

Women's Leadership in Quality Management Development and Gender Equality within the Context of Nahdlatul Ulama Universities in Indonesia

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Abstract

To date, the women's leadership in Indonesian Universities (Higher Education Institutions) is still far from equal. However, there is a new history in women's leadership in quality management at the Nahdlatul Ulama Universities (PTNU). Using an exploratory research method, this study aims to reveal the experiences of women leaders in the development of quality management and gender equality at PTNU. Data collection was carried out by in-depth interviews with eight female leaders who held structural positions as Vice-Rector, Chair of LPM, Dean, and Head of Undergraduate Program. The results of this study indicate the following three critical points: (1) The experience of women's leadership at PTNU shows that women's leadership has gained important positions in structural positions because of (a) considerations of competence and performance, (b) the cooperative and patient attitude of female leaders which makes them earn appreciation from all academicians, and (c) the track record of female leaders who have increasingly improved their leadership achievements in the development of quality management; (2) Supporting factors in women's leadership, influenced by support from colleagues and adequate facilities; and (3) Inhibiting factors for women's leadership in developing quality management are difficulties in dealing with different commitments from each employee, still limited competent human resources, and it is still challenging to cultivate quality. Meanwhile, the obstacles to gender equality are the limited female human resources, the lack of willingness of women to become leaders, and overlapping jobs. Recommendations from the results of this study can be used as a basis for university leaders, especially PTNU, in making policies in the domain of quality management and gender equality.

Keywords: Women's Leadership, Quality Management, Gender Equality

Abstrak

Selama ini kepemimpinan perempuan di Perguruan Tinggi (Higher Education Institutions) Indonesia masih jauh dari kata setara. Namun ada sebuah sejarah baru dalam penempatan kepemimpinan perempuan pada pengembangan manajemen mutu di Perguruan Tinggi Nahdlatul Ulama (PTNU). Dengan menggunakan metode penelitian eksploratif, penelitian ini bertujuan untuk mengungkapkan pengalaman para pemimpin perempuan dalam pengembangan manajemen mutu dan kesetaraan gender di PTNU. Pengumpulan data dilakukan dengan wawancara mendalam terhadap 8 pemimpin perempuan yang menempati jabatan struktural sebagai Wakil Rektor, Ketua LPM, Dekan, dan Kaprodi. Hasil penelitian ini menunjukkan tentang 3 poin penting, yaitu: (1) Pengalaman kepemimpinan perempuan di PTNU menunjukkan bahwa kepemimpinan perempuan sudah mendapatkan posisi penting dalam jabatan struktural karena (a) pertimbangan kompetensi dan kinerjanya, (b) sikap kooperatif dan sabar dari pimpinan perempuan yang membuat mereka mendapatkan apresiasi dari semua sivitas akademik, dan (c) rekam jejak pimpinan perempuan yang semakin meningkatkan prestasi kepemimpinannya dalam pengembangan manajemen mutu. (2) Faktor pendukung dalam kepemimpinan perempuan, dipengaruhi oleh dukungan dari teman sejawat dan fasilitas yang memadai, dan (3) Faktor penghambat bagi kepemimpinan perempuan dalam pengembangan manajemen mutu adalah, masih sulitnya menghadapi perbedaan komitmen dari tiap pegawai, masih terbatasnya SDM yang berkompeten, dan masih sulitnya membudayakan mutu. Sedangkan hambatan pada upayanya dalam kesetaraan gender, adalah masih terbatasnya SDM perempuan, kurangnya kesediaan dari diri perempuan untuk menjadi pemimpin, dan overlapping pekerjaan. Rekomendasi dari hasil penelitian ini dapat dijadikan pijakan untuk pimpinan universitas khususnya PTNU dalam pengambilan kebijakan pada ranah manajemen mutu dan kesetaraan gender.

Kata Kunci: *Kepemimpinan Perempuan, Manajemen Mutu, Kesetaraan Gender*

Introduction

The topic of women's leadership is still an interesting discussion topic. Moreover, this discussion is connected with private universities (PTS), such as PTNU. PTNU, as a Higher Education Institution that carries the name Nahdlatul Ulama (NU), the most prominent Islamic organization in Indonesia¹, is identical with the solid patriarchal culture that is rooted in it. NU cannot be separated from the influence of the *pesantren* tradition, which preserves the dominance of the kyai leadership, which is always associated with gender injustice². This also influences people with *pesantren* backgrounds who hold a

¹ Sri Roviana, "Gerakan Perempuan Nahdlatul Ulama Dalam Transformasi Pendidikan Politik," *Jurnal Pendidikan Islam* 3, no. 2 (2014): 403-24.

² Siti Kholifah, "Gendered Continuity and Change in Javanese Pesantren," 2014.

leadership position at PTNU. As in the history at UNU Surakarta, which shows that since the founding of UNU in 1958, it was only in 2018 that there were female figures who played a role in the foundation's structure and held the position of Vice-Rector. It turns out that accepting the role of women in this organization takes a long time of 60 years³.

Several research studies state that women's leadership roles and opportunities in Higher Education Institutions are still limited⁴. The significant increase in female student participation is not accompanied by the number of women who act in higher education institutions. Although leadership opportunities for women in the workplace have grown in recent decades, they are still underrepresented in the highest leadership positions⁵. For example, in the Australian higher education sector, women are still underrepresented in senior academic and Vice-Rector positions. Although 44% of Australian academic staff are women, they are represented in only about a quarter of the university's senior lecturer and vice-Rector positions⁶. The same is true for other developed countries such as the UK, which are concerned about the lack of women in achieving leadership positions in universities and relatively few of them who state their reasons and backgrounds⁷.

