SDGS5 (GENDER EQUALITY): PERFORMANCE OF WOMEN AS LEADERS OF ISLAMIC HIGHER EDUCATION INSTITUTIONS

SDGS5 (KESETARAAN GENDER): KINERJA PEREMPUAN SEBAGAI PEMIMPIN LEMBAGA PENDIDIKAN TINGGI ISLAM

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ABSTRACT

This study aims to examine the relationship between the SDGs report disclosure in Islamic higher education institutions and the performance of gender of rectors. The study used a quantitative approach as a disclosure index and nonparametric test to data analysis. The results show that there is no correlation between the SDGs report disclosure to performance of the gender of rectors and age university. Even though there is no influence of the gender of rector and age university on SDG report disclosure, the performance of female rectors is equally competitive with male rectors. This can be seen in several institutions led by female rectors that managed to enter the Webometrics PTKIN 2023 Ranking. A comprehensive understanding of the influence of gender and age university on rector performance and university commitment to the SDGs is crucial for fostering inclusive, equitable, and sustainable institutions. The findings of this research have important implications for policymakers, practitioners, and scholars in the field of higher education.

Keywords: gender equality, higher education, SDGs report, women rector.

ABSTRAK

Penelitian ini bertujuan untuk menguji hubungan antara pengungkapan laporan SDGs di lembaga pendidikan tinggi Islam dan kinerja gender rektor. Penelitian ini menggunakan pendekatan kuantitatif sebagai indeks pengungkapan dan uji nonparametrik untuk analisis data. Hasil penelitian menunjukkan bahwa tidak ada korelasi antara pengungkapan laporan SDGs dengan kinerja gender rektor dan usia universitas. Meskipun tidak ada pengaruh gender rektor dan usia universitas terhadap pengungkapan laporan SDGs, kinerja rektor perempuan sama-sama kompetitif dengan rektor laki-laki. Hal ini dapat dilihat pada beberapa lembaga yang dipimpin oleh rektor perempuan yang berhasil masuk dalam Peringkat Webometrics PTKIN 2023. Pemahaman yang komprehensif tentang pengaruh gender dan usia universitas terhadap kinerja rektor dan komitmen universitas terhadap SDGs sangat penting untuk mendorong lembaga yang inklusif, adil, dan berkelanjutan. Temuan penelitian ini memiliki implikasi penting bagi para pembuat kebijakan, praktisi, dan akademisi di bidang pendidikan tinggi.

Kata Kunci: Kesetaraan Gender, Pendidikan Tinggi, Laporan SDGs, Rektor Perempuan

INTRODUCTION

The Sustainable Development Goals (SDGs) are a sustainable development agenda that promotes changes based on universal, integrated, and inclusive principles to ensure that "No-one is Left Behind." The SDGs consist of 17 goals and 169 targets agreed upon by 193 United Nations (UN) member states, including Indonesia. In Indonesia, the SDGs are formulated in Presidential Regulation No. 59 of 2017 on the Implementation of Achieving Sustainable Development Goals (SDGs). This presidential regulation serves as a reference for the central and regional governments, civil society organizations, and other stakeholders in efforts to achieve the SDGs. Development through a gender lens is an accelerator in achieving sustainable development goals, particularly in the higher education sector. More than two years into the implementation of the 2030

Agenda for Sustainable Development, gender equality is fundamental to realizing the promises of sustainability, peace, and human progress by UN Women 2018. However, gender inequality persists in Indonesia, both in the public and domestic spheres, hindering participation in achieving these goals.

Gender equality is included in SDGs under goal 5, which aims to achieve gender equality and empower all women and girls, including in the field of higher education in Indonesia. Nevertheless, data from the Gender Development Index (GDI) indicates that gender equality in Indonesia has not been well-established. In 2021, Indonesia was recognized as the country with the highest gender inequality in ASEAN. The goal of gender equality is to eliminate all forms of discrimination that often occur in households and workplaces, ensuring the right to own property, equal access to education, and freedom to participate in political, social, and economic life by UN Women 2018.

