



Building a Gender-Responsive Higher Education Through Collaborative Governance

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Abstract

This research aims to determine the extent of the implementation of Gender Responsive Higher Education (PTRG) at State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau) using Ansel and Gash's collaborative governance model theory. Collaborative governance supports the implementation of gender-responsive indicators in higher education by fostering commitment and trust among stakeholders to address gender disparities. The methodology used in this research is descriptive qualitative, with data collected from observations in various faculties at UIN Suska Riau and interviews with 23 informants, including 19 academic community members, 1 private sector representative, 2 members of Non-Governmental Organizations (NGOs), and 1 community member. The research findings indicate that the implementation of Gender Responsive Higher Education at UIN Suska Riau is carried out by various actors in line with collaborative governance actors, which include the government, private sector, and community. In this study, the campus community acts as the government representative on behalf of the university, PT. Orbit Ventura Indonesia represents the private sector, Rumah KitaB and AMAN as NGOs, and the community members. The implementation has been optimal, as evidenced by the achievement of most of the Gender Responsive Higher Education indicators. Stakeholder collaboration has resulted in actions that strengthen planning in the implementation of gender responsiveness.

Keywords: Collaborative Governance; Gender Responsive Higher Education; UIN Sultan Syarif Kasim Riau.

Penelitian ini bertujuan untuk mengetahui sejauh mana pelaksanaan Perguruan Tinggi Responsive Gender (PTRG) di Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau) dengan menggunakan teori tata kelola kolaboratif model Ansel dan Gash. Tata kelola kolaboratif menjadi bagian yang mendukung pelaksanaan indikator responsif gender Perguruan Tinggi. Melihat komitmen dan kepercayaan yang dibangun oleh para pemangku kepentingan dalam menyelesaikan ketimpangan gender. Metodologi yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan perolehan data dari observasi ke berbagai fakultas UIN Suska Riau dan wawancara dengan 23 informan yang terdiri dari sivitas akademika sebanyak 19 orang, sektor swasta 1 orang, anggota Lembaga Swadaya Masyarakat (LSM) 2 orang dan masyarakat 1 orang. Temuan penelitian menunjukkan bahwasanya pelaksanaan Perguruan Tinggi Responsif Gender (PTRG) di UIN Suska Riau dilakukan oleh berbagai aktor sesuai dengan aktor tata kelola kolaboratif yang terdiri dari pemerintah, sektor swasta dan masyarakat maka aktor dalam penelitian ini warga kampus sebagai aktor pemerintah atas nama instansi perguruan tinggi, PT. Orbit Ventura Indonesia sebagai aktor swasta, Rumah KitaB dan AMAN sebagai LSM serta masyarakat dalam pelaksanaannya sudah optimal. Hal ini terlihat dari sebagian besar indikator Perguruan Tinggi Responsif Gender yang tercapai dengan baik. Kolaborasi pemangku kepentingan menimbulkan tindakan yang mengarah pada penguatan perencanaan dalam pelaksanaan responsif gender.

Kata Kunci: Tata Kelola Kolaboratif; Perguruan Tinggi Responsive Gender; UIN Sultan Syarif Kasim Riau.

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INTRODUCTION

Indonesia's seriousness regarding gender issues can be seen from the Sustainable Development Goals (SDGs) point five, which aims to achieve gender equality and empower women. Gender-oriented development goals provide ample space for obtaining equal rights. Societal changes regarding gender issues give both women and men the opportunity to gain the same rights. On the other hand, the United Nations Development Program (UNDP) states that Indonesia's Gender Inequality Index (GII) score is above the world average, at 0.436 points. In 2021, Indonesia had the highest gender inequality rate in ASEAN¹; the smaller the inequality score, the less gender inequality there is.

One of the causes of high gender inequality is the low understanding and concern of the community regarding gender. The neglect of intersectionality regarding communities with social identities often influences actions or decisions taken². Inequality occurs because of the different responsibilities given to men and women³. Gender is a responsibility and role given to men and women by societal construction and is inherent⁴. Gender inequality occurs because the power relations between men and women are not equal⁵. The working hours of men and women often face women with time constraints⁶. Gender roles in a policy have only succeeded in the categories of "reproduction" or "productive" and "practical" or "strategic" gender needs⁷.

Gender issues are important to be raised in the education sector, especially higher education. Gender and higher education become a good space to change the unfair treatment that often occurs between men and women. On the other hand, it becomes a challenge in the order of values and dogmas that have so far been attached to the community environment that leads to gender equality and justice⁸. Through the Ministry of Women's Empowerment and Child Protection (KPPPA) program,

¹ United Nations Development Program, "Indeks Ketimpangan Gender Di Indonesia"; referenced from <https://hdr.undp.org/data-center/thematic-composite-indices/gender-inequality-index#/indicies/GII>; Internet; diakses pada 26 April 2024.

² Dey, S., Resurreccion, B.P., Doneys, P., 2014. *Gender and environmental struggles: voices from Adivasi Garo community in Bangladesh*. *Gender Place Cult.* 21 (8), 945-962.

