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GENDER EQUALITY TOWARD WOMEN IN HIGHER EDUCATION

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Abstract

Education is the right of everyone, both men and women, to equal treatment and opportunity. The world of education should be a place to build good sexual relations in social life. Gender equality means that there are no differences in the aspects of the roles and positions of women and men. The purpose of this research is to find out: (1) What is the status of women's equality at UIN Mahmud Yunus Batusangkar 2) What do women think about gender equality. The method used in this research is a qualitative method with a descriptive approach. . Data collection techniques used in this study were observation, interviews and literature study from various sources related to this research. The technique used in the selection of informants is a purposive sampling technique. The results of this study indicate that forms of discrimination against women still exist in tertiary institutions, even though the issue of gender equality is receiving increasing attention. In addition, women often consider themselves weaker than men, which is one of the reasons for gender inequality against women themselves.

Keywords: Education, Equality, Gender

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INTRODUCTION

Gender equality is the right of everyone from various groups, both upper, middle and lower class, regardless of gender, both men and women. Everyone has the right to equality in all areas of life, including education. Women and education are two words full of conflicting values. There are still many social cultures in society that view women as second class. This means that women are still below men in social position in society (Lindawati & Chintanawati, 2021). Gender itself can be interpreted as the roles, functions and responsibilities carried out by men and women, based on the structure of the local community and not by God or taken for granted. Meanwhile, gender is the biological difference between women and men, which is natural or comes from God.

Gender is a social structure or form that is actually not innate, so that its implementation in the field can be shaped or changed according to place or region, time, culture, social status, religious understanding, state ideology, politics, law and the economy. Gender, such as social status, age and ethnicity, is part of the social system and is an important factor in defining the roles, rights, responsibilities and relationships between men and women. Appearance, attitude, personality, responsibility are behaviors that shape gender. Gender is the biological difference between women and men from the time a person is born. Biological differences and biological functions of men and women cannot be exchanged and their functions remain with men and women on Earth. So gender is not something that cannot be changed or the nature of God, but gender is a man-made result based on cultural conditions in a place. Meanwhile, in the world of education, the challenge to understand equality and gender equality is breaking the order of values, norms and even beliefs about the relationship between men and women, which are always in another position, namely men. always better. . Meanwhile, in the world of education, the challenge to understand equality and gender equality is to unravel the order of values, norms and even beliefs about the relationship between men and women which always have different positions, namely that men are always different and better for women.

Such culture and values have existed for a long time and are difficult to change, because in reality there are still things that seem discriminatory against women in education, including the way they dress. Women are always considered bad or wrong even though they don't follow the culture and values that apply somewhere. From a human perspective, the concepts of good and bad, beautiful and not beautiful, fair and unfair, valuable and

worthless, etc. are assessed. Basically value is a measure of behavior, size or determining criteria that positively influence various decisions (Marwan & Muswara. 2021).

There are many indirect rules when it comes to women's clothing, for example women cannot wear clothes that are thin and tight. Even in modern times like today, where technology and science are developing very rapidly, such rules still apply to women. However, this does not apply to men. Men who like to have freedom in dressing and expressing themselves. In high-level organizations such as BEM (Student Executive Body), women are usually only hired as management representatives. This means that there are still issues that indirectly lead to discrimination against women, even though gender equality is currently considered to give women the same rights as men in education.

The meaning of education according to the 2003 SIDIKNAS Law is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. Education itself is an effort to educate the life of a nation. In addition, education plays an important role in shaping the social construction of a gender society. The world of education should be a place to build good sexual relations in social life. The problem of Indonesian education is actually also regulated in the 1945 Constitution. Everyone has the right to receive education in accordance with the objectives of the Unitary State of the Republic of Indonesia as referred to in the fourth paragraph of the Indonesian government. One of the duties of the Indonesian state is to educate the life of the nation. This means that men and women have the same right to education without discrimination or gender segregation or social stigma. Gender equality means there is no gender treatment or differentiation based on the roles and positions of women and men from different perspectives. Gender equality also means equal rights, duties and opportunities for women and men. The position of women is still often seen as inferior or second to men. Inequality in the public sector is mostly seen in leadership positions and also in public decisions.

Previous research conducted by Abidin, et al (2019) entitled "Gender Equality Regarding the Education of Men and Women". According to this study discrimination in education in Indonesia still occurs. This happens because of the dysfunction in society which can be seen from the different perspectives on the different rights in education between men and women. In addition, the factors that influence discrimination in the field

of education between men and women are influenced by traditional factors in society, then the physical form of women, economic factors and the existence of misinterpretations in religion regarding the rights and obligations of women as well as beliefs and culture that grow in rural communities. Therefore, it is necessary to make efforts to harmonize related differences in interpreting religion between rural communities and urban communities, of course by involving religious teachings in it as a support for the relation of equal rights to education and the way men and women are treated.