Next, we describe several studies related to women's leadership in universities that have been carried out so far. An example is a study by McNae and Valib⁸, which discusses the experiences of women leaders in Higher Education Institutions in facing various obstacles. This study reveals that finding networks for women leaders can impact developing insights into the

³ Interview with NM/ 01-02-2021

⁴ Miznah O Alomair, "Female Leadership Capacity and Effectiveness: A Critical Analysis of the Literature on Higher Education in Saudi Arabia.," *International Journal of Higher Education* 4, no. 4 (2015): 81-93.

⁵ Susan R Madsen, "Women and Leadership in Higher Education: Learning and Advancement in Leadership Programs," *Advances in Developing Human Resources* 14, no. 1 (2012): 3-10.

⁶ Briony Lipton, "A New" ERA" of Women and Leadership: The Gendered Impact of Quality Assurance in Australian Higher Education.," *Australian Universities' Review* 57, no. 2 (2015): 60-70.

⁷ Liza Howe-Walsh and Sarah Turnbull, "Barriers to Women Leaders in Academia: Tales from Science and Technology," *Studies in Higher Education* 41, no. 3 (2016): 415-28.

⁸ Rachel McNae and Kerren Vali, "Diverse Experiences of Women Leading in Higher Education: Locating Networks and Agency for Leadership within a University Context in Papua New Guinea," *Gender and Education* 27, no. 3 (2015): 288-303.

complexities of leadership. There is also a study by Nguyen⁹ who revealed that the obstacles of female university leaders, especially in the position of Dean, in Vietnam are substantial family obligations, negative stereotypes of female leaders, and the reluctance of female academics to take management positions. This study also shows that family support is the most critical factor for advancing women's academic careers in Vietnam. Finally, another study (in a literature study) that identifies scholarships and research on women's leadership in Higher Education Institutions in Saudi Arabia describes the main obstacles for women leaders. In addition, it provides a critique of the available literature on efforts to develop and maintain the capacity and effectiveness of women's leadership in Higher Education Institutions in Saudi Arabia¹⁰.

None of the above links women's leadership with quality management and gender equality from the various studies above. This study has at least two important reasons to perform. The first is to expand the reference on women's leadership development and overall leadership at Higher Education Institutions in Indonesia, especially at PTNU. Second, to show that there are benefits when increasing diversity in different domains, such as gender diversity¹¹. Quality, innovation, and creativity can be enhanced with multicultural teamwork¹².

Furthermore, the same is also true for the growth of educational institutions¹³. Diversity within the management team also drives new product development¹⁴. In addition, institutions with leaders who have inherent diversity will also achieve better performance¹⁵, and there is increasing

⁹ Thi Lan Huong Nguyen, "Barriers to and Facilitators of Female Deans' Career Advancement in Higher Education: An Exploratory Study in Vietnam," *Higher Education* 66, no. 1 (2013): 123–38.

¹⁰ Alomair, "Female Leadership Capacity and Effectiveness: A Critical Analysis of the Literature on Higher Education in Saudi Arabia."

¹¹ Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin, "How Diversity Can Drive Innovation," *Harvard Business Review* 91, no. 12 (2013): 30.

¹² Scott E Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies-New Edition* (Princeton University Press, 2008).

¹³ Hewlett, Marshall, and Sherbin, "How Diversity Can Drive Innovation."

¹⁴ Katrin Talke, Sören Salomo, and Katja Rost, "How Top Management Team Diversity Affects Innovativeness and Performance via the Strategic Choice to Focus on Innovation Fields," *Research Policy* 39, no. 7 (2010): 907–18.

¹⁵ Hewlett, Marshall, and Sherbin, "How Diversity Can Drive Innovation."

interest¹⁶. Likewise, for Quality Management (QM), this is essential for developing a higher quality institution¹⁷. Therefore, empowering women's leadership is limited to realizing gender equality but can be more than that, such as developing human resources and increasing institutional productivity¹⁸.

For this reason, this study aims to explore the experiences of women leaders in the development of quality management and gender equality at PTNU. As representatives of PTNU throughout Indonesia, the researcher took two research settings, i.e., 1) at UNU Surakarta as the oldest PTNU in Indonesia and a female Vice-Rector, and 2) at UNISNU Jepara as a PTNU with a female LPM Chair. Thus, the novelty of this study can be seen from the development of women's leadership in quality management and gender equality in PTNU, which has never been studied before.

Literature Review

Several studies state that women's leadership has a broad positive impact on the development of quality management. Women's leadership can make significant changes to the quality of the organization for the better¹⁹. In addition, philosophically, higher education institutions are responsible for promoting social justice through programs that lead to gender equality. This was also confirmed by the results of the UK Council's 'Going Global' conference in 2013, which stated that an international group of senior women called for gender equality to be the leading performance indicator in quality audits of higher education institutions²⁰.

The quality of education demands an analysis of gender dynamics in a broader social context than just discussing aspects of the lives of men and

¹⁶ Gry Agnete Alsos, Elisabet Ljunggren, and Ulla Hytti, "Gender and Innovation: State of the Art and a Research Agenda," *International Journal of Gender and Entrepreneurship*, 2013.