³ Yancili Lozano-Torres. "The quest for gender equality: Understanding and measuring gender responsiveness in Colombia's municipal planning." *Journal Cities* 2021. 1-10 <https://doi.org/10.1016/j.cities.2021.103358>

⁴ Trisnawati Dan Subhan Widiensyah. "Kesetaraan Gender Terhadap Perempuan Dalam Bidang Pendidikan Di Perguruan Tinggi". *Jurnal Pendidikan Sosiologi dan Humaniora*. 13(2). 2022. 339-347. <http://dx.doi.org/10.26418/j-psh.v13i2.54606>

⁵ Ika Arinia Indriyani, M.Dian Hikmawan, Wahyu Kertiko Utami. "Gender dan Pendidikan Tinggi: Studi Tentang Urgensitas Kampus Berperspektif Gender". *Jurnal Ilmiah Ilmu Pemerintahan*. 6(1), 2021. 55-72 DOI: 10.14710/jiip.v6i1.9376

⁶ Agarwal, B., 2010. *Gender and Green Governance: The Political Economy of Women's Presence Within and Beyond Community Forestry*. Oxford University Press, Oxford

⁷ Niharika Tyagi dan Smriti Das. "Assessing gender responsiveness of forest policies in India". *Forest Policy and Economics*. 92.2018.160-168. <https://doi.org/10.1016/j.forpol.2018.05.004>

⁸ Opy Trisnawati Dan Subhan Widiensyah. "Kesetaraan Gender Terhadap Perempuan....". 339-347

standard indicators for gender-responsive higher education were formulated as the initial foundation for developing understanding regarding gender. According to the Fiscal Policy Agency (BKF) of the Ministry of Finance, gender responsiveness is the process of identifying, understanding, and implementing interventions through policies, programs, and activities to address gender disparities. Gender responsiveness ensures equal treatment for men and women in education levels⁹. The formation of eight Pusat Studi Gender dan Anak (PSGA) aims to develop and refine the still abstract standards from KPPPA by producing Perguruan Tinggi Responsif Gender (PTRG) indicator documents to realize gender-responsive higher education.¹⁰

The eight PSGAs are IAIN Ponorogo, UIN Sultan Aji Muhammad Idris Samarinda, UIN Raden Mas Said Surakarta, UIN Sultan Syarif Kasim Riau, IAIN Metro Lampung, Universitas Islam Nahdhatul Ulama Jepara, UIN Walisongo Semarang, and UIN KH. Abdurrahman Wahid Pekalongan. The collaboration carried out by the eight PSGAs resulted in the PTRG Alliance Forum under Rumah KitaB PSGA, which strives to realize gender-responsive higher education indicators in their respective universities, including PSGA UIN Suska Riau. The existence of PSGA as a forum for discussing gender has not yet been fully implemented according to PTRG indicators, as there are still cases of verbal sexual violence that often occur within the academic community. The availability of facilities and infrastructure for friends with disabilities is only in certain areas, and there is minimal female leadership in student organizations. A lack of understanding of gender leads to cases of verbal sexual violence on campus.

One in twelve UIN Suska Riau students has witnessed and experienced verbal sexual violence. Some cases consider whistling, teasing, and vulgar remarks as jokes among peers, but this has already led to verbal sexual violence. This is often not realized as harming others when done in a joking context. Not everyone accepts jokes because of different levels of discourse¹¹. In addition, the lack of gender-responsive facilities also¹² leads to disparities in the workload felt by certain campus residents¹³. More attention to gender-responsive facilities is very much needed, considering that facilities for people with disabilities are only available in the rectorate building, library, Faculty of Psychology, and Faculty of Economics and Social Sciences. Facilities for people with disabilities are only supported by two faculties. Not only infrastructure, but the representation of women in structural positions also creates gender inequality at UIN Suska Riau. Of the eight faculties, there is only one female

⁹ Ika Arinia Indriyani, M.Dian Hikmawan, Wahyu Kertiko Utami. "Gender dan Pendidikan Tinggi.....". 55-72

¹⁰ Nur Hayati Aida, 'Dokumen Indikator Perguruan Tinggi Responsif Gender', *Rumah KitaB*, 82, 2022, 1-21.

¹¹ Khafsoh, A. N. & Suhairi. "Pemahaman Mahasiswa Terhadap Kekerasan Seksual Di Kampus" *Jurnal Perempuan, Agama dan Jender*. 20(1), (2021). 61-75. DOI: 10.24014/Marwah.v20i1.1048

¹³ Ummah, N. I. "Pengelolaan Sarana Prasarana Pendidikan Responsif Gender: Studi Di IAIN Jember". *An-Nisa' : Jurnal Kajian Perempuan dan Keislaman*, 12(2), (2019). 137-158. <https://doi.org/10.35719/annisa.v12i2.14>

Dean. Meanwhile, in student organizations, the number of female students is greater than that of male students, but the percentage of female leadership is the smallest. The lack of female involvement in the leadership sector is influenced by cultural values and decision-making patterns that are still gender-biased¹⁴.

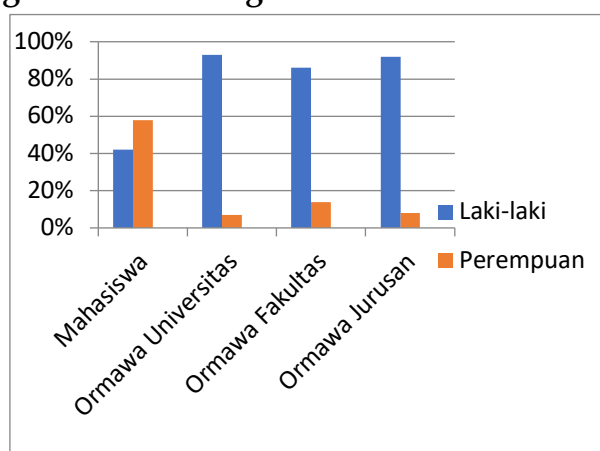
Table 1. Recapitulation of the Leadership of Ormawa UIN Suska Riau 2022

Information	Number of Men	%	Number of Women	%
Student	11559	42%	16219	58%
University student organization	14	93%	1	7%
Facult student organization	25	86%	4	14%
Departement student organization	80	92%	7	8%

Source: Gender Profile Book (2022)

From the table above, it can be seen that the number of female students is more than that of male students. There are 16,219 female students, while male students are 11,559 people. The small portion of women in important positions can be seen from the bar chart image below.

