

CASE STUDY: GENDER CULTURE CONDITION OF ACADEMIC STAFF LEADERSHIP IN THE UNIVERSITY OF MUHAMMADIYAH MALANG

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ABSTRACT:

The research purposes were to describe the gender condition of women and men proportion in the academic staff bodies at University of Muhammadiyah Malang and to analyse the gender condition of women and men proportion in the university leadership at University of Muhammadiyah Malang

The research used descriptive analysis by a quantitative approach. This research was taken place in the University of Muhammadiyah Malang. The main data was the number of academic staff separated by sex and the number of academic staff leadership in university separated by sex in the various levels like in the department, faculty and university. Analysis of the data was quantitative descriptive. The data was counted by percentage and compared by sex. The conclusions of this research were UMM has gender imbalance condition that have a smaller percentage of female academic staff than the percentage of male in the total of academic staff and UMM has gender imbalance condition that have a smaller percentage of female leader in the staff academic than the percentage of male leader in the academic staff.

This study can be useful to problem solving of gender imbalance in the higher

education with the same problem. Higher education has to has gender policy and then has affirmation to gender implementation in the all of activities.

Research about gender condition in University of Muhammadiyah Malang has not yet until now. Nevertheless, there are some research about gender n the other higher education. Readers can get benefit to know the gender problem in the higher education

KEYWORDS: gender condition, academic staff leadership.

INTRODUCTION:

1.1. The Background

The gender condition in the world is still has problem that is gender imbalance. A lot of women haven't chance to enter study and work market. The problem not only occurs in the school and work place with the lower education background but also in the school and work place with higher education background (Wieringa, 2015). Generally, number of women student and worker smaller than man (Khotimah, 2009).

One of the place has gender problem is in the university suck as in the student bodies, number of academic staff and in the university leadership. Lack of women leadership generally occur in the various levels of university leadership suck as in the departments, faculties

and universities levels. Some reasons for the problem are patrilineal culture factors, low economic ambition, put family importance, not interesting in the leadership position and so on.

We think the gender imbalance also occurs in the leader of academic staff at University of Muhammadiyah Malang (UMM). Therefore, to get a clearer picture about the university leadership, it is essential to conduct a research on "Case Study about Gender Condition of Academic Staff Leadership in The University of Muhammadiyah Malang".

1.2. The Problem Statements

1. How is the gender culture condition of women and men proportion in the academic staff bodies at University of Muhammadiyah Malang?
2. How is gender culture condition of women and men proportion in the university leadership at University of Muhammadiyah Malang?

1.3. The Research Purposes

1. To describe the gender culture condition of women and men proportion in the academic staff bodies at University of Muhammadiyah Malang
2. To analyze the gender culture condition of women and men proportion in the university leadership at University of Muhammadiyah Malang

LITERATURE REVIEW:

Form of higher education in Indonesia can take the form of university, institute, high school, academy and polytechnic. University as a scientific institution that organizes academic or professional education programs in a number of scientific disciplines. University has the most diverse courses, namely the field of exact, social, technological and linguistic. The areas of ability are grouped into faculties. There is a more narrowed again called the department.

(Triyantoro, 2017) (Rosser, 2016), (Kraince, 2007), (Logli, 2016), (Darmalaksana, 2017).

According to the report by United Nations Educational Scientific and Cultural Organizations (UNESCO) (2012) the enrolment rate in higher education was 21% in total, 22% for boys, and 20% for girls; therefore, more boys enter higher education than girls. Students tend to take courses in accordance with gender roles, for example girls choose social sciences and boys choose technical sciences.

According to BPS Statistics Indonesia, the literacy rate among over 15-year-olds is 92.58% (in 2009). The literacy rate among young people (15-24 years old) is over 98% both in urban and rural areas. However, there are still disparities by gender and region. While the literacy rate among males aged over 15 is 95.65%, the rate for females is 89.68%. In particular, there is a wide gap between men and women in rural areas, with a 93.46% literacy rate among men and 85.62% for women.

The Position Paper from the Department of Education and Culture of East Java (2009) showed the rate of school enrolments among women is lower than men from year to year, except in the age group 7-12 years. During the eight years, it can be observed that the school enrolments of women aged 7-12 years highly increased compared with men when it was seen in 1999 to 2004. However, women school enrolments were sharply decline in 2005-2006 in which men being higher than women. School enrolments parity index (PI) at aged 7-12 years and 13-15 years from year to year tend to persist gender disparity, meanwhile at the age of 16-18 year tend to occurred the disparity in which women are in the disadvantage position with a range of PI of 0.90. It shows that the higher the age, the greater causes of gender inequality of females.