¹⁷ Shirin Heidari et al., "Sex and Gender Equity in Research: Rationale for the SAGER Guidelines and Recommended Use," *Research Integrity and Peer Review* 1, no. 1 (2016): 1–9.

¹⁸ Martina Berglund et al., "Quality and Equality?: A Gender Perspective on Quality Management Research," in *22nd QMOD-ICQSS Conference, Quality Management and Organisational Development Krakow, Poland, 2019, 2019*.

¹⁹ Terri N Watson and Anthony H Normore, *Racially and Ethnically Diverse Women Leading Education: A World View* (Emerald Group Publishing Limited, 2017).

²⁰ Paula Burkinshaw, *Higher Education, Leadership and Women Vice Chancellors: Fitting in to Communities of Practice of Masculinities* (Springer, 2015).

women. This is because gender equality is an integral aspect of education quality, i.e., efficiency, effectiveness, sustainability, reflexivity, relevance, responsiveness, and justice²¹. Justice in this dimension emphasizes concern for access and emphasizes the quality and potential of education to correct social injustice.

In the educational literature, the concept of social justice is discussed broadly, especially the role of educational leadership in the application of the principles of social justice in educational institutions²². A fair and just education plays a role in echoing equality to improve the quality of education. This is one of the agendas of the most critical reform mission in Indonesia—upholding justice for all, based on the values of democracy and human rights (HAM). Pancasila, as the basis of the state, in the fifth principle, clearly proclaims social justice for all Indonesian people. Likewise, UUSPN No. 20 of 2003 also mandates through one of its articles concerning the principle of education that must be carried out in a democratic and just manner and is not discriminatory by upholding human rights, religious values, cultural values, and national diversity²³. Thus, to create a fair and just institution that supports the development of women's leadership in quality management, it requires a conducive environment in an egalitarian organization²⁴.

Research Methodology

This study uses exploratory qualitative research, which aims to explore information from the experiences of women leaders in quality management and gender equality at PTNU²⁵. During the data collection process, the researcher conducted in-depth interviews with female leaders at PTNU. Participants were selected based on several predetermined criteria²⁶. This

²¹ Sheila Aikman, Anjum Halai, and Jolly Rubagiza, "Conceptualising Gender Equality in Research on Education Quality," *Comparative Education* 47, no. 1 (2011): 45–60.

²² Khalid Arar, "Arab Women's Educational Leadership and the Implementation of Social Justice in Schools," *Journal of Educational Administration*, 2018.

²³ W Lawrence Neuman, "Metodologi Penelitian Sosial: Pendekatan Kualitatif Dan Kuantitatif," *Jakarta: PT. Indeks*, 2013.

²⁴ Aruna Rao and David Kelleher, "Is There Life after Gender Mainstreaming?," *Gender & Development* 13, no. 2 (2005): 57–69.

²⁵ Neuman, "Metodologi Penelitian Sosial: Pendekatan Kualitatif Dan Kuantitatif."

²⁶ Jane Ritchie et al., *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (sage, 2013).

method is intended so that the researcher gets potential informants who are appropriate with the research problem²⁷. The informants are women leaders at PTNU who are involved in quality management, such as the head of the undergraduate program, the Dean, the chair of the LPM, and the vice-rector.

Table 1. Informant Data of UNU Surakarta

No.	Name	Gender	Status	Length of Work (year)	Duration of Service
1.	LP	F	Vice-Rector 1	5	Three years
2.	M	F	Dean of FAI	26	23 years
3.	Z	F	Head of D3 Accounting	15	Ten years
4.	E	F	Lecturer and Head of Finance	17	Seven years

Table 2. Informant Data of UNISNU Jepara

No.	Name	Gender	Status	Length of Work (year)	Duration of Service
1.	AN	F	Chair of the LPM	21	18 years
2.	HS	F	Head of PAI	7	Five years
3.	EZ	F	Head of PGSD	4	One year
4.	NR	F	Head of the PG PAUD	3	One year

First, all interview processes were recorded and transcribed to obtain comprehensive data. Then, all informants were asked to share about everything related to 1) their experience of empowering women's leadership in the development of quality management and gender equality in PTNU, and 2) what are the supporting and inhibiting factors they have experienced so far. Then, the interview results were processed by qualitative analysis through three stages: data reduction, data presentation, and concluding²⁸.

²⁷ M Fadlillah, Rochmat Wahab, and Yulia Ayriza, "Understanding the Experience of Early Childhood Education Teachers in Teaching and Training Student Independence at School," *The Qualitative Report* 25, no. 6 (2020): 1461-72.

²⁸ Matthew B Miles and A Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, 1994.

Profile of Women's Leadership Informants at UNU Surakarta

Interview data show that the experience of women's leadership at PTNU is told in three stages, starting from working career paths to achieving leadership positions, working conditions, and supporting factors and inhibiting factors that influence women's leadership so far.

It cannot be denied that the leadership at UNU Surakarta is still dominated by male leadership. Out of 32 leadership positions, there are only seven women's leadership positions; men lead the rest. However, women's leadership has begun to be taken into account in the past two years with the assignment of female leaders to the position of vice-rector 1 for student affairs.

Four female informants from UNU Surakarta are female lecturers who have structural positions. The female leader who has worked the longest is the Dean of FAI, who has been with UNU Surakarta for 26 years. She is the only female Dean at UNU Surakarta with 23 years of experience in serving. Meanwhile, in Vice-Rector 1 for Academic and Student Affairs, she is a new person who can immediately take up the position after a 2-year working period. The other two informants held the Head of Undergraduate Program and Head of Finance positions with a service period of more than ten years.