Figure 1. Percentage of Student Organization Leaders of UIN Suska Riau 2022



Source: Processed by Researcher (2023) with reference to the Gender Profile Book (2022)

All student organizations (Ormawa), whether at the department level, faculty level, or university level, are dominated by men. This contrasts with the higher number of female students compared to male students. The Rector's Decree regarding Gender Mainstreaming (PUG) in the campus environment, as the third indicator, still needs to be socialized. Gender-responsive education and teaching, as the fourth indicator, are only discussed in a few courses in certain faculties. Gender-responsive research, as the fifth indicator, has only been implemented at 6%, while community

¹⁴ Muslimat, Ad. "Rendahnya Partisipasi Wanita Di Bidang Politik". *Junral Studi Gender dan Anak*, 7(2), 131-143. (2020). <https://doi.org/10.32678/jsga.v7i02.181>

service, as the sixth indicator, has been implemented at 42%. Additionally, several policies have been issued to support gender-responsive higher education governance at UIN Suska Riau.

The research problem formulation in this study is how the implementation of gender-responsive higher education at UIN Suska Riau uses the theory of collaborative governance. The implementation of the nine PTRG indicators at UIN Suska Riau has started to be actively carried out through collaboration from various campus stakeholders, including PSGA, the Gender Vocal Point Team, Sahabat PSGA, and external parties such as the private sector, NGOs, and the community, who indirectly participate in implementing gender-responsive higher education at UIN Suska Riau. This study will be analyzed using the theory of collaborative governance according to Ansel and Gash. The aim of this research is to determine the extent of the implementation of gender-responsive higher education at UIN Suska Riau.

This research employs a descriptive qualitative method conducted at UIN Suska Riau, given that UIN Suska Riau has a PSGA that is part of the PTRG Alliance. UIN Suska Riau must realize the implementation of all PTRG indicators. Data collection techniques include observation, interviews, and documentation. The research informants were selected using a purposive method, totalling 23 individuals, including the Head of AUPK Bureau at UIN Suska Riau, 4 Faculty Leaders represented by Deputy Deans I, 2 Gender Vocal Point Team members, 1 Coach from PT Orbit Ventura Indonesia, 1 Leader from Rumah KitaB, 1 Staff member from AMAN, 1 Sahabat PSGA member, 1 Technical Gender Profile Team member, 4 Ormawa Leaders, 4 KKN Student Leaders, 2 students participating in PT Orbit Ventura Indonesia programs, and 1 community member. The data analysis technique used includes data reduction, data presentation in the form of short narrative texts, and verification by returning to the field and drawing conclusions.

Research on gender-responsive higher education has been conducted by Wijayanti et al., who showed that the success of gender mainstreaming at IAIN Metro is supported by personal potential, the establishment of a strong system, power relations, and local community culture¹⁵. Another article by Irma and Ulfah, titled "Towards Gender Responsive Higher Education: Measuring IAIN Ponorogo's Readiness in Implementing PTRG Indicators Through SWOT Analysis," found that IAIN Ponorogo has significant capital to become a gender-responsive higher education institution¹⁶. An article discussing gender responsiveness, "Socialization of Regional Regulations on Gender Mainstreaming in Wonogiri Regency" by Asri

¹⁵ Mufliha Wijayati, Elfa Murdiana, and Agus Hamdani, "Jalan Terjal Menuju Perguruan Tinggi Responsif Gender: Lesson Learned Program Perencanaan Dan Penganggaran Responsif Gender Iain Metro", *Sawwa: Jurnal Studi Gender*, 3.1 (2022), 25-3 <<https://doi.org/10.21580/sa.v12i3.2091>>.

¹⁶ Irma dan Isnatin Ulfa Yulianti, "Menuju Perguruan Tinggi Responsif Gender: Mengukur Kesiapan IAIN Ponorogo Dalam Implementasi Indikator PTRG Melalui SWOT Analysis", *SETARA: Jurnal Studi Gender Dan Anak*, 4.2 (2022), 195-210 <<https://e-journal.metrouniv.ac.id/index.php/jsga/article/view/5463%0Ahttps://e-journal.metrouniv.ac.id/index.php/jsga/article/download/5463/3146>>.

Agustiwi, found that not all regions have regional regulations on gender mainstreaming. Gender mainstreaming will become a platform for addressing social, political, and economic issues, realizing good governance¹⁷. This article uses collaborative governance in implementing indicators to become a gender-responsive higher education institution.

RESULT AND DISCUSSION

Collaborative Governance

Collaborative governance is a new concept that is widely used in the process of implementing public policies, especially related to the concept of good governance. The value of collaboration is different from the value of network and partnership. In general, there are basic values inherent in collaborative governance¹⁸. Collaborative governance is a type of government governance that involves direct participation from stakeholders outside the government or state, which refers to consideration and consensus to reach a common agreement in developing or implementing public policies and programs¹⁹. This theory will answer one by one the implementation of gender-responsive university indicators at UIN Suska Riau involving various actors from the government, the private sector and the community as the key to collaboration.