In subsequent previous research conducted by Rustan Efendy (2014) entitled "Gender Equality in Education. Research" discusses gender equality that must be applied in the world of education. According to the results of this study, girls are usually the recipients of second education in the family. If there are boys and girls in the family, the family is prioritized over boys at school, because later boys have to be able to support their families, while girls only work in the domestic sphere. Then there is the gender curriculum, which is usually found in textbooks. Many of the image and sentence representations found do not reflect gender equality. The image of a pilot is always portrayed as male, because the pilot profession requires skills and strengths that only men have. At the raising of the school flag it was explained that the card holders were usually students. Female students can be accompanied by two male students, so that this is not only done at the school level but can even be carried out at the national nad level. This study shows that even in the world of education, women always rank second. Indeed, this has led to general recognition by citizens that official duties such as carrying flags and more often carrying trays or trays at official ceremonies should be the responsibility of women. Such things show students what is and is not appropriate for men and what is and is not appropriate for women. A woman The theory used in this study is the functional structure theory of Talcot Parsons which recognizes the existence of diversity in the social life of a society. According to this theory, diversity is the main cause of social structure. Depending on their status in society, there are different roles in society. The difference in these activities not only benefits individuals, but also aims to achieve harmonization within society itself. Society consists of women and men, both of whom are likened to systems that are interconnected and need each other. Structural function theory views society as a system consisting of interrelated parts. Each party is always looking for other parties to achieve harmony in society. This condition increases gender roles and responsibilities between women and men. The purpose of this

research is to find out what conditions exist in tertiary institutions to address the issue of gender equality.

Based on the statement above, the writer is interested in raising this title because issues related to gender equality are important because they are related to morality and justice. In addition, gender equality is still a social problem in a society where injustice is sometimes ignored and normalized. Therefore, the focus of this research is to find out how gender equality occurs at the Mahmud Yunus Batusangkar State Islamic University (UIN) and how female students view gender equality in today's society.

METHODS

The method used in this research is descriptive qualitative method. The reasons why researchers use this method to describe phenomena in this field are in accordance with the subject of this study. The research subjects are students. Data collection techniques used were observation, interviews and literature study using research from various sources. Selection of informants with the right sampling technique. The informants selected for the interview were students at the State Islamic University (UIN) Mahmud Yunus Batusangkar who had knowledge of gender equality. The informants interviewed were students at the State Islamic University (UIN) Mahmud Yunus Batusangkari and knew about gender equality. Primary or main sources of observation and interviews as well as secondary or secondary sources in the form of journal articles, literary studies, documentation, newspapers, literary archives are used as data sources. The instrument used in this study was the researcher himself, data analysis was carried out through a process of data reduction, data presentation, conclusion search and control process. The results of data analysis are used in research as material for discussion and arranged systematically into sentences using qualitative descriptive techniques.

RESULTS AND DISCUSSION

In the Friendship and Organizational Environment on Campus

Gender equality in higher education has started to materialize because women are now recognized and acknowledged for their abilities. This can be seen from the emergence of female lecturers who have the opportunity to teach on campus. In addition, many

women are starting engineering studies, which was previously synonymous with men. Although discussions on women's rights have started, they are not yet complete because there are still treatments that discriminate against women. For example, when girls try to meet boys in their circle of friends on campus, they are often ignored as a nuisance. "When trying to make friends with boys, we often feel left out just because girls only want friends and relationships. In addition, forms of gender inequality for women can also be seen in the student president of UIN Mahmud Yunus Batusangkari for the past three years. , whose president is male and female usually only gets one representative" (Result of interview, 2023). "So at that time we were having an event and I happened to be assigned as the event section. I and the children of the other event, which happened to be filled with girls, had all made a round-down of the event and on h-1 we had fixed it and all agreed. However, on the D-day of implementation, the round-down was suddenly replaced unilaterally by the chief executive with the reason that the round-down that we made was illogical" (Results of interview, 2023)

The results of the interview above show that women are often underestimated. Compared to men, there is a lot of negative stigma towards women. Women are also often seen as illogical in their thoughts and actions, because they often use their emotions rather than common sense. This assumption marginalizes women in various ways and shows that men are superior because they always think logically in their actions. Even though both men and women are human and must have the same rights and opportunities in different fields.

In campus organizations, such as at the HMJ (Department Student Association) level, women are more in charge of the kitchen or the consumption department who are in charge of cooking and cooking at an event. The role of the male members is usually to take care of logistics related to physical activities that are considered strenuous. Most people think that the division of labor is fair, because the notion of justice does not mean the same, but matches something according to its place or part. But in reality, these things give rise to the impression that women are actually weak and not as strong and skilled as men, both physically and mentally. "Not all heavy physical tasks must be done by women because women have limited power and are not as strong as men. Because there are tasks that can be done by women and there are tasks that must be done by men. In terms of energy, men are clearly stronger." (Interview results, 2023)

Gender is not a natural thing, but rather a social view of the roles of men and women. Gender in social life is created by men from various perspectives, including positions where men see men's position as stronger than women. The influence of patriarchal culture which is still very strong also supports the continuation of this practice. Gender inequality against women. Patriarchal culture creates a stigma in society that women must be gentle and polite in speaking and behaving affectionately. This culture, instilled over the years, eventually led to the understanding that women are not as strong as men physically and should not engage in strenuous physical work that tires them out. Women themselves sometimes think they are weaker than men. This is then further developed and transmitted in society, so that all household tasks such as taking care of the household, caring for children in the kitchen, and cooking are in accordance with women's characteristics.