Women's Leadership at UNU Surakarta

The placement of women in the leadership of vice-rector 1 in student affairs is a historical breakthrough regarding gender equality at UNU Surakarta. This is because there has never been a woman who has held a leadership position in the rectorate so far. This statement is based on the following excerpt from an interview with E, "LP is the first woman to hold a position in the rectorate in the history of the UNU Surakarta. Mrs. LP being appointed as VR 1 is a breakthrough" (LHF/02-09-2020). Z also confirmed this opinion, who revealed that "I have been here for a long time. There has never been a female Rector at the helm. The female vice-rector is also new. Only now in 2018" (HD3A/09-09-2020).

LP also stated that UNU Surakarta has started to implement leadership based on gender equality by entrusting women to be responsible for quality management, such as in the position of vice-rector 1 (central LPM coordinator),

Dean (faculty quality assurance coordinator), and the head of the department (Program quality assurance coordinator). The following is an excerpt from LP:

"The leadership of UNU Surakarta is already based on gender equality. One of the pieces of evidence is by having me placed in this position. My capacity has given me space and time to equalize. Although women hold not all ranks, there are already representatives. When I saw that at UNU, the position of vice-rector had been given to women, then there was also a female Dean there, this means that women have been represented and it is a sign that the institution has supported gender equality" (VR1/02-09-2020).

Another evidence regarding gender equality at UNU Surakarta is indicated by the start of accepting new female lecturers. As stated by E that:

"Gender equality here has begun the Rector's wife who moved here from teacher certification. Then some regular lecturers applied, and female lecturers were accepted. Now the quota for women is increasing. It is now gender-equal. There have been many female lecturers" (LHF/02-09-2020).

By accepting more female lecturers, there will be more alternative options for placing women in leadership positions. E said that the more women leaders, the better. This is because, according to her:

"Personally, the female leader is more cooperative, Ma'am. More patient. The difference is if the male leader directs orders do this do that, Ma'am. I prefer female leaders. Female leaders are more cooperative, more shareable. That is the difference between male and female leaders" (LHF/02-09-2020).

This is similar to Z's opinion, which states that "women's leadership is more detailed, thorough, and patient than male leadership. For me, more female leaders are better" (HD3A/09-09-2020). The desire to be led by women was also conveyed by LP, although the current conditions of UNU were not yet possible. This is because, in reality, the number of men still dominates.

For me, the most important thing is that men and women have dignified figures in their leadership. So even if we want to say that we want to be led by women, there is also that desire. However, we cannot force it. This is because currently, men are still more dominant." (VR1/02-09-2020).

Although still dominated by male leadership, it is not without reason that women's leadership has begun to be considered. The capacities possessed by women become the basis for their appointment as leaders. As with LP, she is

the only woman who holds a Doctorate (S₃) degree and can lead. Apart from working at UNU, LP is also the leader of her Islamic boarding school. According to M, "the basis for selecting women as leaders is achievement, loyalty, dedication, education, rank, and age. Therefore, it only fits that Mrs. LP becomes the vice-rector because she already has a doctorate and owns an Islamic boarding school." (DFAI/09-09-2020). This is in line with Z's opinion that women are chosen to be leaders because of their abilities.

"Leadership is based on ability. I believe that if there is no ability equal to men, then they will not be considered. That is why there is a 30% quota in the DPR for women. There is no quota of 30% for women here. However, what is considered capable is what both men and women are considered as the same. What is seen is their ability. Not the quota for women" (HD3A/09-09-2020).

Therefore, women's leadership at UNU Surakarta has been given the space and opportunity to actualize themselves in carrying out their duties as leaders. This is based on the capacity possessed by women themselves because of their detailed, thorough patient. Andover, cooperative attitude, and other assets such as education level, ability, dedication, loyalty, and fulfilling other administrative requirements, i.e., rank. And position. Thus, the election of women leaders based on their capacities is an effort to support the development of quality management at UNU Surakarta. This is because the appointed leaders are in line with their fields.

Supporting Factors at UNU Surakarta

There are Two supporting factors that influence leadership, i.e., support from colleagues and adequate facilities. Support from colleagues supports the work environment, such as superiors, staff, and other co-workers. This support is manifested in motivating the work of women's leadership in the development of quality management. According to the statement by M:

We have all the supports here. Our colleagues support us. If I was drafting, I was dividing the drafts. If tomorrow we are going to work together, the staff will fill in the forms. They are all willing to cooperate. For the support from the leadership, my recommendations were accepted. I suggest that the lecturers are obliged to do research or community service or write a journal article submitted to a journal managed by OJS at least once a year. It is all in agreement. This is to fulfill forms. Research and service forms. Then, for the field of teaching, I

recommend the lecturer to make a lesson plan and then the syllabi according to the form I shared from the Dean, LPM." (DFAI/09-09-2020).

Z. also expressed the same statement; in addition to supporting from colleagues, women's leadership also needs support in the form of adequate facilities for their comfort is certain is the support from colleagues, colleagues who know how to work, Miss. Then, there is the convenience of the facilities provided. Yes, even though the leadership is male, the Dean is male. The Head of the Program is also a; on average, the other leaders are also male, they do not underestimate me as a woman here. That is clear. I was heard more because I am the only woman. The positive side is like that. So, I am considered equal. In my opinion, my colleagues do not see me as a woman like that. No. They even gave more negotiate because a woman is more thorough, more detailed, can think about a lot more, Na'am!" (HD3A/09-09-2020).