Research conducted by (Widodo & Handayani, 2012) show that education policy in the issues of the education access and equity in

basic education have an explicit gender perspective. But in reality, in the level of implementation, there is still unequal on the genders due to the lack of understanding and comprehension of the policy makers toward the concept of gender. The problems of gender mainstreaming in education are not to be the priority of the dissemination of basic education gender policy. This study is useful since it makes us aware of the persistence of a gender gap in education, in some indicators, it deserves of men and in other indicators it disadvantageous to women.

There is evidence on the shift of the role of education in relation to gender issues. Although girls in the UK appear to be strengthening their economic and social position by gaining access to higher status male subjects and to be seen to be doing well in them, there is no guarantee that such academic capital could be converted and indeed would be converted into academic and economic privilege. Thus, despite media panics and egalitarian social movements which attempted to redistribute male power, male dominance of academic capital is still intact. The conditions for sustaining gender inequalities, although different, are still in place Arnot and Alison (2003).

Interestingly, they find no direct effects of either female tertiary participation rates or tertiary system size on gender distributions. It appears that the “massification” and feminization of higher education are themselves less relevant to the structure of tertiary sex segregation than are the specific forms that these trends take. Sex segregation will generally be more extreme where large size is achieved through disproportionate growth of non-university institutions and where female “access” is achieved through women’s concentration in vocational colleges or stereotypically female fields of study (England, 2015).

METHODOLOGY:

The research used descriptive analysis by a quantitative approach by survey method. This research was taken place in the University of Muhammadiyah Malang (UMM). The location determination was based on the one of the big universities in Indonesia.

The important data in this research was the quantitative data. The main data was the number of academic staff separated by sex and the number of academic staff leadership in university separated by sex in the various levels like in the department, faculty and university. Data collection was done by documentation from website of UMM and person in the departments, faculties and university has responsible the data in UMM. The data from university was got from head of Staffing Affair Bureau. Data was derived from informants in the form of documentation of number of academic staff bodies separate by sex, and for the academic staff leadership by name, leadership position at the UMM and sex.

Analysis of the data in this research was quantitative descriptive. The data was counted by percentage and compared by sex. The result of data was showed by tables and then discussed by literature supporting.

DISCUSSION / ANALYSIS:

1. Gender Culture Condition in The Academic Staff Bodies of Muhammadiyah Malang University

The number of academic staff at University of Muhammadiyah Malang can be seen below.

Table 1. The Number of Academic Staff at University of Muhammadiyah Malang in the year of 2018

No	Faculties	Number of Academic Staff	Total	Percentage of Academic Staff

		Men	Women		Men	Women
1	Engineering	100	30	130	76.92	23.08
2	Social and Politics	45	21	66	68.18	31.82
3	Agriculture and Animal Sciences	49	39	88	55.68	44.32
4	Teaching and Education	67	70	137	48.91	51.09
5	Health	20	45	65	30.77	69.23
6	Law	32	26	58	55.17	44.83
7	Psychology	12	26	38	31.58	68.42
8	Medical	16	6	22	72.73	27.27
9	Islamic Studies	34	9	43	79.07	20.93
10	Economics	43	40	83	51.81	48.19
	Total	418	312	730	57.26	42.74

UMM has 730 academic staff. The number of male academic staff is 418 while the number of female academic staff is 312 persons. UMM has the imbalanced number academic staff categorized by sex with the percentage of male academic staff (57.26%) is above than female academic staff (42.74%). There is gender culture imbalance that have a smaller percentage of female academic staff than the percentage of male.

This result is not supported by paper examines the determinants of gender differences in educational attainment using data for all graduates from universities in England and Wales in 1993. We find that although women students perform better on average than their male counterparts, controlling for a range of individual and institutional attributes, they are significantly less likely to obtain a first class degree. However, no evidence that this arises either because of differences in the types of subject's male and female students study in the institutions they attend. Nor is there evidence that it reflects differences in personal attributes, such as academic ability. Rather it is differences in the way these factors affect academic achievement that give rise to gender differences in performance. In addition, although evidence is found of subject specific effects, there is no

support that women underperform in male dominated subject areas (McNabb, Pal, & Sloane, 2002).