Gender equality is the realization of equal conditions for the participation of women and men in various developmental, political, economic, social, cultural and educational fields so that the results of these matters can be enjoyed. However, women and men must receive the same treatment without discrimination based on sex, except for differences in treatment due to biological reasons, such as differences in treatment of pregnant women.

Learning

Education is everyone's right, including the right to fair treatment while studying in class. Based on interviews conducted by the author, informants did not experience discrimination against women in the learning process in class, both online and offline. They feel they are treated fairly and are not discriminated against. They also feel they have the freedom to express their opinions during class discussions and in regular lessons. When dividing into groups, lecturers usually give freedom to students so that students can contact each other.

Over time, information about gender equality and relatively easy-to-understand explanations proliferated on social networks. This slowly awakens and realizes the importance of gender equality for society, especially students. In areas closest to decision-making, such as the classroom, women are starting to be involved and their opinions are heard. For example, if there is a sudden change in schedule, a class where most of the male members talk and listen to what their girlfriends think. "So what I feel when there is a

sudden change in class schedule is that we are in one class, both men and women negotiate with each other to determine a change in schedule, so I personally as a woman do not feel any discrimination during class learning and make decisions like this even though the majority in my class are men" (Results of interview, 2023).

This shows that gender equality in the educational environment is gradual, although not yet fully realized. Differences in views on the concept of gender towards men and women continue to occur, resulting in discriminatory gender inequality, especially in relation to women, in various sectors ranging from business to education. The difference between men and women is not a problem for some people. This difference becomes a problem when it creates inequalities that make certain genders more dominant than others.

Democratic education will only materialize if important information, even basic issues related to sex education, can be accessed and understood by stakeholders in the world of education. The affordability of this information helps stakeholders understand current and ongoing issues so they can decide what action to take if a problem occurs.

Facilities and infrastructure at the UIN Mahmud Yunus Batusangkar

Gender-responsive and gender-friendly campus facilities and infrastructure is an important issue that cannot be ignored, because the management of gender-responsive facilities and infrastructure can provide a sense of security, comfort, and the space for privacy needed by both women and men. In addition, this can also minimize the occurrence of gender domination by certain genders, so that it does not make it difficult for both parties to use campus facilities. Responsive and gender-friendly campus space and infrastructure can be a way to increase awareness of gender equality in tertiary institutions.

It can be said that the Mahmud Yunus Batusangkar State Islamic University (UIN) campus is quite good in implementing these facilities and infrastructure to provide the best facilities for its academic community, although several things are still pending. Infrastructure facilities on the campus of the State Islamic University (UIN) Mahmud Yunus Batusangkar which fights for gender equality, including separating toilets between men's and women's toilets to provide a sense of security for campus residents when using the toilet. Washing areas for women and men are separate and campus prayer rooms have screens or barriers, providing privacy for men and women.

Functional Structural Theory Analysis

Gender equality is starting to be felt in the world of higher education, although discriminatory treatment of women is still rife. This treatment was felt when one of the informants expressed a desire to improve relations with a dating man, which was considered a nuisance. However, important positions on campus, such as President of the Study, have always been occupied by men for the last three years. This is due to the stigma that women are less logical than men, so they tend to excel in many activities or organizations. Structural functionalism studies how individuals have different functions depending on their position in society that supports group harmony. Given the roles and responsibilities of men and women in society, gender equality is very much needed within the scope of higher education.

Functional structural implementation of the influence of patriarchal culture in society usually leads to situations that discriminate against women. There, women are often entrusted with domestic tasks, even though they work in professional fields, for example on campuses. As with the division of labor in student association activities, women are also involved in the consumption section which takes care of eating and preparing food. At the same time, men were assigned a variety of jobs that were tougher and required physical strength.

To achieve gender equality in the higher education environment, collaboration between various levels of society is needed. Open education and information can make people, especially university students, aware that women have the same roles and responsibilities in society as men. Opinions and decisions of women are as important as men in the implementation of organizational structures, committees and other activities. It is hoped that the diversity of each gender can lead to harmonization in carrying out their respective roles and not vice versa cause discrimination against other parties due to societal stigmatization.

CONCLUSION

Gender equality in tertiary institutions is now slowly starting to materialize, according to the experiences of the informants involved in this research. They feel they have the same freedom to learn and express their opinions in class as boys and girls. So it can be said that the facilities and infrastructure of the UIN Mahmud Yunus Batusangkar campus are

sufficient to support gender equality, because the men's and women's toilets are separated to provide a safe, comfortable and private space for both parties place of ablution and prayer room between men and women. Men and women also get a partition or barrier to create a sense of security, although there are still some treatments that are considered discriminatory against women. For example, in terms of friendship, women are still often ignored because they are considered detrimental. In organizations, the division of women's work is usually identified with housekeeping. Meanwhile, men tend to work in logistics or take jobs that involve physical tasks because they are considered stronger. This ultimately leads some women to think that they are actually weaker than men.

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