According to LP, with the support of colleagues, it can make human resources strong to be placed according to their capacity with complete facilities and infrastructure. One of the supporting factors is the placement of So, entering human resource capacity, and facilities. So, when the human resources were substantial, but there were no facilities, it is still zero. So, there is once there" (VR1/02-09-2020) there use two forms of support are also an effort to support the development of quality management.

Inhibiting Factors at UNU Surakarta

Based on the results of the interviews, the informants also indicated that the leadership of women in the Surakarta UNU was inseparable from several obstacles. Of the several obstacles, it can be categorized into three things, i.e., the lack of three female human resources, obstacles from women themselves, and overlapping jobs. It turns out that even though they have accepted many new female lecturers, they still cannot keep up with the number of male lecturers. The limited number of female lecturers is still an obstacle to choosing female leaders because there are few alternatives disclosed by Z that "because there are also only a few female lecturers here. It is like if it is equal to 3 If I, I, as the Head of Undergraduate Program, is the only woman. In the rectorate also there is only Ms. LP, Dean of faculties 1, 2, 3, 4, only 4 is Ms. M, women are only a third." (HD3A/09-09-2020).

The second inhibiting factor is the resistance of the women themselves. The problem with these women is the lack of willingness of women to accept

offers for positions and that women feel inadequate compared to male leaders. LP said that the leadership had opened communication and approached several female lecturers who were considered competent to occupy a position. From their own family, they have, in addition, provided support. However, personally, the female lecturer stated that she was not willing to accept the offer.

How to say this? What I mean is, the offer has been opened, but it is still lacking. I call them directly one by one. Because fingers can count female lecturers. I told them that there was this lecturer who would be plotted in the Sharia management program for. From the women themselves, they are not willing for various reasons. Even though the approach with their parents is very supportive." (VR1/02-09-2020).

M, who shared her experience of less capable of carrying out leadership duties than male leadership, also revealed the lack of women's willingness to lead. According to her, "men are more professional and have broader horizons. For me, I was chosen by the foundation. I did not want to back then, but I was forced to take the position. Well, male leaders are more assertive, more professional, they have a broader perspective" (DFAI/09-09-2020). This is also what Z feels. As a female leader, she feels that she cannot be as free as a male leader.

"I cannot run fast in my work. Women cannot go anywhere. I cannot do it alone. Like myself, as the Head of the Undergraduate Program, I do not have a program secretary. I have to promote myself, think by myself. A woman cannot think by herself. Her husband must help a wife to think. The head can be strong, but the legs are not strong. When I have to work out of town, I have to use the other leg, take a car, and drive. In essence, here, it is open to all women, and there is no difference (HD3A/09-09-2020).

Then, the third inhibiting factor is the existence of other activities responsible for women leaders. As stated by M regarding LP:

"The support is good, all are supported, like when, for example, there is a mandate given to a female figure. All are supported. The Rector is also open to that problem. It is just that there are obstacles. Women's business. Some are not only at UNU. She does much work. For example, Ms. LP is the caretaker of the Pondok Pesantren Agung Syuhada; she has many students. Maybe there are shortcomings, the work at the campus is not optimal, and everything. However, at the leadership level, all of them show support" (DFAI/09-09-2020).

There also's an opinion that apart from being a lecturer, she also has administrative responsibility as head of the finance department. "Everyone can go together; it is just that sometimes there are double assignments at the same time. So that sometimes the completion is delayed, and the results are less than optimal. Usually, the leadership gives time extension" (LHF/02-09-2020).

Profile of Women's Leadership Informants at UNISNU Jepara

The five female informants from UNISNU Jepara are lecturers who have additional duties as structural officials. The informant who worked the longest was informant AN as the central LPM, who was the key informant in this study. Other female informants have worked for less than ten years. All-female informants are only 2-3 years apart from joining UNISNU to gain structural positions.

From the data, it can be seen that female informants found it easy to obtain structural positions at UNISNU Jepara in a short time. Women leaders also have access, activities, benefits, and exercise control at UNISNU Jepara, which is not much different from male leaders. However, the role of women is still not represented at the top leadership. This is because the highest women's leadership position is still in Dean, Deputy Dean, and Chairman of the LPM; the others are the Head of Undergraduate Program. In addition, this research is still limited to interviewing the Chairman of LPM and the Head of Undergraduate Programs. This is due to the busyness of the leaders who cannot be disturbed when the research occurs.

Women's Leadership at UNISNU Jepara

The highest achievement in women's leadership at UNISNU Jepara is the placement of women in structural positions as the person in charge of university quality assurance, i.e., the Chairman of the LPM. In addition, other positions are one Dean at the Sharia Faculty, Head of the Language Center, and four Heads of Undergraduate Programs. The placement of several women in structural positions, according to the informants, has shown that university leaders have paid attention to gender equality in the development of quality management at UNISNU Jepara. In addition, EZ stated that the representation of women leaders was evenly distributed in every leadership position. This is

because women have been appointed as Dean, Head of UPT, Head of Undergraduate Program, and Heads of Offices.

