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Gender and leadership issues (a study on student organizations in higher education in tasikmalaya city)

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Abstract

Intra-campus student organizations are one way for students to develop their abilities outside the classroom, but sometimes there is a gender imbalance in the implementation of organizational leadership. The purpose of this study is to determine and analyze gender issues and leadership of intra-campus student organizations in Tasikmalaya City universities. The research method used is quantitative with survey method. The data collection techniques used were questionnaires and observations. The results of this study indicate that 56% of respondents believe that good support and facilities from student organizations can help someone to develop themselves in a better direction and 40% of respondents agree that in determining organizational leaders, it should be seen based on ability not based on gender stereotypes. But aside from this, there are obstacles and challenges that occur for women to become leaders, namely due to internal factors, these factors include women prioritizing feelings, not having the confidence to become a leader, and more burdens and responsibilities compared to men. From the results of the research that has been obtained, researchers can conclude that in reality gender and leadership issues in intra-campus student organizations in Tasikmalaya City are still minimal women who become leaders and still dominate men who become leaders, this is due to the obstacles and challenges that occur to women. But aside from this, the ideology of the respondents has begun to modernize, which means that their perspective has begun to be egalitarian and reject the idea that one must be more dominant.

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INTRODUCTION

Basically, the role of men and women in development needs to be considered both in quality and quantity. However, in its development, the role and position of women in Indonesia has not been fully involved in various roles that are quite central, although it has improved but is still inadequate. The general public still has the impression that talking about gender means involving women and forgetting that men are an inseparable part. However, in reality, it is women who are overlooked or forgotten because they seem unimportant (Santoso, 2016).

According to the RPJMN 2010-2014 information, the quality of life and the role of women are still relatively low, due to several reasons, namely: (1) there is a gender gap in women's access, benefits, and participation in development and control over resources, especially at the interprovincial and inter-municipal/city levels; (2) the low role and participation of women in politics, public positions and also in the economic sector; (3) the low readiness of women in anticipating the impact of climate change, energy crisis, economic crisis, natural disasters and social conflicts, as well as the occurrence of diseases (Heroe dkk., 2010).

The Indonesian government's efforts to improve the role and position of women began in 1978, when women were included in the National Guidelines. A year later, a young minister for the role of women was appointed. This policy was the government's response to the promulgation of the International Women's Year by the United Nations (UN) in 1975.

Gender is an element of national policies and global policies to equally describe various problems from the side of men and women. The discussion of gender theories and concepts makes gender an important element to be studied and incorporated into the research framework. (Tierney, 1999) explained that gender is a concept that distinguishes roles, behaviors, emotional and mental characteristics, as well as a money trait embedded in everyone. The concept of gender equality signifies that men and women have equal rights in various fields of life. In reality, it correlates with culture and sex education. In some cultures, especially patrilineal ones that emphasize men as mighty and powerful creatures compared to women, it affects the appropriateness of men and the appropriateness of women in work and social and household positions. Men are considered to have a higher position and are considered masculine; strong, able to carry heavy loads, while women are considered feminine; must appear beautiful, delicate, gentle, yielding, and nurturing (motherly). However, there should be no difference between men and women in terms of equal opportunities, rights and responsibilities in education, employment, other social roles and activities.

Sex education, both at school and at home, emphasizes that men and women are different by nature with different physical characteristics from birth. Sex (sex) is something that is about a different physical or body, brought from birth and is a gift from God, so it is called nature, so that based on these characteristics, women and men have consequences / consequences that must be lived. The roles of men and women should not be the same by nature; women can give birth and breastfeed their children, while men are outside the home earning a living and as protectors. Physically, women have to maintain and protect a lot of physical reproductive parts, which has a lot of influence on the type of work that is considered comfortable for women. As for the existence of

women who become leaders or fighters, it is a separate fact that rarely happens. Everything that makes women masculine is because there are factors that shape them from the formation of the circumstances of their time. According to the Tegal Regency KPA website, there are five women's rights signed by the UN Commission on the Status of Women in 1979: rights in labour; rights in health; equal rights in education; rights in marriage and family; and rights in public and political life, women have the right to choose and be chosen. Women who are elected through the democratic process must also be given the same opportunity to participate in the formulation of policies in government up to its implementation (BPPKB, 2021).

