Women's leadership model in Islamic Religious College (PTKIN) in implementing gender responsive program policies
(Case studies at IAIN Bukittinggi, IAIN Ponorogo, and IAIN Metro Lampung)

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ABSTRACT

This research is a disparity in women's leadership, especially in the context of Islamic universities in Indonesia. This is because women's leadership still faces many challenges, such as stereotyping and marginalisation of women, both in the educational, social and cultural spheres. This study aims to analyse and evaluate the leadership model of the female rector of PTKIN in implementing gender-responsive programs. This research is field research, namely field research using a qualitative approach. The data needed is the PTKIN rector model including the rector of IAIN Bukittinggi, IAIN Ponorogo, and IAIN Metro Lampung. Data collection techniques using observation, interviews and documentation, with descriptive and narrative analysis. The results of the study indicate that in implementing gender-responsive programs, namely planning and implementing activities, it shows that the three rectors of PTKIN, namely IAIN Bukittinggi, Ponorogo, and Metro Lampung, tend to be transformational-democratic. It is proven from the seven prerequisites that have been set that the planning of

gender-responsive programs in its planning is moderate and open in accepting input, proposals and suggestions regarding the planning and implementation of activities as well as budgeting for activities from their subordinates. At the time of performance, they facilitated the administrative process, budget disbursement, and bureaucracy. While in the evaluation activities, although they are still said to be democratic and moderate, in the evaluation activities their leadership style is also a little permissive, an indication that they accept the evaluations carried out.

Keywords: *Leadership; women; PTKIN; gender responsive.*

ABSTRAK

Penelitian ini merupakan disparitas kepemimpinan perempuan, khususnya dalam konteks perguruan tinggi Islam di Indonesia. Sebab, mengenai kepemimpinan perempuan masih menghadapi banyak tantangan, seperti stereotip dan marginalisasi terhadap perempuan, baik di lingkungan pendidikan, sosial, dan budaya. Penelitian ini bertujuan menganalisis dan mengevaluasi model kepemimpinan rektor perempuan PTKIN dalam mengimplementasikan program responsif gender. Penelitian ini merupakan penelitian field research yaitu penelitian lapangan dengan menggunakan pendekatan kualitatif. Data yang dibutuhkan adalah model rektor PTKIN di antaranya rektor IAIN Bukittinggi, IAIN Ponorogo, dan IAIN Metro Lampung. Teknik pengambilan data menggunakan observasi, wawancara dan dokumentasi, dengan analisis deskriptif dan naratif. Hasil penelitian menunjukkan bahwa dalam kegiatan implementasi program responsif gender yaitu perencanaan dan pelaksanaan kegiatan yang menunjukkan bahwa rektor ketiga PTKIN ini yaitu IAIN Bukittinggi, Ponorogo, dan Metro Lampung cenderung transformasional-demokratis. Dibuktikan dari tujuh prasyarat yang ditetapkan bahwa perencanaan program responsif gender dalam perencanaannya cukup moderat dan terbuka dalam menerima masukan, usulan dan saran berkenaan dengan perencanaan dan pelaksanaan kegiatan serta penganggaran kegiatan dari bawahnya. Pada saat pelaksanaan mereka mempermudah proses kegiatan secara administrasi, pencairan anggaran, dan birokrasi. Sedangkan pada kegiatan evaluasi, walaupun masih dikatakan demokratis dan moderat, tetapi pada kegiatan evaluasi gaya kepemimpinan mereka juga sedikit permisif, indikasinya mereka menerima saja evaluasi yang dilakukan.

Kata Kunci: *Kepemimpinan; perempuan; PTKIN; responsif gender.*

1. INTRODUCTION

Women's leadership may not be a problem in society, as evidenced by the many educational institutions, organizations, companies, and even countries led by women. Although conservative religions and socialists still do not recognize women's leadership. Doubts about accepting women's leadership in Islam continue to be clarified by interpreting and understanding several hadiths and verses that talk about women's leadership or equal rights between men and women. The right here is not only to be a leader but also in various aspects of fields and roles (IKAPI, 2020, 49). The disparity of women's leadership in higher

education has been the concern of scholars for decades. However, the problem still exists today. In the context of Islamic universities in Indonesia (Hidayah & Munastiwi, 2019). Because, regarding women's leadership, they still face many challenges, such as stereotyping and marginalization of women, both in the educational, social, and cultural environment (Abdulrahman & Amoush, 2020).