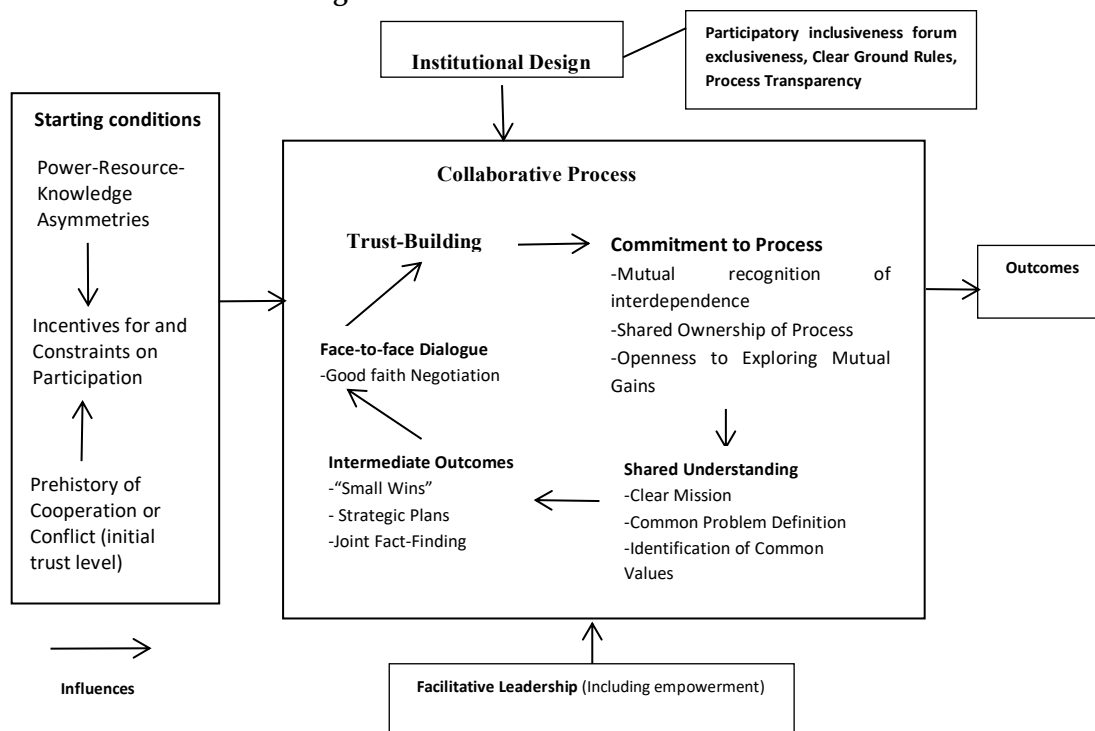
The government, starting from KPPPA, compiled gender-responsive university standards and continued by their respective universities to implement these standards, such as UIN Suska Riau, which began to implement these indicators, the private sector, which in this study includes PT Orbit Ventura Indonesia, which opens opportunities for female students to train skills in the field of Artificial Intelligence (AI) which is still commonly owned by women, Non-governmental organizations are also involved in assisting the implementation of this of Gender Responsive Universities at UIN Suska Riau such as Rumah KitaB and AMAN which help the for Gender and Child Studies activities UIN Suska Riau so that Gender-Responsive Universities at UIN Suska Riau are carried out perfectly through collaboration between these actors using the theory of collaborative governance. Ansel and Gash present the indicators of collaborative governance in the figure below:

¹⁷ Asri Agustiwi, "SoSialisasiperaturan Daerah Tentang Pengarusutamaan Responsif Gender di Kabupaten Wonogiri," *Jurnal Pengabdian Mandiri*, 1(1) (2022), 15-24, <https://doi.org/10.53625/jpm.v1i1.1041>

¹⁸ Dewi, N. L. Y. "Dinamika Collaborative Governance Dalam Studi Kebijakan Publik", *Jurnal Ilmiah Dinamika Sosial*, 3(2), (2019). 200. <https://doi.org/10.38043/Jids.V3i2.2188>

¹⁹ Ansell, C., & Gash, A. Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), (2007). 543-571. <https://doi.org/10.1093/jopart/mum032>

Figure 2. Collaborative Governance



Source: Ansel dan Gash (2007)

Based on Ansel and Gash's collaborative governance indicators, the implementation of gender-responsive higher education at UIN Suska Riau can be evaluated as follows:

1. Starting Condition

Observing the collaboration among stakeholders can be examined through three components: power-resource-knowledge asymmetries, incentives for participation, and the background of collaboration. Power-resource-knowledge asymmetries make some stakeholders who lack the same capacity, organization, or resources vulnerable to manipulation by more powerful parties²⁰. Stakeholders with significant involvement in a collaboration will dominate the process. This is evident in UIN Suska's gender-responsive higher education, where resource imbalances can influence stakeholder priorities in developing activities at PSGA to align with established goals. The stakeholder with strong capacity, the Faculty of Psychology, effectively drives the gender-responsive university and makes gender-related decisions to facilitate the collaboration process.

Incentives for and constraints on participation consider stakeholders' participation during collaboration. Power differences indirectly affect actors in deliberation. Stakeholders with strong power and resources will be more dominant in forums and influence the collaboration process. The participation incentives of the

²⁰ Ansell, C., & Gash, A. Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), (2007). 543–571. <https://doi.org/10.1093/jopart/mum032>

Gender Vocal Point Team can mobilize participation in PSGA activities for all campus community members, including educators, lecturers, students, and all elements. The participation of the Gender Vocal Point Team creates interdependence in managing resource shortages so that other groups can rely on each other in PSGA activities. The background of collaboration (prehistory of cooperation or conflict/initial trust level) influences stakeholders in creating strong collaborative governance²¹. The emergence of collaboration is often due to low trust levels, resulting in poor commitment, strategy, and communication. However, high social capital related to trust generates a positive collaboration cycle for stakeholders. UIN Suska Riau's gender-responsive higher education is based on trust in PSGA to support gender-based activities.