The issue of gender and leadership is based on an awareness of the gender inequalities that still exist in various fields, including in leadership. While there has been progress in addressing this issue, the differential treatment between genders in leadership roles remains a significant problem. For example, in many student organizations and other sectors in higher education, women are still faced with challenges in achieving high leadership positions. Some factors that influence gender inequality in leadership include: (1) limited access to career opportunities, such as when working women rarely become heads of departments because they are considered less assertive. (2) challenges in overcoming dual roles as workers and family caregivers. (3) gender stereotypes, for example, if a man is angry, he is considered assertive but if a woman is angry or offended, she is considered emotional and cannot restrain herself. (4) discrimination, physical violence, psychological violence, and sexual violence.

In higher education; there are more female students than male students, education is more suitable for women, but in the leadership of student organizations, although there are many female voters, there are only a small number of women who become leaders of student organizations. Students see the head of the student organization as more suitable for men. Meanwhile, women are considered to be suitable for the lower positions; such as secretary, treasurer, consumption section, which does not require a lot of energy to do. In line with the opinion according to (Saputra, 2019) which states that in student organizations, men still tend to be chosen to lead rather than women. This is due to the gender construction itself which still considers that women are weak in terms of leadership, they are more suitable for carrying out tasks that require accuracy and accuracy such as in the secretarial, treasury or other related fields. Even if there are women who become chairpersons, the number will be very small.

Saputro & Haryanti, (2023) stated that leadership in organizational structures is inseparable from things that have masculine values such as aggressive, competitive, public life, and that making decisions made by men is considered more appropriate. Public leaders are considered suitable for men's work, while women are considered suitable for domestic work taking care of the household and women have their ideal work according to their genes as women.

Gender issues in students refer to issues related to gender roles, gender stereotypes, and gender inequality experienced by students. Students, both male and female, can face various challenges related to gender issues during their studies. Some of the gender issues that students may face include: (1) Gender discrimination: Students may face gender-based discrimination, whether in the form of unfair treatment, negative gender stereotypes, or disregard for their voices and experiences based on their gender; (2) Gender roles in major or career selection: Students may feel restricted by gender stereotypes in choosing their majors or careers as well as the selection of the top leadership of student organisations. generally, the process of selecting the top leadership is male

while the treasurer position is female. Some majors or fields of work are still traditionally perceived as ‘male’ or ‘female’, and students may face pressure or constraints in choosing their desired career path regardless of gender stereotypes; (3) Equity in academic and career opportunities: students sometimes face disparities in academic and career opportunities, including access to resources, support, or internship or research opportunities that can affect their progress in education and career; (4) Gender-based violence: Students may face gender-based violence, such as sexual harassment or relationship violence, such as cat calling that can affect their mental, physical and academic health; (5) Multiple roles and work-life balance: Female students may face challenges in coping with dual roles as students and other responsibilities, such as family roles or part-time jobs, which may affect their academic experience; (6) Involvement in leadership and participation in organisations: Students, especially women, may face challenges in engaging in leadership and participation in organisations, where differential treatment or expectations of certain gender roles may still affect active participation and recognition in campus organisations.

It is important to recognise and understand the gender issues faced by students, both male and female, in the context of higher education in Tasikmalaya. Given that students are pioneers or agents of change for various social life problems in society and are the hope for the creation of justice and gender equality in the future. Efforts to promote gender equality, eliminate gender stereotypes, reduce gender discrimination, and create an inclusive and fair educational environment for all students will be an important step towards achieving a positive and empowering academic experience for all students.

METHODS

This research uses a quantitative approach, which according to (Sugiyono, 2008) Quantitative research is a research method based on concrete things, research data is presented in numbers that are measured using statistical calculation test tools that aim to describe and test predetermined hypotheses. Then the researcher will describe the results of the study in the form of trend numbers from a population by examining a sample of the population (Creswell, 2018). The quantitative method used is the survey method, the survey method is research that is shown to obtain facts about the phenomena that occur as well as actual information about the economic, social, and political institutions of a group or individual (Nazir, 2011).