"UNISNU has been based on gender equality; it is proven that not all of the Deans are men, some are women, for example, FSH. On the other hand, not all Head of Undergraduate Programs is male; some are female and the Bureau Head. So, this is the proof for UNISNU that leadership in the development of quality management has been gender-equal" (HPGSD/01-10-2020).

Other evidence is also explained in detail by HS that women's leadership has played many roles:

"Dean of the Sharia faculty, Heads of Bureau, Language UPT, and LPM are all led by women. The Head of the language UPT is a good one. The good thing is because they are willing to receive input, willing to accept. The members of PAI's GKM (Quality Control Taskforce) are women, one man. The ones at PBI are all women. There are many women in the Faculty of Tarbiyah's GKM. In UPM (Quality Assurance Unit), one male and two females. Women also dominate any committee structure. That is what we have in PAI, Ms. Most of the energetic ones are women. The majority are in FTIK" (HPAI/28-05-2020).

Then, AN argues that their competence determines the placement of a female person in leadership:

"I think the university leadership has considered several positions based on existing gender. It can be either male or female. For example, competency in 2nd Affair is on finance and about human resources or on asset management. Likewise, in 1st, the competence must master the academic field, be it in the faculty of science and technology or religion or economics. So far, what has happened is by existing competencies" (CLPM/31-08-2020).

AN also added that her election as Chair of the LPM by the leaders was because AN was considered capable and competent in quality management. There are three things to consider in choosing AN, experience, years of service, and competence. Her experience is based on her track record so far in carrying out leadership in structural positions. The second basis is tenure. Because the requirement to become a Chair of the LPM is Echelon 2b, whose working period must have been long. The third is competence. The Chairman of the LPM must understand the ins and outs of quality management.

Therefore, it is true that the current women's leadership is chosen because these women are considered capable of the given task. There is no

discriminatory attitude that prohibits a position from being filled by men. This statement is by that expressed by EZ that "women's leadership here receives equal and fair treatment. There is no discriminatory attitude based on their natural gender." (HPGSD/01-10-2020). This opinion was also confirmed by NR that "in our campus, leadership can be occupied by either men or women, as long as the person has responsibility and competence in their field" (HPAUD/01-10-2020).

Currently, the condition of women's leadership at UNISNU Jepara can be said to have increased in quantity and quality. Because without the quality of the individual woman herself, they will not be placed in a leadership position. NR added that:

"Because the fact is that in our campus there are alternating male and female leaders, it is not a problem, and the gender factor is not an obstacle to the leadership's performance. Some are led by men but are not advanced, some are not productive, women lead some, and they are more productive, this also happens in our campus" (HPAUD/01-10-2020).

EZ also emphasized that the evidence of women's leadership has been taken into account at UNISNU Jepara. After a woman chairs the PAI Undergraduate Program, the undergraduate program can achieve An accreditation and is now the only undergraduate program accredited at UNISNU Jepara.

"As an example, in the PAI undergraduate program, leadership is held by women. In this case, the PAI undergraduate program in her leadership has received an A accreditation status, where at UNISNU, the PAI undergraduate program is the only one with an A accreditation. So, in my opinion, the strategy for selecting a woman leader must be competent with what she leads" (HPGSD/01-10-2020).

The tendency of informants in assessing the leadership of men and women is more of the same view. They do not mind whether men or women lead them. The most important thing for them is their responsibility, and good performance and are competence in their field. "In my opinion, either male or female leaders have their respective strengths, and until now, I am comfortable being led by either male or female leaders." (HPAUD/01-10-2020).

HS also disclosed this regarding her attitude, ready to be led by anyone, either women or men. However, according to her, women's leadership in LPM currently emphasizes the target time for completing each task.

"For myself, *sendiko dawuh, sami'na wa atokna (obey)*, the LPM was first led by men, 2015-2019. After that, until now, it is led by women. As long as men lead it, the leadership is democratic and free. So, every time there is an activity, we as staff are given the freedom to seek information, be creative. Then we discussed it together. Then when giving assignments, they never target time but always ask where it is, so if it is not finished, it is still awaited. However, as a result, there is work in one budget that is not carried out. Then, since November 2019, it is led by a woman; yes, it is a bit different, especially for the female leader to always target the completion time for today's assignments; on this date, the assignment must finish because LPM is related to the entire academic community. So, every activity is discussed before the set target time. So, the Chairwoman always monitors during the process of preparing reports or implementing activities. So, if it is like this, if I may conclude, later all the work in the work program can be completed" (HPAI/28-05-2020).

In addition to focusing on the target date, NR argues that women's leadership is considered more professional and better capable of winning the hearts of others.

"So, in principle, work professionalism is the basis for me to support a leader. The female figure may be better capable of winning the hearts of others than a male leader because the factor of patience may be motherly, while the male leader tends not to have the character of a woman but basically what matters is the professionalism of the work" (HPAUD/01-10-2020).

Likewise, HS also shares the opinion regarding the leadership of women who are more energetic in completing their duties, "so, the selection is based on performance and competence. Those who are considered capable are females. That is what happens at PAI; Ms. Most of the energetic ones are women. The majority are in FTIK. So, here we see men and women alike. We do not apply *ar rijalu qawwamuna alan nisa*" (HPAI/28-05-2020).

From the description above, it can be said that women's leadership at UNISNU is considered on four things, experience, tenure, performance, and abilities/competencies. Even though male leaders still dominate it, many women currently meet the requirements to become leaders. Women's

competence is increasing, and their experience in making achievements has made their position more and more considered in this institution.