2. Facilitative Leadership

The unification of stakeholders in facility leadership will create interdependence among the actors. Stakeholder interventions through agenda setting further advance collaboration. Leaders must possess skills to encourage active participation from other actors, have significant influence, facilitate productive group dynamics, and broaden the scope of processes. Facility leadership refers to the implementation of gender-responsive higher education indicators from KPPPA and the Alliance of eight gender-responsive universities (PTRG) in Indonesia.

3. Institutional Design

Institutional design that leads to basic protocols or ground rules for collaboration and specifies who should participate in collaborative forums is crucial. The formalization of governance structures becomes a very important feature in collaboration. Stakeholders' roles in negotiations for mutual benefit, transparency to ensure that stakeholders are confident in negotiations based on mutual agreements, and consensus that encourages the representation of individual viewpoints are essential for generating more effective cooperation.

4. Collaborative process

The collaborative process is central to Ansel and Gash's collaborative governance model. This process consists of five components: face-to-face dialogue, trust-building, commitment to the process, shared understanding, and intermediate outcomes.

- 1) Face-to-face dialogue is a negotiation medium in the core process to overcome stakeholder communication barriers. Face-to-face dialogue is a stereotype breaker for good communication.
- 2) Trust-building, the collaboration process is not only related to negotiation but also building trust. Building trust between actors creates an initial collaboration process and can be difficult to develop.
- 3) Commitment to process is closely related to the initial motivation of stakeholders to participate in the collaboration process. Commitment requires a willingness to follow the results of deliberations even if later the

²¹ Ansell, C., & Gash, A. Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4), (2007). 543–571. <https://doi.org/10.1093/jopart/mum032>

results do not follow the wishes of some stakeholders. The feeling of belonging in collaboration implies a shared responsibility in every process. Interdependence on each other can increase commitment to collaboration and increase incentives for action.

- 4) Shared understanding of stakeholders is needed to be able to achieve common goals. Commonality, the same mission, the same goal makes it easy to form an agreement with the same definition of the problem.
- 5) Intermediate outcomes are the results that have been seen from the collaboration process which will later be input for stakeholders in collaborating in the future. These results will represent some of the results of an important process in building collaboration success.

Gender-Responsive Colleges

The strong commitment of universities in realizing gender-responsive universities can be seen from the realization of indicators compiled by various official alliances. The gender arrangement at the university aims to ensure that male and female students have equal access, participation, control, and benefits. Making universities a safe and comfortable space for all students²². The concept of gender-responsive requires a holistic perspective that involves the entire campus academic community, including university leaders, educators, education staff, general staff, and students. Therefore, it is important for students to actively participate in change²³. Gender-responsive universities consider the differences in experiences, needs, and aspirations of the entire academic community when carrying out activities, policies, and budgeting processes. This is reflected in the Tridarma, the determination, implementation, evaluation, control, and improvement of governance²⁴.

Indicators Gender Responsive Universities

1. The existence of a gender and child protection centre or a women's study centre
The availability of the Center for Gender and Child Studies is a phenomenon of women's studies as a global issue driven by the desire to mainstream women in studies based on experience and make the existence of women and their living conditions more real. Centre for Gender and Child Studies in higher education is stimulated by the massive dissemination of research results by women scientists in the world on women's issues, especially in developing countries. The results of these studies are the spark for the gathering of Indonesian women scientists to conduct studies that present empirical data on Indonesian women.

²² Kusmanto, T. Y. "Dinamika Pengarusutamaan Gender Pada Pendidikan Tinggi Islam". *Sawwa: Jurnal Studi Gender*, 12(3), (2018). 303. <https://doi.org/10.21580/sa.v12i3.2091>

²³ Indriyany.A.I. Hikmawan.D.M & Utami.K.W. "Gender dan Pendidikan: Studi tentang Urgensitas Kampus Berprespektif Gender" *Jiip: Jurnal Ilmiah Ilmu Pemerintahan*. 6(1). (2021). 56-72 DOI: 10.14710/jiip.v6i1.9376

²⁴ Fathy, R. "Modal Sosial: Konsep, Inklusivitas dan Pemberdayaan Masyarakat" *Jurnal Pemikiran Sosiologi*, 6(1), (2019). 1. <https://doi.org/10.22146/jps.v6i1.47463>

2. College gender profile

Gender profile is the real condition of the quantity and quality of women and men in various layers of higher education structure which is a quantitative data set. Decisions and policies taken by the leadership consider the gender profile so that it is fair, useful and inclusive for the campus community.

3. Rector's regulation on the implementation of PUG in university

Regulations are a strategy and process to realize justice and equality that ensures the fulfilment of the distinctive rights of women and men in accessing services in higher education. The PUG policy in higher education functions as a legal umbrella for the implementation of PUG in universities.

4. Gender-responsive education and teaching

Gender-responsive education and teaching ensure the education service system by accommodating open access, opportunities for participation, providing control rights and benefits that can be enjoyed by all parties by considering the principles of equality, gender justice and gender-related education discussions.

5. Responsive gender research (cluster gender mainstreaming)

Gender-responsive research accommodates open access that can be enjoyed by all parties by considering the principles of gender justice and equality that provide control and benefits to campus residents.