Especially at PTKIN an Islamic higher education institution, there is still little female leadership. Especially for the Chancellor as the head of the Islamic higher education institution UIN/IAIN/STAIN based on the data obtained there are 6 female Chancellors in the PTKIN environment. These include UIN Syarif Hidayatullah Jakarta, IAIN Manado, IAIN Ponorogo, STAIN Meulaboh, IAIN Bukittinggi, and IAIN Metro Lampung. As for the positions of department heads, deputy deans, and deans to vice-chancellors at PTKIN, there are quite a few. It seems that in PTKIN, women are still subordinates, that is, they are still part of the leadership of the institution, but with women being the heads of PTKIN, this is progress and pride.

Gender is a thought and understanding that is manifested in implementing equality and justice in the roles between men and women, equality and justice in obtaining rights in society such as the rights of the elderly, children, disabled, men and women. However, it is still the fulfilment of children's rights, and women get the biggest share. In fact, of the five universities under PTKIN, only one is under the leadership of women, and the female Chancellor has just been appointed. The five PTKIN are: UIN Syarif Hidayatullah Jakarta, UIN Walisongo, UIN Sunan Ampel, UIN Sultan Thaha Jambi, UIN Alauddin Makasar, and UIN North Sumatra (Susanto, 2019).

The negative impact if this research is not carried out is that the profile and model of women's leadership are not known to people, this is very important considering there are differences in the leadership of women and men. There must be a positive difference so that this positive thing will be a lesson for other PTKIN leaders. Considering that the structural access space/leadership positions are too dominated by hegemonic and gender bias perceptions (Butler & Preece, 2016), of course it will lead to social justice disparities (Baskaran & Hessami, 2018). However, when the network is considered cohesive (many connections between individuals), it is men who suffer from charismatic leadership disadvantages compared to women (Larsson & Alvinius, 2020). Perception of leadership does not only depend on whether the leader is a man or a woman, but the extent to which the quality, professionalism, and effectiveness of his leadership in leading (Brands et al., 2022). Therefore, leadership is defined as the ability to influence and mobilize others, and gender equality in leading in educational institutions is not a taboo subject. So, leaders can play a role, both men and women as long as they can be a leader (Wahyuni et al., 2020). If this research is not carried out, then how to implement gender-responsive program policies carried out by women leaders in PTKIN will not be known. Therefore, this research is very useful as a notification media in carrying out the mandate of the Constitution, Law, PUG, and so on.

So this research is very urgent because it tries to find a model of women's leadership in this case the 6 PTKIN Chancellors in carrying out their leadership duties, and how they integrate or provide gender-responsive values in every planning, activity, and campus evaluation. So that we get a model or leadership style in implementing gender-responsive programs. Furthermore, women's leadership is considered to be better in implementing

gender-responsive program policies in their institutions. This policy is supported by PMA No. 11 of 2006. The Ministry of Religion's policies and programs at PTKIN have begun to refer to the 2015-2019 RPJMN, such as the existence of facilities for women, children, and the disabled, including PUG as one of the studies in the research agenda, funding gender study journals and include PSGA as a structural PTKIN.

2. LITERATURE REVIEW

In order not to impress by repeating the study and finding the point of novelty in this study, the author tries to explain the position of this research based on the findings of previous studies related to the object under study. Leadership is defined as the ability to influence and mobilize others, and gender equality in leading in educational institutions is not a taboo subject. So, leaders can play either male or female roles as long as they can become a leader (Wahyuni et al., 2020). There are several forms of categorization of leadership styles, namely transformational, transactional, authentic, and authoritarian (Purwanto et al., 2020).