According to Nursalam (2003) in (Husna & Suryana, 2017) A survey is a research design that provides information about the prevalence, distribution, and relationship of variables in a population. In line with the opinion according to (Sugiyono, 2020) Survey research is research by collecting information from a sample by asking through a questionnaire to describe various aspects of the population. The characteristic of survey research is that the number of subjects to be studied is very large, while the number of aspects to be studied is very limited. The conceptual framework of this research consists of variables of gender issues and leadership towards student organizations in Tasikmalaya city universities:

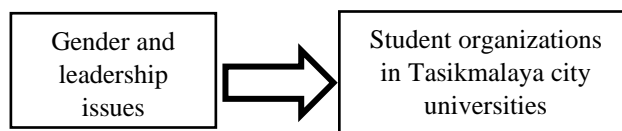


Fig 1. Research conceptual framework

According to (Sugiyono, 2008) population is a generalization consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and draw conclusions. The population in this study were all students and female students who participated in intra-campus student organizations in Tasikmalaya City universities. The sample according to (Sugiyono, 2018) part of the population with the characteristics possessed by the population and the collection must be truly representative. Then the sampling was carried out using purposive sampling technique, according to Unaradjan in (Hikmawati, 2020) purposive sampling is a sampling technique by considering certain objectives. The samples in this study were students of Siliwangi University, Universitas Perjuangan, and Universitas Pendidikan Indonesia.

This study uses data collection techniques with questionnaires and literature / documentation studies. The instrument used in this research is a questionnaire which is a data collection technique that is done by giving a set of questions or written statements to the respondents to answer (Sugiyono, 2008). The data collection technique with literature study/documentation is to conduct a study of various literature sources such as books, records and reports related to the problem to be solved. The data used by researchers in this literature method comes from various journals, literature books, and similar studies.

RESULT AND DISCUSSION

Leadership in the organization is an important thing, this is because the leader plays a strategic role in achieving organizational goals in accordance with the vision and mission of the organization (Faturahman, 2018; Suranta, 2004). Therefore, leadership cannot be separated from individuals who have a role as a leader. This is because an important element to run an organization is led by a leader itself. Leaders can be defined as people who lead and are tasked with determining goals, motivating, and providing directive actions to their subordinates. A leader must be closely related to gender roles, according to (Azisah et al., 2016) Gender is the socially and culturally constructed differences between men and women that are associated with roles, behaviors, and characteristics that are considered appropriate and interchangeable between men and women. Meanwhile, according to Ann Oakley, gender is a difference in humans that is not biological and not divine nature (Halizah & Faralita, 2023).

Gender as a topic that discusses the implications of the impact caused by sex differences occupies a very strategic position in the development of civilization. Therefore, gender issues today are very important to discuss. Gender issues can be interpreted as a problem concerning injustice or the existence of gaps and discrimination that adversely affect women and men. In reality, this can be seen from the dynamics of leadership in an organization, one example is in an intra-campus student organization.

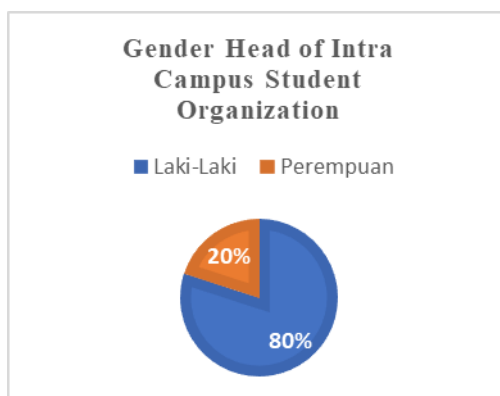


Fig 2. Gender of Intra-Campus Student Organization Head

From the pie chart above, it can be seen that there are still a lack of women who become leaders and the dominance of men who become leaders. This can be seen from a total of 50 internal campus student organizations recorded in this study, only 10 women became leaders while the remaining 40 were led by men. Even though when viewed in terms of management / membership, the majority of the administrators are dominated by women.

From this data, it can be seen that there is still an imbalance between male and female leaders. This means that there is no element of gender equality that occurs, while one of the main pillars of democracy is gender equality, this is because it can guarantee free opportunities for various groups of people in getting opportunities. According to (Fibrianto, 2018) Gender equality means that men and women have equal conditions to obtain opportunities and rights as human beings in order to be able to participate and play a role in politics, law, economy, socio-culture, education, defense, and national security, as well as to obtain equality in enjoying the results of development.