6. Gender-integrated community service

Community service accommodates the needs of men and women fairly in terms of access, participation, control and benefits by paying attention to the elimination of subordination, negative labelling, double burden, marginalization and violence. This gender-affirmative community service program can be intended for lecturers and students in gender-responsive and child-friendly village assistance programs or community assistance programs or incidental assistance.

7. Gender-responsive university governance

Effective and efficient utilization of all educational resources in supporting the realization of gender-responsive universities that implement responsive gender governance through regulations and policies such as the PUG Decree, the Gender Working Group Decree, the Gender Focal Point Decree, the Sexual Violence Prevention and Prevention Decree, the Integrated Service Unit (ULT) Decree, and the gender profile.

8. The role of the academic community in planning resources, evaluation, and follow-up of gender responsive universities

The utilization of all these educational resources is carried out effectively and efficiently in supporting the realization of gender-responsive universities that do not differentiate between the roles of men and women. The tridharma of higher education, namely, education, research and service are related to each other as a whole as a gender response.

9. Zero tolerance for violence against women and men

Gender responsive does not tolerate violence against men and women. As well as non-violent relationships through prevention and handling of perpetrators of violence. Gender-based violence arises due to prejudice (stereotype) against certain genders that they deserve and deserve violence because of their gender. Generally, this violence is experienced by women or to men who are feminized (considered women). Gender-based violence is closely related to the power relations of the perpetrator and the victim, such as seniors to juniors, lecturers to students, superiors to subordinates, men to women, strong to weak and other forms of relationships.

Gender Responsive College Actor Collaboration

Collaboration focuses on cooperation in building norms based on trust and mutuality²⁵. Collaborative governance is understood as cooperation between actors, between institutions or between organizations in order to achieve goals that can be achieved or carried out independently, therefore actor mapping is an important process in policy formulation. The grouping of public policy actors is actors from within the government, actors from the business sector or the so-called private sector and actors from community groups or civil society²⁶. Through collaboration, individuals or organizations can work together to carry out various activities that have been agreed upon to achieve the same goal²⁷.

1. Government actors

Collaboration that regulates decisions in the policy process is carried out by several public institutions in solving problems²⁸. Collaborative governance, in this case the government, started with the Ministry of Women's Empowerment and Child Protection (KPPPA) which carries out the Gender Responsive Universities Standards. So that universities that are part of the Government strive to implement the standards of the Gender Responsive Higher Education Standards, UIN Suska Riau which is one of the universities in the representative of the 8 Centre for Gender and Child Studies Alliance in Indonesia when simplifying the standards must show a commitment to implement all the Gender Responsive Higher Education indicators that must be done by involving leaders, students and other stakeholders.

²⁵ Andy Arya Maulana Wijaya, dkk. 'Peluang Dan Tantangan Collaborative Governance Dalam Kebijakan Pariwisata Daerah,' *Jurnal Administrasi Negara* V29 - 03 (2023) 214 - 234

²⁶ Noor M, dkk. 'Collaborative Governance Suatu Tinjauan Teoritis dan Praktik'. Yogyakarta. Bildung. 2022

²⁷ Komariah.N. Saepudin.E & Nurislaminingsih.R. "Kolaborasi Sebagai Upaya Peningkatan Kinerja Perpustakaan Di Telkom University Open Library" *Pustakaloka: Jurnal Kajian Informasi dan Perpustakaan*. 13(2) (2021). 179-198.

²⁸ Anang Sugeng Cahyono, et al. 'Collaborative Governance in Child Protection Services in Indonesia'. *Indonesian Journal of Social Technology*, Vol. 4(3). (2023) 340-357

2. Private actors

The existence of private actors in collaboration is the starting point in fostering trust²⁹. The collaboration carried out is not only negotiating but also related to the development of trust between actors³⁰. Collaborative governance, which in this case is the private sector in this study, is represented by students who participate in programs from PT Orbit Ventura Indonesia. UIN Suska Riau has made an MoU with the university. The private sector will not move on gender issues because the private sector focuses on profits or profits, but gender can go hand in hand with the private sector. As in this study, the private sector is represented by PT Orbit Ventura Indonesia which has signed an MoU with UIN Suska Riau to conduct training for female students so that they can gain off-campus experience from the industrial world and jobs that will be useful for students' career paths in the future. This program replaces the general education and teaching carried out at UIN Suska Riau which is worth 20 credits.

3. NGO (Non-Government Organizational)

The existence of NGOs in collaboration provides positive social change in the aspect of education³¹. Non-Government actors who collaborate in realizing gender-responsive universities at UIN Suska Riau are NGOs. Rumah KitaB is one of the NGOs that is quite intensely involved with the Centre for Gender and Child Studies UIN SUSKA RIAU and seven other Centres for Gender and Child Studies (who are members of an alliance called the Gender Responsive Universities alliance) in overseeing the implementation of gender-responsive universities. AMAN Indonesia (The Asian Muslim Action Network) participates in the management of the KUPI Goes To Campus/Pasantren project, which can suppress cases of violence in UIN Suska Riau's campus environment.