The role of optimism and self-efficacy has a significant positive effect on women's leadership styles at the university level partially and simultaneously (Marina & Utari, 2019). Female academic or managerial leaders to become leaders in Islamic Higher Education Institutions, using a direct appointment model in managerial positions, thus limiting highly motivated women or even men to apply for leadership careers. As a result, female academics have to face three challenges in leadership careers: those related to the balance between career and family as well as organizational culture and policies (Hidayah & Munastiwi, 2019). Gie in Maisah (Maisah, 2016) explains that managerial abilities include, first, the ability to know and understand their work; Second, the ability to move the organization specifically; Third, the ability to apply the basics, principles and basic principles of management.

In addition, nonverbal mimicry also affects the effectiveness of women's leadership. Nonverbal mimicry is one important mechanism by which female lead role models inspire women to undertake challenging leadership tasks. From a practical perspective, the visibility of women leaders is important, as visibility can drive the advancement of other women in leadership by giving women the opportunity to emulate and be empowered by successful female role models (Latu et al., 2019). Furthermore, Jessie Amanda Zabrina, and Roy Setiawan explained that leadership style is an important element of leadership. There are two styles of leadership when viewed from a gender perspective, namely feminine-masculine and transactional-transformational. Leadership style can affect the operating system in the company (Zabrina & Setiawan, 2014).

Thus, from several literature reviews, there is no previous research that has focused on research on gender studies as a whole, critical, in-depth and comprehensive on the women's leadership model at Islamic Religious Colleges (PTKIN) in implementing gender-responsive program policies at IAIN Bukittinggi, IAIN Ponorogo, and IAIN Metro Lampung.

3. METHOD

This type of research is field research (field research). In qualitative research, data collection techniques consist of several activities, namely: interviews, observations and documents (Yusuf, 2019, 373–391). Data analysis in this research is descriptive and narrative analysis. The descriptive data analysis method in qualitative research is useful for developing

theories that have been built from data that has been obtained in the field. At the initial stage of qualitative research, the researcher conducted an exploration, and then carried out in-depth data collection, starting from observation to preparing reports. Meanwhile, narrative analysis is a paradigm by collecting descriptions of events or events and then compiling them into a narrative using a storyline (Darmanita & M. Yusri, 2020).

4. FINDINGS AND DISCUSSION

4.1. PTKIN Women's Leadership Model Implementing Gender Responsive Policies in Gender Responsive

Planning and Budgeting Planning (PPRG) is an instrument to address the gaps in access, participation, control and benefits between women and men in the implementation of development to realize a more equitable budget (Ulfa et al., 2022). Based on the data and indicators that have been determined, the planning carried out by PTKIN which is the focus of this research can be seen from four areas, namely: First, university governance. Second, education and teaching. Third, research and development. Fourth, is community service. The elaboration of the four fields refers to Presidential Instruction No. 9 of 2000 which states the prerequisites or indicators for gender mainstreaming in Higher Education as seen from Commitment, that every university leader has a full commitment to implement gender mainstreaming. Policies, support from higher education leaders in the form of regulations or decrees (as a practical guide for implementing gender mainstreaming). Institutions, to strengthen and develop gender mainstreaming networks in higher education in the form of gender vocal points or PSW/PSGA working groups).

Based on the Presidential Instruction Number 9 of 2000 above, gender-responsive universities can be realized by fulfilling seven prerequisites for implementing gender mainstreaming, namely: 1) There is a written commitment that can be considered a policy on gender-responsive tertiary institutions; 2) The existence of policies that are revealed in regulations and policy instruments; 3) The existence of institutions in the faculties or bureaus; 4) The existence of human resources, budgetary resources, infrastructure resources, and other resources; 5) The existence of gender analysis tools as materials for development, evaluation and decision making; 6) The existence of gender-disaggregated data; 7) The role of students, lecturers, and non-educational staff. The seven points are indicators of the implementation of gender-responsive programs in this study. The gender-responsive planning carried out by IAIN Ponorogo, IAIN Bukittinggi and IAIN Metro Lampung are: *First*, there is a written commitment that can be considered a policy on gender-responsive higher education. *Second*, is the existence of policies that are revealed in regulations and policy instruments.