Gender participation and representation in leadership refers to the involvement and portrayal of women and men in leadership roles in various fields, including politics, business, education and organizations. For women, gender participation and representation in leadership can provide opportunities to make an impact and address existing gender gaps. With more women in leadership positions, there will be more role models and mentors for younger generations of women, and more inclusive and diverse decision-making. For men, gender participation and representation in leadership means recognizing the importance of broadening the scope of identities and leadership qualities that are considered "masculine". By broadening the understanding of successful leadership, men can also find the freedom to explore different leadership styles and characteristics that may be more suited to their personalities and abilities. Therefore, it can be interpreted that gender participation and representation in leadership is an effort to create gender equality and increase inclusion/approachability in decision-making and leadership roles. Through the balanced involvement and portrayal of women and men in leadership can result in broader positive changes in society.

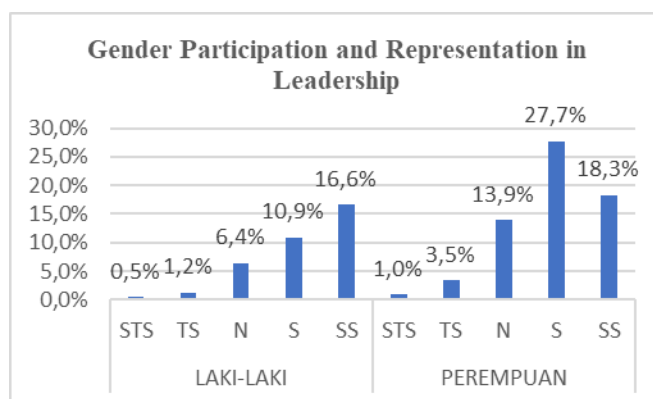


Fig 3. Gender Participation and Representation in Leadership

From diagram 2 above, it can be seen that 16.16% of male respondents strongly agreed and 27.7% of female respondents agreed that participation and representation of gender roles both in involvement, representation, and depiction of women and men have an important role in leadership. This means that participation between men and women is considered important in a leadership so that in the end it will be able to represent the role of gender itself and even the roles between the two (men and women) have their respective roles, of course, these roles can be interchanged, for example in carrying out tasks, principles and functions, not always women are placed as subordinates (members) and not always men are placed as superiors (leaders) but both can be interchanged. Therefore, this is in line with the journal by (Nurbayan & Irfan, 2018) that men and women have equal opportunities for benefits and equal participation. This means that men and women have equal rights in making decisions, equal opportunities in accessing resources, and equal participation in various activities for development and obtain the same benefits. Balanced gender engagement is important because it allows for diverse contributions from both genders, resulting in better and more effective decision-making.

Perception of leadership ability is a perspective or assessment related to the effectiveness and ability of an individual in carrying out a leadership role. Therefore, perception is closely related to ideology, in the ideology of gender roles there are two classifications of ideology, namely traditional and modern. Traditional ideology assumes that men are more important than women, so it is natural for men to hold control and dominance over women. In contrast, modern ideology takes a more egalitarian perspective and rejects the idea that one should dominate the other (Imawati & Bustan, 2011).

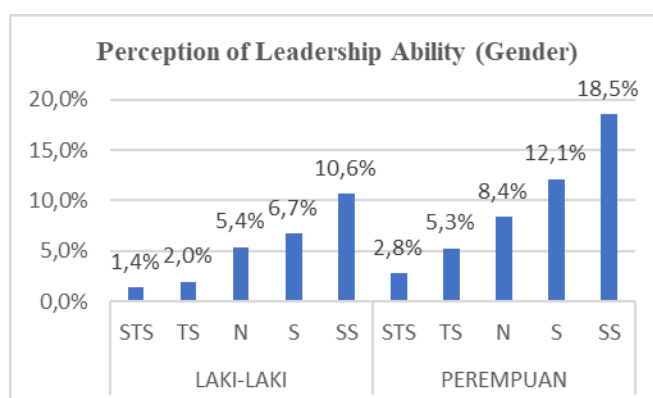


Fig 4. Perception of Leadership Ability (Gender)

From bar chart 2 above, it can be seen that 40% of respondents strongly agreed regarding their perception of leadership abilities, that the abilities that a leader must have must be based on competence not seen based on gender (male and female). This can be seen from 10.6% of male respondents who strongly agreed as well as 18.5% of female respondents who strongly agreed. This means that a person's perception / perspective on leadership abilities has begun to modernize where his perspective has begun to be egalitarian and reject the idea that one must be more dominant.