The effect of the stressing in the working in academic staff was explained by (Slišković et al. 2011) that women reported greater stress than men. Assistant professors, associate professors, and full professors reported greater stress related to material and technical conditions of work and work organization than assistants, who, in turn, found relationships with colleagues a greater stressor. Full professors, reported lower exposure to stress at work than associate professors, assistant professors, and assistants. This study indicates that teachers in higher education are exposed to high levels of occupational stress, middle positions and women in particular. These findings need a confirmation by more objective parameters than self-assessment. A resulting systematization could provide a firm ground for strategies that would improve conditions for teachers in higher education.

2. Gender Condition in The Academic Staff Leadership of Muhammadiyah Malang University

The number of academic staff leadership at University of Muhammadiyah Malang can be seen below.

Table 2. The Number of Academic Staff Leadership in The University of Muhammadiyah Malang at year of 2018

Academic Staff Leadership in UMM	Number			Percentage	
	Men	Women	Total	Men	Women
Rectorate	4	0	4	100.00	0.00
Faculties	31	12	43	72.09	27.91
Departments	29	25	54	53.70	46.30
Total	64	37	101	63.37	36.63

UMM has 4 male leader of rector group, while the number of female leader of academic staff is 0 person. UMM has the unbalanced leader of rector group categorized by sex with the percentage of male leader (100.00%) is

above than female leader (00.00%). UMM has 31 male leader of faculties, while the number of female leader of faculties are 12 persons only. UMM has the unbalanced leader of faculties categorized by sex with the percentage of male leader (72.09%) is above than female leader (27.91%). UMM has 29 male leader of departments, while the number of female leader of departments is 25 persons. UMM has the unbalanced leader of departments categorized by sex with the percentage of male leader (53.70%) is above than female leader (46.30%). UMM has 64 male leader of the total of academic staff, while the number of female leader of the total of academic staff is 37 persons only. In the UMM occurs gender culture imbalance that have a smaller percentage of female leader (36.63%) in the various level leadership than the percentage of male leader (63.37%).

The application of performance based criteria in the allocation of resources and the targeting of substantial research funds to topics of national priority are two major features of the new research funding climate in Australian higher education. Successful competition for such funds will depend on universities developing and implementing appropriate research management plans and on the overall research performance of their academic staff. This paper reports the views of academic staff from one Australian university on such issues as the determinants of research performance and the importance of individual autonomy in the selection of research topics. One of the main findings is that research activity is highly variable and influenced by a number of factors including, personal characteristics; differences in research styles, methods and strategies both within and between disciplines; and dependence on funding. The findings show that academics firmly believe in "freedom of inquiry" in the choice of research topic.(Wood, 1990)

Over the past 25 years, the Australian workforce has become more casualities, with approximately one-quarter of the workforce in casual employment today. One of the highest users of casual employees is the higher education sector, where casual academics (referred to as sessional in the Australian context) are estimated to account for 50% of the overall teaching load. The results depict a bifurcated system of maximum labour regulation for full-time academics alongside minimum regulation for sessional staff. The findings stress the urgency for improvement in both the employment conditions and management of sessional academic staff, both for their own benefit and the universities that employ them. (Ryan, Burgess, Connell, & Groen, 2013)

The findings of this research from (Okpara et al. 2005.) showed that there are gender differences apparent in the job satisfaction levels of university teachers surveyed for this study. Female faculty were more satisfied with their work and co-workers, whereas, their male colleagues were more satisfied with their pay, promotions, supervision, and overall job satisfaction. Results also indicated that ranks were significant in explaining gender differences and job satisfaction of the respondents. Findings of the study provides institutional leaders, university and college administrators, and human resources professionals with key information that would enable them to recruit, reward, promote, and retain women faculty. The finding would also enable the government address the issues concerning female academics.

Many of the surveys responses provided more than one definition of leadership. The administrator's primary responses formed the basis of the findings reported here. The multiple coding of the responses, however, indicates that individuals are thinking more complexly about leadership, rather than merely attributing it to

position or one characteristic. Providing ways to support expanded definitions of leadership is critical. Leadership development and training opportunities are an opportune time to nurture expanded conceptions of what it means to be a leader. And the expected leadership turnover in community colleges over the next decade provides such an opportunity for change.(Eddy et al. 2006)

CONCLUSION:

1. UMM has gender culture imbalance condition that have a smaller percentage of female academic staff than the percentage of male in the total of academic staff.
2. UMM has gender culture imbalance condition that have a smaller percentage of female leader in the staff academic than the percentage of male leader in the academic staff.

LIMITATION AND STUDY FORWARD:

This study is not cover all aspect of the gender problem. This research has limitation in the place of research that is in the UMM only and probably is not same result in the other university. So we suggest to conduct the same research problem in the other university to compare about the gender condition in the future.

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