4. Campus Community

The collaboration carried out will not succeed if it is not supported by the campus community. The campus community consists of campus leaders, lecturers, staff, and students and includes the Gender Vocal Point Team. The gender vocal point team contributes to the implementation of activities supported by the Centre for Gender and Child Studies. The collaboration carried out by the gender vocal point team with several parties formed a gender forum that functions to increase gender responsiveness in universities. This discussion forum is held every month with a

²⁹ Papadonikolaki, E.; van Oel, C.; Kagioglou, M. "Organising and Managing Boundaries: A Structural View of Collaboration with Building Information Modelling (BIM)". *Int. J. Proj. Manag.* 37. (2029). 378–394

³⁰ Mukhlis, M.; Perdana, R. A. 'Critical Analysis of the Challenges of Collaborative Governance in Climate Change Adaptation Policies in Bandar Lampung City, Indonesia'. *Sustainability* (2022), 14, 4077. <https://doi.org/10.3390/su14074077>

³¹ Weymouth, Robert, Hartz-, Karp, J., Weymouth, R., & Hartz-Karp, J. (2015). Deliberative Collaborative Governance as a Democratic Reform to Resolve Wicked Problems and Improve Trust. *Journal of Economic and Social Policy*, 17(1), 1–32. <http://epubs.scu.edu.au/jesp%0Ahttp://epubs.scu.edu.au/jesp/vol17/iss1/4>

different theme. Collaboration with the community is formed through service. The implementation of service programs by students and lecturers aims to form gender awareness in the community.

Gender Responsive Universities through Collaborative Governance

The emergence of trust in the collaboration stage makes it easier for stakeholders to develop a common understanding to achieve a goal. Commitment and agreement together facilitate the implementation of gender-responsive universities at UIN Suska Riau. The involvement of the actors gave rise to deep concerns related to gender. The imbalance of resources gives rise to the power that one actor has to influence other actors. Indirectly, the strong role of one actor in directing gender responsiveness will affect the implementation of these indicators. Actors who have strong resources will bind other actors to be able to jointly achieve gender-responsive goals at UIN Suska Riau.

The implementation of gender-responsive university indicators at UIN Suska Riau is strengthened by the issuance of gender-related regulations such as Rector's Decree No. 1680/R/2022 concerning the implementation of PUG policies in the UIN Suska Riau campus environment, Rector's Decree No. 0588/R/2022 concerning the determination of the Gender Vocal Point Team; Rector's Decree No. 1681/R/2022 concerning the prevention and handling of sexual violence; Rector's Decree No. 1682/R/2022 concerning operational standards for the prevention and handling of sexual violence; and Rector's Decree No. 1683 /R/2022 concerning the establishment of an integrated service unit for the prevention and handling of sexual violence as a facility provided by the rector through Centre for Gender and Child Studies. It will also maximize the facilities of various activities in the implementation of gender-responsive universities, such as providing facilities in gender profile bookkeeping and providing the Marwah Journal as a forum for gender-responsive research. The support of gender-responsive indicators can also be seen from the provision of courses that discuss genders, such as tafsir science, which discusses female philosophers and marriage law, the jurisprudence of munakahat, sociology of law and customary law.

Collaborative governance sees institutional design as part of strengthening commitment between stakeholders so that the implementation of gender-responsive indicators is in line with common goals. Through the regulations issued by UIN, cooperation has emerged through MoU with the private sector and NGOs³². Strengthening trust and commitment by stakeholders resulted in cooperation through MoUs with PT Orbit Ventura Indonesia and AMAN Indonesia. The collaboration with PT Orbit Ventura Indonesia resulted in an Artificial Intelligence (AI) training program for male and female students, the collaboration between UIN Suska Riau and AMAN Indonesia resulted in the KUPI to Campus project to minimize sexual violence in the

³² Sri Hastuti, "UIN SUSKA RIAU TANDATANGANI MoU DENGAN PT. ORBIT VENTURA INDONESIA"; <https://www.uin-suska.ac.id/blog/2023/01/02/uin-suska-riau-tandatangani-mou-dengan-pt-orbit-ventura-indonesia/>; Internet; accessed on 27 April 2022

campus environment. The actors who collaborate in the implementation of gender-responsive universities are leaders, the academic community who understand gender, such as the gender vocal point team, Centre for Gender and Child Studies friends, leaders of organizations from within the campus, as well as the private sector, NGOs and the community as actors from outside the campus.

In the collaboration of the implementation of gender-responsive universities, the interface dialogue is the beginning of the unification of common views on gender-responsive between stakeholders. The opening of dialogue between stakeholders will eliminate communication barriers and bring about good communication. Stakeholders communicate online by meeting in person to discuss more in-depth matters. Building trust by assigning tasks to actors who collaborate and high commitment by the actors through regulations and MoUs that have been mutually agreed. An agreement with the same understanding in realizing a gender-responsive university resulted in a real collaboration in the campus environment of UIN Suska Riau.

The Center for Gender and Child Protection or the Center for Women's Studies is the result of collaboration between stakeholders. Realizing the implementation of gender-responsive universities, the establishment of the Centre for Gender and Child Studies is a forum for every gender-based activity. The existence of the Centre for Gender and Child Studies raises gender awareness in the campus community with many activities such as webinars using speakers from Komnas Perempuan, national seminars and socialization related to the prevention and handling of sexual violence as well as collaboration with DP3AP2KB and the Terrorism Prevention Coordination Forum. Creating a gender profile in higher education is an important basis in determining a gender-responsive policy. The publication of the gender profile of UIN Suska Riau in 2022 is a form of collaboration between the academic community. The creation of gender profiles aims to provide stakeholders with access to determine the direction of the implementation of gender-responsive universities.

Strengthening collaboration must be tied to commitments between stakeholders so that the implementation is in accordance with the agreed goals. The Rector's Regulation on the Implementation of PUG in Higher Education, the issuance of the Rector's Decree Number 1680/R/2022 concerning the implementation of PUG in the university environment of UIN Suska Riau is the basic reference in realizing good cooperation between collaborating actors. Through this regulation, gender-responsive planning and budgeting can begin to be carried out by each faculty as planning activities on gender issues begin to be carried out. The implementation of activities must refer to careful planning and budgeting so that the ultimate goal of alleviating gender inequality in the campus environment can be socialized.