This is in line with what was conveyed by (Fibrianto, 2018) In order to create an integration in the organizational field, it can be done by respecting each other and not differentiating individuals in terms of physicality, but rather in terms of ability and competence based on gender equality. Therefore, perceptions of leadership abilities must be based on individual competencies and qualifications, not just based on gender stereotypes. Every individual, be it a woman or a man, has a fair chance to demonstrate their leadership abilities and contribute in an inclusive environment. Detection and elimination of gender bias is also necessary to create an equal and supportive environment for the development of leadership capabilities of different genders.

Nowadays, not only men have the right to lead but women also have the opportunity to represent themselves as leaders, especially as leaders in an organization. This is also supported by the mandate conveyed by (Undang-Undang Republik Indonesia Nomor 39 Tahun 1999 Tentang Hak Asasi Manusia, 1999) Article 49 paragraph (1) states "Women have the right to choose, be elected, and be appointed in positions, jobs, and professions in accordance with the requirements and laws and regulations". Therefore, the view that gender is a barrier to leadership should not be maintained because leadership is intended for the benefit of the community (Alamona et al., 2017; Zakaria, 2013).

Apart from this, in reality, the potential of women to advance to become a leader still has many obstacles and challenges that occur, this can be caused by traditional and cultural factors in the organization, relational factors in obtaining votes to become leaders, and internal factors that occur within women. Therefore, it ultimately results in gender inequality in leadership in an organization. According to Lips, gender inequality in organizational leadership is driven by the limitations that women have, ranging from physical appearance to skills. So it emerges from the functional structure theory that men are superior to become a leader (Kartika & Muarifuddin, 2023; Syamsiyah, 2015).

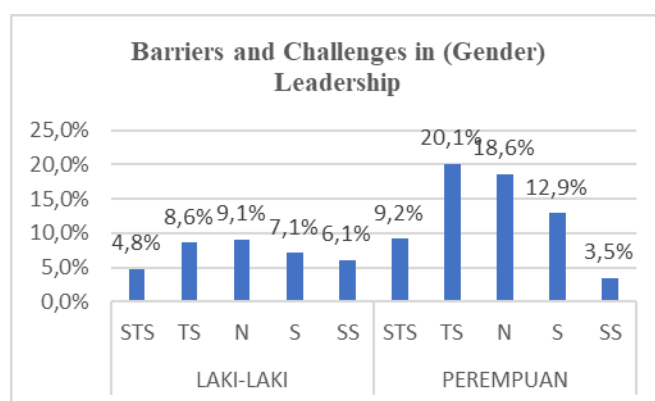


Fig 5. Barriers and Challenges in (Gender) Leadership

Based on bar chart 3 above, it was found that 20.1% of female respondents disagreed that women could not become leaders due to external factors but rather due to internal factors, while male respondents stated neutral with a percentage of 9.1%. The internal factors in question are that women prioritize feelings more than men, women do not have the confidence to become leaders, and women have more responsibilities and task loads when they become leaders. This means that the obstacles and challenges experienced by a woman to become a leader are based on internal factors that occur within the woman herself, namely by still not having the confidence to lead and still relying on intuition (feelings) rather than ratios, and women are still faced with their dual role. The results of this study are also supported by research conducted by (Putri & Fatmariza, 2020) that one of the causes of the low status of women in organizational leadership at Padang State University is because women do not have the confidence to become a leader with a total percentage of 47%.

Student organizations located on each campus have an important role because the existence of student organizations will help improve the quality and quality of the campus (institution) and can help students hone and develop their abilities. Student organizations are a forum for students to hone their abilities as students in terms of aspirations, initiation / positive and creative ideas through participation in various relevant activities (Pedoman Pelaksanaan Kegiatan Organisasi Kemahasiswaan, 2022). Meanwhile, according to (Sadat, 2022) Student organization is a form of collective activity that exists on campus and is held with the principle of, by, and for students. Therefore, the support and facilities of a student organization are very important for an individual, especially for students, so that later it can have a good impact.