In recent years, there has been a growing recognition of the need for diversity and inclusion in leadership positions within various fields, including religion. While progress has been made in breaking down gender barriers, there are still challenges faced by women rectors that are rooted in intersections of their identity. However, it is important to consider that leadership positions in religious institutions have been traditionally held by men for centuries. Some may argue that maintaining this tradition is crucial for preserving the integrity and principles of the religious organization. Additionally, some individuals may believe that women rectors may face resistance from congregants who hold traditional views about gender roles and leadership, potentially leading to division and conflict within the religious community. These opposing viewpoints suggest that the appointment of women rectors may not always be well-received and could disrupt the harmony and stability of the religious institution. The United Nations' Sustainable Development Goals emphasize the importance of gender equality and women's empowerment, including within religious institutions. According to a report by the UN, transparency and accountability play a crucial role in achieving these goals. Therefore, it is imperative for religious organizations to disclose their efforts and progress in appointing women rectors and promoting gender equality within their institutions. Besides increasing the numerical proportion of female leaders in the academic world, it is also crucial to undertake challenging work that challenges academic cultural practices and the conceptualization of 'leadership' dominated by gender (Read & Kehm, 2016). Figure 1 presents the gender distribution of rectors in Islamic Higher Education Institutions (PTKIN) in Indonesia:
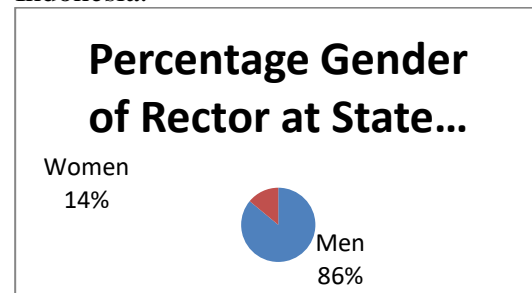

Figure 1. Percentage Gender of Rector at State Islamic Higher Education

In the context of the Sustainable Development Goals, the impact of gender on rector performance is a relevant consideration. Gender equality is integral to achieving the SDGs, and diverse perspectives in leadership can lead to more comprehensive and equitable decision-making processes. Therefore, it is imperative to assess the

influence of gender on rector performance within the framework of the SDGs. Leadership of women has been a significant polemic in Islamic history. This issue is pressing because, in some Muslim-majority countries, women's leadership is considered taboo (Bakri, 2020) There are some informal rules that can create barriers to women's advancement (Kuzhabekova & Almukhambetova, 2021). Research by (Abidin, Zainal. Ghani, Muhammad Faizal A., Pabbajah, Mustaqim, Fatmawati, 2023) states that the existence of women in the management of educational institutions still needs to be accommodated proportionately. The lack of representation of women in the top management of State Islamic Universities reinforces gender bias. The lack of representation of women is not only caused by personality and social culture, but also by the obstacles of women's lecturer qualifications, patriarchal culture, and gender-biased religious understanding. Likewise, government policies that have not been affirmative towards gender awareness have resulted in neglect of women's leadership. In other words, the involvement of women in the development of educational institutions can only be felt in part due to the paradigm that has been built, which is still dominated by men. The lack of representation of women leaders, but they have good performance with the entry of several of their campuses in the Webometrics PTKIN 2023 Ranking. Based on the background and previous research above, the researcher aims to analyze (1) the gender difference of the rectors towards the disclosure of the SDGs Report of PTKIN in Indonesia and (2) the difference in the age of the university towards the disclosure of the SDGs Report of PTKIN in Indonesia.

Gender of Rector and SDGs Report Disclosure

Legitimacy and stakeholder theory are proposed as the theoretical basis for the relationship between gender and SDGs report disclosure, assuming that by organizations disclosing more non-financial information, stakeholders and social contracts will appreciate or give high reputation (Branco & Rodrigues, 2008). Stakeholders often have a role in determining the extent to which an organization operates sustainably and socially responsibly. Gender inequality remains a persistent issue in many societies worldwide, including in the context of education. In recent years, there has been increasing recognition of the importance of promoting gender equality in higher education, particularly in Islamic institutions. The United Nations' Sustainable Development Goals (SDGs) have also highlighted the need for greater attention to gender equality as a means of promoting sustainable development. One important aspect of promoting gender equality in higher education is the role of women in leadership positions, especially as rectors of institutions. However, research on the performance of female rectors in Islamic higher education institutions remains limited, particularly concerning the disclosure of SDGs reports.

Gender equality is an integral part of achieving the SDGs, and diverse perspectives in leadership can lead to more comprehensive and equitable decision-making processes. Therefore, it is crucial to assess the influence of gender on rector performance within the framework of the SDGs. Additionally, fostering an inclusive environment and providing support for all rectors, regardless of gender, is essential for the progress of our institutions and the achievement of the SDGs. Female

rectors bring unique perspectives and approaches to leadership, which can positively contribute to more inclusive and effective institutions, aligning with the goals of Sustainable Development. With the involvement of female representation in organizational leadership, it is hoped that higher education institutions can communicate through the disclosure of SDGs reports and seek good legitimacy within the higher education community. The first hypothesis is proposed as follows

H1: There is a difference in the disclosure of SDGs reports between male and female rectors in State Islamic Universities in Indonesia.