Supporting Factors at UNISNU Jepara

The interviews show two supporting factors for women's leadership in UNISNU Jepara, i.e., 1) institutional policies that provide equal opportunities for all academicians in career development, and 2) support from all academicians. First, as stated by AN, every academic community at UNISNU Jepara has the same opportunity to undertake further studies and receive financial assistance in completing their studies. In addition, they are also given the same opportunity to participate in workshops and training related to their fields and competencies.

"The supporting factors, in my opinion, are first to have equal opportunities in learning to improve competence, namely by being able to have the same opportunity to apply for scholarships, or if the scholarships are not accepted, the campus provides stimulant funds for tuition payments. So, there is some assistance provided by the campus to improve competence. That is the first, the second, to get the same opportunity to take part in workshops or training according to the field that they are engaged in, both academic and structural competencies." (CLPM/31-08-2020).

According to evidence to her, the experience According to evidence to, women's leadership has been given the broadest possible opportunity to learn. HS, which the institution allowed getting further study scholarships. According to her, women's leaders der never received a negative stigma against herself from the UNISNU Jepara environment. In addition, she also received full support from her family.

"Women's leadership is given the widest possible learning opportunity and supported by family. There is no negative stigma "women can do these things." Supported by prayers, supporting all good activities. allowing, dividing their time. Already understand each other's busyness. Our child has begun to understand her mother's busyness" (HPAI/28-05-2020).

The second support is the support of all academicians for women's leadership. This is also the driving factor for the implementation of good quality management programs by the LPM. Whoever leads the LPM, either male or female, has received support from all academicians. The creation of

support from all academicians can encourage creating a solid team, on-target performance, and the election of leaders whom all groups can accept. As the opinion of NR, "in my opinion, there has to be a solid team, performance must have targets, and leaders who can be accepted by colleagues, in this case, for example, superiors and subordinates" (HPAUD/01-10-2020).

Inhibiting Factors at UNISNU Jepara

The obstacles encountered by women leaders at UNISNU Jepara emphasize the development of quality management. These obstacles face different commitments from each employee, still limited competent human resources, and the difficulty in cultivating quality. According to AN, differences in the commitment of each employee become an obstacle in the development of quality management. This is because advancing the university requires a significant commitment together in achieving one goal.

"In my opinion, the inhibiting factor is related to the commitment of each employee. The commitment of each employee is different. A university is developed if the employees' commitment is huge, the same commitment to advancing the university. Commitment to cultivating quality is also still lacking. Many are still busy with their respective affairs" (CLPM/31-08-2020).

EZ also stated the same thing. According to her, the inhibiting factors faced by women leaders are the lack of awareness in cultivating quality and the limited competent human resources.

"The inhibiting factor for women's leadership in quality management that I have noticed is that there are still many colleagues who have not put attention on quality, there are still many colleagues at work that just follow the flow, do not want to be guided by the TUPOKSI and assessment standards of BAN Higher Education Institutions and there is lack of human resources. There are many shortcomings of Lecturers, laboratory assistants, technicians, libraries who are still not competent because there are still many who are not certified" (HPGSD/01-10-2020).

Barriers to this lack of quality culture can be seen from the attitude of the academic community, both from lecturers and students who are less cooperative in quality management. An academic system also cannot make lecturers actively upload the data of their Tridarma for Higher Education

Institutions needed for quality assurance. Likewise, students often ignore requests to fill out the questionnaires needed for reports. NR stated this:

"Then there are many inhibiting factors; if I mention everything, it will never finish. This is one of them, the factor of cooperation with lecturers and students. My experience at the Head of Undergraduate Programs so far when I have to do M&E is difficult because sometimes some lecturers are not cooperative. So, there is a factor of less cooperative lecturers or students. When asked to fill out the questionnaire, some students filled it out, some forgot. So that at the time of reporting, we were still busy looking for data" (HPAUD/01-10-2020).

From these inhibiting factors, it can be concluded that women's leadership still has difficulties dealing with academicians who have low awareness of quality. This is because the university environment has not created a culture of good quality. Therefore, when an institution needs data related to quality assurance, they are still busy looking for the data related to quality assurance, and that the data are not neatly systemized.

Discussion

The acceptance of women's leadership representatives in several higher education institutions has indicated that the institution is starting to move towards gender equality. Because research states the same thing that an egalitarian organization is a prerequisite for realizing gender-equal conditions²⁹. In addition, there have also been attempts from institutions to accept new female human resources and the acceptance of equal representation of women leaders in leadership positions, including leaders at the rectorate, faculty, and undergraduate program levels. This expression is reinforced by the results of research on the experiences of women leaders who believe that the more female leaders, the better for institutional progress in developing quality management.³⁰. This is also confirmed by studies which state that female leader is considered to have a more detailed, conscientious, cooperative, and patient attitude than male leaders. Therefore, as having more women as leaders can not only promote gender equality but also increase organizational productivity and human resource development, appropriate steps must be taken to empower women leaders.

²⁹ Rao and Kelleher, "Is There Life after Gender Mainstreaming?"

³⁰ Hewlett, Marshall, and Sherbin, "How Diversity Can Drive Innovation."