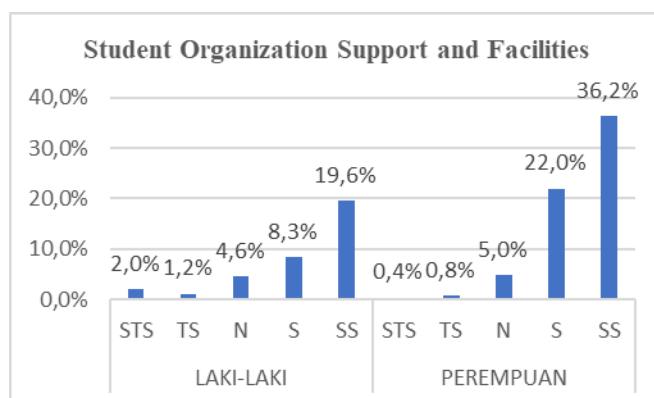


Fig 6. Student Organization Support and Facilities

Based on the bar chart 4 above, it can be seen that 56% of respondents strongly agreed that the support and facilities of student organizations are very important in supporting someone involved in an organization. This can be seen from 19.6% of male respondents who strongly agreed as well as female respondents who strongly agreed with a total percentage of 36.2%. The support in question can be in the form of morale and material, such as support to provide equal opportunities for both students and students in running for the head of the organization, everyone has the right to have an opinion and speak without being limited by gender, everyone's voice is heard and taken into consideration in decision making without discriminating against gender, and when joining a student

organization, respondents stated that they were safe from discrimination, harassment, and sexual violence when in a student organization environment. That means that with good support and facilities from student organizations can help someone to develop themselves in a better direction too.

This is in line with what was conveyed by (Nastiti, 2023) that student organizations can provide opportunities for students to practice and develop their skills through activities such as discussions which are a place for students to express opinions both in the form of refutation and support on a problem. Where everyone in the discussion forum must respect others, tolerance, respect the opinions of others and not discriminate against everyone, and reject discrimination. Therefore, in organizational forums it is important to provide space for all parts of the organization, both men and women, to speak and express their opinions without fear of being ignored or underestimated. Ensuring fair participation and decision-making can create greater opportunities, especially for women to play an active role in the organization. Ormawa should also provide equal recognition and appreciation of the contributions made by leaders whether they are male or female leaders.

Leadership can have a significant impact on gender identity depending on the leadership style applied. A leader who is able to represent and fight for gender issues can be a leader who plays an important role in strengthening gender identity. By setting a good example and voicing gender interests in their leadership, leaders can build solidarity and give each student the confidence to better appreciate and respect their own gender identity. The gender identity in question can refer to a person's acceptance of himself regardless of the sex he has and is oriented towards his gender role, this can be seen from the roles, duties, behaviors, and traits that are worth exchanging between men and women.

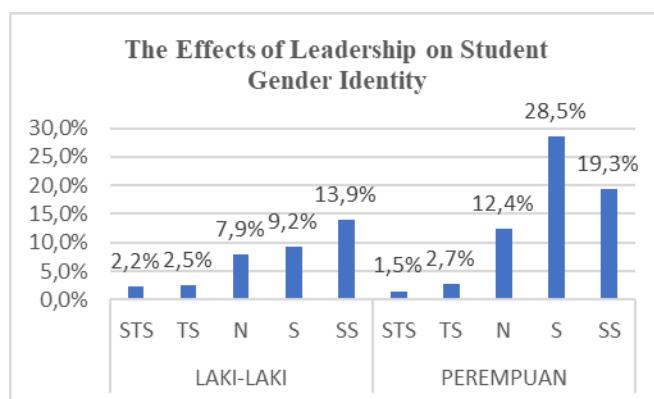


Fig 7. The Effects of Leadership on Student Gender Identity

Based on bar chart 5 above, it can be seen that 13.9% of male respondents strongly agreed and 28.5% of female respondents agreed that the effect of leadership on student gender identity can affect them. This means that the effect/impact caused by a person's leadership style can affect its members in accepting themselves in a student organization management, which can be seen from the perceptions, awareness, and stereotypes they hold. And in this study the respondents have begun to have a modern ideology, this can be seen from their perception / perspective in placing themselves not always feeling they have to be placed as subordinates (members) but they deserve to

be placed in the position of superiors (leaders). That means they can already accept the gender role itself that not all men have to be leaders and not all women have to be members, both are interchangeable. In addition, there is already an awareness from the respondents that someone who is the leader of an organization must voice and prioritize gender equality in their leadership so that later they can build solidarity and give confidence to each of their administrators and in order to change perceptions and overcome various stereotypes related to certain gender roles and abilities.