Gender-responsive university support starts by providing gender-related courses. Gender is a social interaction that requires a transformative approach in the

formation of competencies³³. Strengthening gender awareness in the campus environment begins through the provision of special materials on certain courses. Through the MoU with PT. Orbit Ventura opens opportunities for female students to develop skills in the field of artificial intelligence (AI) technology, which is very rarely followed by women. This training is expected to help provide information for women to be able to work in the field of technology that is minimally filled by women. Conducting public lectures through collaboration with the private sector is easy access for students to gain a better understanding of gender.

Gender-responsive research (cluster gender mainstreaming) at UIN Suska Riau was recorded at 6%. Gender-based research has been carried out by many lecturers and students. The access to research obtained by lecturers can be seen from the support of the university through the grants provided, especially the receipt of grant funds for gender issue quotas, which are quite high. Gender-based research motivations supported by universities describe good gender responsiveness at the college level. Not only lecturers, students are beginning to realize that gender issues are very interesting to be raised as a study. The number of research titles that lead to gender shows awareness related to gender responsiveness at UIN Suska Riau. The ease of access to publications through the Marwah journal managed by the Centre for Gender and Child Studies expands the reach of gender-based knowledge for the entire campus community. The Marwah journal is an important access in expanding the reach of gender-based research publications.

Gender-integrated community service can be seen from the lecturer's dedication with the theme of political education to female voters on September 13, 2023 to 45 women of the Ta'lim Al-Hijrah Mosque congregation and with the theme of community empowerment to prevent stunting through the use of local food ingredients on November 14, 2023, to the assisted community of Penyegat Village, Sungai Apit District, Siak Regency. Student collaboration in gender-responsive service took place in August-September 2023 in South Selatpanjang Village with the theme of being women- and child-friendly based on local wisdom. It is during this time of service that actors from the community are involved in a collaboration to realize a gender-responsive university. Gender-responsive university governance can be seen from the issuance of various policies that have been prepared by stakeholders, including the issuance of the SK PUG, SK gender focal point, decree on the prevention and control of sexual violence, SK SOP on the prevention and control of sexual violence, and Decree on the prevention and control of sexual violence, and the start of construction of disability facilities in each faculty at UIN Suska Riau in 2024.

The participation of the academic community in planning the evaluation resources and follow-up of the tri dharma of gender-responsive higher education can

³³ Ratnawati S, et al. 'Pedagogical competency profile: gender, a key role'. *Journal of Counseling and Education*.9(2). (2021).189-200.DOI: <https://doi.org/10.29210/164300>

be seen from the activities of student organizations that are not based on gender, but both women and men can participate in the planning of evaluation resources and follow-up of the tri dharma of higher education that are gender-responsive and the role of the leadership is very large to open up opportunities for all students to become a leader regardless of their gender. The occurrence of gender inequality in women's leadership in structural positions is motivated by women's ability to take positions. Stakeholders provide opportunities for every student to fill the highest positions, which are not only required for male students but also for women, who dominate positions, especially in the campus environment.

Policies issued by UIN Suska Riau to suppress and prevent violence against women and men. The MOU with AMAN Indonesia (The Asian Muslim Action Network) regarding the management of the KUPI Goes To Campus/Pasantren project is a collaboration with NGOs that can suppress cases of violence in the campus environment of UIN Suska Riau. The formation of the Gender Vocal Point Team helps the enforcement of gender-responsive indicators run well. Under the authority and responsibility of the Gender Vocal Point Team, there will be a lot of cooperation in preventing violence against women. The Vocal Point Gender Team supervises the implementation of collaboration between actors. The collaboration will later be able to reduce the number of violent incidents at UIN Suska Riau, along with the issuance of various policies to prevent and handle cases of violence at UIN Suska Riau.

CONCLUSION

The implementation of gender-responsive higher education at UIN Suska Riau through collaborative governance demonstrates that collaboration, accompanied by commitment and trust, leads to positive changes in gender issues. The implementation of gender-responsive indicators has been optimal, though some aspects are still not perfect, considering the general campus community's lack of awareness about gender issues. Cooperation among stakeholders has been a positive factor in raising gender awareness on campus and addressing gender inequality issues. Collaboration among government actors, the private sector, NGOs, and the campus community has successfully implemented these indicators. For instance, the private sector indirectly contributes to gender-responsive education, teaching, and research; NGOs participate in PSGA activities, particularly in creating a zero-tolerance policy for violence against women and men; government actors, including academic staff of UIN Suska Riau, contribute to gender profiling, policy planning, such as the Rector's Decree on Gender Mainstreaming (PUG) and other gender-related policies; and the community participates in integrated gender service initiatives from UIN Suska Riau.

The strong role of one stakeholder in implementing gender-responsive higher education indicators has fostered clear commitment among all involved actors. However, imbalances in power and resources and a lack of participation incentives have resulted in less socialization among collaborating actors. Ideally, collaboration should facilitate the swift execution of activities, but this remains a challenge due to the numerous systems that the private sector and NGOs must navigate. Strengthening

collaboration with the private sector and NGOs is needed to ease UIN Suska Riau's efforts to reduce gender inequality on campus. Leadership facilities and institutional designs aligned with shared goals and missions place UIN Suska Riau as a champion in PSGA at the Intermediate level of PTRG. This research has limitations in assessing stakeholders' ability to lead gender issues amidst fluctuating trust and collaboration challenges.

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