The consideration for assigning women into a position is not because of policies that require fulfilling quotas for women's leadership, but rather from seeing the increased competence, achievements, and abilities of these women leaders. Because institutionally, it has determined the requirements and criteria that must be met by all persons who will occupy a position. In this way, women leaders avoid discriminatory attitudes. This is shown by institutional initiatives in reducing gender inequality by providing equal treatment between female leaders and male leaders³¹. Women's leadership is considered to be more professional in completing work according to the target time. In addition, undergraduate programs led by women are more advanced and able to achieve accreditation scores with the best results. This progress is based on a study by McNae & Vali, which states that women in leadership have made many advances³² during the last two decades.

Of course, the success of women's leadership in an institution cannot be obtained without supporting factors around them. The support of peers and the entire academic community is critical in strengthening the cooperative relationship between related units in developing quality management. The form of support from peers is manifested in an attitude that is willing to listen to suggestions that women convey. There is no negative stigma against women's leadership. On the contrary, even male leaders give more positive appreciation for the performance of female leaders. Other forms of support can also come from leaders who provide equal opportunities for anyone to develop their careers, including women. Apart from that, there is also a need for support from adequate facilities, facilities, and infrastructure. These facilities can be in the form of childcare and informal mentoring³³.

Meanwhile, there are three inhibiting factors for women's leadership in quality development, i.e., it is still challenging to face different commitments from each employee, still limited competent human resources, and it is still challenging to cultivate quality. UGM agencies also face this obstacle in their

³¹ Markus Helmer et al., "Gender Bias in Scholarly Peer Review," *Elife* 6 (2017): e21718.

³² McNae and Vali, "Diverse Experiences of Women Leading in Higher Education: Locating Networks and Agency for Leadership within a University Context in Papua New Guinea."

³³ Ibid.

research by Sulaiman and Wibowo, who stated that the lack of commitment in cultivating quality and the lack of competent experts is still an obstacle³⁴.

There are also three inhibiting factors in gender equality, i.e., the lack of female human resources, obstacles from women themselves who feel inadequate and less willing to lead, and overlapping jobs faced by women. This sense of women's inability in women is a stereotype that often arises from women who see themselves or other women as weak, emotional, always need protection, and are only suitable for working in the domestic sector³⁵. To support gender equality and support women leaders, institutions must provide a support structure deliberately designed to overcome the remaining obstacles in this sector. The support structure of this institution must involve men and women and decision-makers in Higher Education Institutions to combat gender inequality which in turn can hurt the wider society³⁶.

Conclusion

The increasing number of women's leadership in higher education not only promotes gender equality. However, it also plays a vital role in the development of quality management. This is inseparable from the supports of all academicians who have given equal treatment and are not discriminatory. Women's leadership began to be considered because of their achievements, competencies, and abilities and fulfilling the specified requirements to fill a position. However, women leaders still find it challenging to deal with different employee commitments, manage existing human resources, and cultivate quality in their institutions. There are also other obstacles related to gender equality where the number of female human resources is still limited, the lack of willingness of women to lead, and the busyness of other jobs outside the campus. For this reason, an institution needs to formulate appropriate steps for programs aimed at empowering women in leadership so that the

³⁴ Ahmad Sulaiman and Udik Budi Wibowo, "Implementasi Sistem Penjaminan Mutu Internal Sebagai Upaya Meningkatkan Mutu Pendidikan Di Universitas Gadjah Mada," *Jurnal Akuntabilitas Manajemen Pendidikan* 4, no. 1 (April 29, 2016): 17, doi:10.21831/amp.v4i1.8197.

³⁵ Ashadi Siregar, Rondang Pasaribu, and Ismay Prihastuti, *Media Dan Gender: Perspektif Gender Atas Industri Surat kabar Indonesia* (Lembaga Penelitian Pendidikan Penerbitan Yogya (LP3Y) dan Ford Foundation, 1999).

³⁶ Petrea Redmond et al., "Becoming a Female Leader in Higher Education: Investigations from a Regional University," *Gender and Education* 29, no. 3 (2017): 332–51.

development of better-quality management and minimizing gender gaps can be realized.

Limitation

An essential limitation of the results of this study is that this study cannot be generalized to all Higher Education Institutions. This is due to the research setting is still limited to PTNU in one province. However, in the absence of studies in the PTNU context, this study could help narrow the knowledge gap by providing university leaders with perceptions of factors that could enhance or hinder women's leadership in developing quality management and gender equality.

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Appendix

The quality of education demands an analysis of gender dynamics in a broader social context than just discussing aspects of the lives of men and women. This is because gender equality is an integral aspect of education quality, i.e., efficiency, effectiveness, sustainability, reflexivity, relevance, responsiveness,

and justice³⁷. Justice in this dimension emphasizes concern for access and emphasizes the quality and potential of education to correct social injustice.

The interview guide (analysis of gender dynamics):

1. What is your current status at Nahdlatul Ulama University (UNU)?
2. How long have you joined and worked at UNU?
3. What job experiences are being/have been carried out so far at UNU?
4. How long did you get a structural position from the time you joined UNU?
5. Do you enjoy being led by female or male leaders? Why?
6. Do you think that leadership in quality management development has been based on gender equality so far? If yes, why? If no, why not?
7. What is the basis for leadership in the development of quality management and gender equality at UNU?
8. How is the leadership of women in the development of quality management at UNU?
9. What are the contributing factors for (women's) leadership in your quality management so far?
10. What are the constraining factors on (women's) leadership in your quality management over the years?

³⁷ Aikman, Halai, and Rubagiza, "Conceptualising Gender Equality in Research on Education Quality."