Therefore, this is in line with what is conveyed in the journal by (Akbar et al., 2021) that student gender equality awareness refers to the feelings, knowledge, and beliefs of gender equality possessed by students so that students tend to try to behave in accordance with the concept of gender equality. In leadership, a student organization leader who prioritizes gender equality can help change perceptions and overcome various stereotypes related to certain gender roles and abilities. Through such leadership, a leader can also illustrate that both men and women have equal opportunities to contribute and succeed in the field of leadership. In addition, leaders who also participate in promoting gender equality can influence students' gender identity by providing fair and equitable opportunities for all individuals without discrimination based on gender. By doing so, an environment of mutual respect and equality will be created, and students will feel more motivated to express themselves in positioning themselves as part of the organization without fear of discrimination.

According to Darmawan, (2022) Leadership is a process of activity to direct, influence, and guide its members to achieve the set goals. Therefore, a leader must also be able to mobilize, motivate, excite, and inspire members and other leaders to achieve the desired goals. However, a leader can also take motivation, values, and leadership styles from leaders who are considered inspirational and can observe and study the success, characteristics, and policies of other leaders to develop and improve their own leadership. Therefore, in addition to being able to mentor their members, a leader also needs a mentor to help and guide them in achieving successful growth as a leader. An organizational leader's mentoring can be obtained from his or her interactions with senior or past leaders and members of the organization.

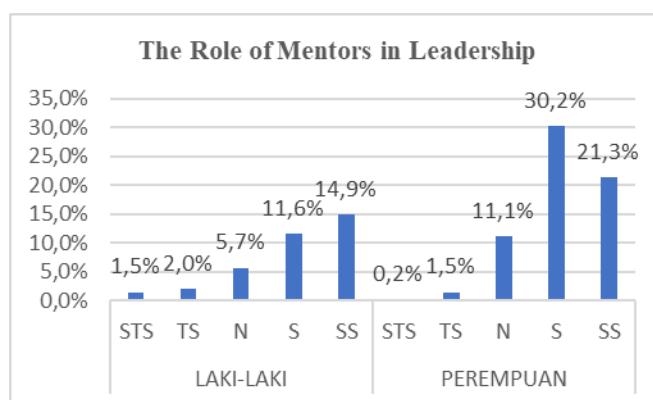


Fig 8. The Role of Mentors in Leadership

From bar chart 6 above, it can be seen that 14.9% of male respondents strongly agreed and 30.2% of female respondents agreed that the role of mentors in leadership is important. The mentor role in question is that a leader must be able to inspire his members and be able to develop his leadership to be better than before. In addition, in a leadership, there is a need for support from

seniors to their juniors so that later it can be useful for the development of each individual in the organization.

This is in line with what was conveyed by Kram (1985) in (Adhima & Rakhmawati, 2018) that the function of mentoring is to exchange the interpersonal skills of an experienced senior with a less experienced junior, where a senior provides guidance/direction, support, and feedback to a junior regarding career planning and personal development. Apart from that, a junior can also adapt leadership behavior in terms of leadership, how to do tasks, organizational management, and so on by developing from experienced seniors and then adjusting to their own personality and values.

CONCLUSIONS

Based on the results of the research that has been obtained, namely from the number of 50 internal campus student organizations in Tasikmalaya City recorded in this study, it can be found that there are still minimal women who become leaders and still dominate men who become leaders. Student organizations have an important role in developing students' abilities and helping to improve the quality of higher education. Generally, students agree that in determining leaders in their organization, it is seen based on ability, not based on gender stereotypes because all students have the same opportunity to lead a student organization. In reality, the potential of women to become a leader in student organizations has various obstacles and challenges, including women prioritizing feelings, not having the confidence to become a leader, and more burdens and responsibilities compared to men.

A person's leadership style can be an influence for members of the organization, this can be seen from the percentage obtained, namely 13.9% of male respondents strongly agreed and 28.5% of female respondents agreed that the effect of leadership on student gender identity can affect them when they contribute to a student organization. Members of student organizations in Tasikmalaya City universities are aware of the importance of gender equality in their organizations, anyone can play a role, provide aspirations, and have the same opportunity to support the running of the organization properly, including if women become leaders in their organizations, so that there is no discrimination based on gender.

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CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict interest.

AUTHOR CONTRIBUTIONS

Study concept and design: Yus Darusman. Acquisition of data: Mumu. Analysis and interpretation of data: Nurlaila. Drafting the manuscript: Ahmad Hamdan dan Bilqis Damai Nurani Megantara. Critical revision of the manuscript for important intellectual content: Yus Darusman. Statistical analysis: Nurlaila dan Alfitriani Aulia.

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