Age Institution and SDGs Report Disclosure

According to legitimacy theory, organizations must comply with the terms of the social contract they have signed with the context in which they operate their activities (Deegan, 2002). Sustainability disclosure is a strategy that addresses some aspects of legitimacy issues (Fernando & Lawrence, 2014), in the business context, older organizations are more likely to meet social expectations than younger organizations (Roberts, 1992). In this case, the greater experience of established organizations can make them disclose more non-financial information, thus legitimizing their sustainability (Al-Gamrh & Al-dhamari, 2021). Based on stakeholder theory, the dissemination of sustainability information allows organizations to meet the expectations of stakeholders, which provides organizations with critical resources to achieve their goals, thus ensuring their survival and long-term success(Donaldson & Preston, 1995)(Chiu & Wang, 2015). In addition, in this perspective, older organizations are more aware that a higher level of

sustainability disclosure allows them to build a solid organizational image and improve relationships with all stakeholders(Al-Gamrh & Al-dhamari, 2021).

Furthermore, the age of a university also plays a significant role in its commitment and contribution to the SDGs. Older universities often have established networks, resources, and experience that can be leveraged to make a substantial impact on sustainable development. On the other hand, younger universities may be more agile and innovative in their approach to integrating the SDGs into their core operations and academic programs. Research(Sanchez, Raquel Garde, Bolívar, Manuel Pedro Rodríguez, Hernandez, 2021), which analyzed how the main characteristics of universities can influence the disclosure of CSR information online, failed to find a relationship between the age of the university and CSR disclosure. However, established universities, relying on greater experience, may use SDG disclosure to meet the terms of the social contract, thus gaining legitimacy for their operations. Therefore, based on the theories and previous research above, the researcher formulates the second hypothesis as follows:

H2: There is a difference in the disclosure of SDGs reports between older and younger in State Islamic Universities in Indonesia.

RESEARCH METHODS
Research Category and Data

This study is explanatory research and the approach of quantitative research was applied. This research relies on a positivistic paradigm (Farady Marta et al., 2019) as well as a quantitative approach. The population of this study are State Islamic Higher Education at Indonesia. The data from the Directorate

of Islamic Higher Education states that there are 58 State Islamic Higher Education Institutions (PTAIN) in Indonesia: 29 State Islamic Universities (UIN), 24 State Islamic Institutes (IAIN), and 5 State Islamic Colleges (STAIN). Here is presented the representation of the gender of rectors at State Islamic Higher Education Institutions in Indonesia.

Table 1. Representation of Gender of Rectors at State Islamic Higher Education

Gender of Rector	Total
Men	51
Women	7

Source: Author Compilation, 2024

Operational Definitions

University Social Responsibilities are ethical policies that significantly influence the quality of performance of a university, encompassing students, educators, all staff, and all university administrators through responsible management of the educational, cognitive, employment, and environmental impacts generated by the university through interactions with the community in order to achieve sustainable human development(Denovis & Z, 2019). In line with the obligation to carry out the Tridharma of Higher Education, universities must commit to playing a role in achieving the Sustainable Development Goals (SDGs) and must be able to become a center of excellence in their core competencies. The university prioritizes SDGs in the process of education and teaching while also becoming a partner to the government and other stakeholders in monitoring and evaluating the implementation of TPB/SDGs. This research uses a proxy for disclosing sustainability development reports. Based on the Metadata of Global SDGs Indicators, the Indonesian TPB/SDGs Indicators include 17 Goals, 169 Targets, and 319 Indicators. The university's age variable is measured as the total number of years since its establishment, following previous literature (Gallego-Álvarez et al., 2011). Measuring gender diversity in an organization involves assessing the representation and involvement of both men and women across various levels and functions (Laursen & Austin, 2020).

Data Analysis Techniques

The analysis technique used in this research is the disclosure index. According to (Nikolaj Bukh et al., 2005), the formulation, the numerical index is as follows:

Score = ($\Sigma di/ M$) x 100%

Where,

Score: Sustainable Development Report Index

di: 1 if a Sustainable Development Report is appropriate and 0 if the Sustainable Development Report is not appropriate (binary scale)

M: total number of measured items (17 items).

The index is a data collection technique to create numerical information that uses a coding system with the use of numbers 0 and 1, aiming to assist researchers in understanding the extent to which universities comply with the Sustainable Development Report index. The binary scale only has one of two states: 0 and 1, where 0 means the attribute is not present, and 1 means it is present (Han et al., 2012). The variable gender of the rector uses a coding system with the use of numbers 0 and 1 to assist the researcher in understanding the gender of rectors in State Islamic Higher Education Institutions (PTKIN) in Indonesia. The number 0 is used if the rector is male, and the number 1 is used if the rector is female. The variable "age instituttions" is measured as the total number of years since the establishment

of the university, in accordance with previous literature (Gallego-Álvarez et al., 2011). Before conducting hypothesis testing, the researcher performs classical assumption tests. After conducting the classical assumption tests, the researcher then proceeds to perform T-tests to examine the formulated hypotheses.

