so that they do not develop false and false perceptions
3. Existence of a gender-responsive curriculum and enriching the characteristics of learning methods, preparing academic guidelines in socializing the understanding of gender development in the Unimal environment

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