RESULTS AND DISCUSSIONS

The following are the results of the hypothesis testing using Kruskal-Wallis Test for gender and SDGs report, then the hypothesis testing using Mann-Whitney Test for age institutions and SDGs report in Table 3 and Table 4.

Table 3. Hypothesis Testing Result-Gender and SDGs Report Test Statistics[a,b]

	SDGsReport
Asymp. Sig.	.863

From the results of the Kruskal-Wallis test above, it is known that the asymptotic significance value is 0.863, which is greater than 0.05. Thus, it can be concluded that Ha_1 is rejected, meaning there is no significant difference in the gender diversity of rectors in State Islamic Higher Education Institutions (PTKIN) in Indonesia regarding the disclosure of SDGs Reports.

Table 4. Hypothesis Testing Result-Age Institutions and SDGs Report Test Statistics[a]

	AgeUniversity
Asymp. Sig. (2-tailed)	.268

From the results of the Mann-Whitney U test above, it is known that the asymptotic significance value is 0.268, which is greater than 0.05. Thus, it can be concluded that Ha_2 is rejected, meaning there is no significant difference in the age institutions in State Islamic Higher Education Institutions

(PTKIN) in Indonesia regarding the disclosure of SDGs Reports.

Discussion

The research results indicate that there is no significant difference in State Islamic Higher Education Institutions (PTKIN) in Indonesia, whether led by more or fewer female rectors, in terms of disclosing SDGs Reports. Therefore, there is not enough evidence to conclude that there is a significant difference in the gender diversity of rectors in PTKIN in Indonesia regarding the disclosure of SDGs Reports.

The representation of women in higher education is still not proportional compared to male leaders. In fact, there is a lack of representation of female leaders in State Islamic Higher Education Institutions that reinforces gender disparities. This research proves that the lack of representation of female leaders is not only caused by personality, patriarchal culture, and religious understanding related to the gender of leaders. Even though there is no influence of the gender of the rector and the age of the university on SDG report disclosure, the performance of female rectors is equally competitive with male rectors. This can be seen in several institutions led by female rectors that managed to enter the Webometrics PTKIN 2023 Ranking. The government's policies do not fully understand the existence of gender disparities, resulting in female leadership not being a priority, as university leadership is still dominated by male leaders. This research aligns with the study(Abidin, Zainal. Ghani, Muhammad Faizal A., Pabbajah, Mustaqim, Fatmawati, 2023) on the representation and recognition of women in higher education, especially in State Islamic Higher Education Institutions. The gender diversity of rectors in PTKIN in Indonesia does not

have a significant influence on the disclosure of SDGs Reports. Women's leadership in higher education institutions can be observed(Pramitha, 2020)

In Indonesia, particularly in higher education institutions, women still face obstacles in reaching the highest leadership positions, despite the increasing recognition of gender equality. Women report that they encounter barriers not from the institutions but rather from family responsibilities, patriarchal culture, and a lack of support (Cahyati et al., 2021). Indonesia needs to make additional efforts to enhance the disclosure of SDGs Reports, irrespective of the gender diversity of their rectors. Although women perform well in various multidisciplinary settings, research indicates that gender gaps still exist in academia, especially in positions of power(Morais et al., 2022). The contributions of women in leadership positions in higher education can help us identify challenges related to equality and empowerment, thus contributing to the achievement of SDGs Goal 5.The research results indicate that there is no significant difference in the age of State Islamic Higher Education Institutions (PTKIN) in Indonesia, whether older or younger, in terms of disclosing SDGs Reports. Therefore, there is not enough evidence to conclude that there is a significant difference in the age of PTKIN in Indonesia regarding the disclosure of SDGs Reports. The age of institutions does not have a significant influence on the disclosure of SDGs Reports, which is not in line with the study by (De Iorio et al., 2022). But, this research is in line with previous studies(Alsaeed, 2006); (Hossain & Reaz, 2007); (Soliman, 2013) founds no relationship between the age of the company and disclosure.

Both older and younger higher education institutions need to make additional efforts to enhance the disclosure of SDGs Reports as part of the ongoing education initiatives in Indonesia. In conclusion, a comprehensive understanding of the influence of gender and age on rector performance and university commitment to the SDGs is crucial for fostering inclusive, equitable, and sustainable institutions.

CONCLUSION AND SUGGESTION
SDG report disclosure is instrumental in promoting gender equality within religious institutions and advancing the global commitment to the SDGs. By embracing transparency and accountability, religious organizations can actively contribute to the empowerment of women rectors and the realization of a more equitable society. Age University is a prime example of an institution that has embraced the importance of gender equality and women's empowerment in leadership roles. The limitation of this research is that the data used only represents State Islamic Higher Education Institutions (PTKIN) in Indonesia. Therefore, future research could utilize data from state and private higher education institutions. Additionally, the research variables could be further developed.

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