Policies regarding infrastructure, in written plans with written technicalities, IAIN Ponorogo, Metro Lampung and Bukittinggi have not yet made them. The reason for the general section of Ponorogo is that there are no clear technical guidelines for planning the creation of gender-responsive infrastructure. They do not want to go too far to make gender-responsive infrastructure as a form of caution not to violate the rules that have been set. However, functionally, the three PTKIN infrastructure facilities have been planned according to the needs of men and women. Such as the use of bathrooms and toilets, mosques, halls, meeting rooms, and so on. Regarding leadership policies regarding gender-responsive HR development, the three PTKINs are very gender-responsive, these three campuses do not

differentiate between education staff, lecturers, and students in their participation in improving their quality such as school permits, training permits, scholarships, career advancement and so on. Several gender-responsive plans have been carried out by IAIN Bukittinggi, Ponorogo, and Metro Lampung, namely:

The first, is the existence of institutions in the faculty or bureau. These three PTKIN, institutions already have an official institution that handles gender and child programs on campus, namely the Center for Gender and Child Studies (PSGA). PSGA is a structural institution that must exist in every PTKIN. Especially for IAIN Ponorogo, PSGA is currently still held by the chairman of LPPM, the reason being that IAIN Ponorogo has just changed status from stain so that several positions are still held concurrently by an official. Previously, the chairman of PSGA was promoted to head of LPPM, therefore for the time being Evie Maheasy also served as Chairman of LPPM and head of PSGA. Other institutions that are derivatives of PSGA, such as focal points, are only owned by IAIN Metro Lampung. While service institutions such as Guidance and Counseling, student organizations such as women's studies and so on, each PTKIN has it.

Second, is the existence of human resources, budgetary resources, infrastructure resources, and other resources. As explained in the policy section, at IAIN Bukittinggi, Ponorogo and Metro Lampung, they have planned on the procurement of human resources, budgets, and gender-responsive infrastructure. It is proven that from year to year these three institutions conduct workshops, research training, and study studies in the field of gender and children. This has an impact on the planned budgeting and its realization is increasing over time. Like IAIN Bukittinggi in 2019, it carried out more gender and child activities than the previous year. The campus has also planned to add gender-responsive infrastructure, such as providing a lactation room. Meanwhile, at IAIN Metro Lampung, gender-responsive infrastructure facilities are increasing after previously making gender-responsive toilets, in 2019 their child care room has also been operating. With the increase in infrastructure and activities to increase human resources in the gender sector, the budget for gender and children will automatically increase.

Third, there is a gender analysis tool as a material for development, evaluation and decision making. Field data found that the three PTKINs admitted that they were weak in using gender analysis tools in planning as material for program development, evaluation, and so on. according to Elfa from IAIN Metro Lampung, in addition to limited human resources, planning for activities in higher education is still limited to the leadership and planning department. The work unit section only submits the tor and the draft budget to the leadership, while the execution of activities that can be carried out or not is still under the authority of the leadership. Some activities that are planned using gender analysis are only carried out by PSGA, the analysis carried out is more on an analysis of conditional and scientific needs rather than an analysis based on disaggregated data.

Fourth, there is gender-disaggregated data. The disaggregated data at PTKIN is usually seen from the number of male and female staff and lecturers, as well as the number of male and female structural officers. The disaggregated data above, IAIN Ponorogo already has it, while IAIN Bukittinggi and Metro Lampung have data, but have not done any sorting in its entirety. In the PSGA program planning, it has been planned, but due to limited manpower, the sorting cannot be done in its entirety.

Fifth, is the role of students, lecturers, and non-educational staff. The roles of students, lecturers, and education staff in planning gender-responsive programs are still very few and limited. The role of lecturers in planning is only carried out by lecturers who hold campus structural positions and is only carried out by the PSGA campus in collaboration with research and publication centres and community service centres. Meanwhile, the involvement of education personnel is mostly carried out by LPPM staff and the planning department of the institution. Their role is limited to administrative roles only. Students in planning, parts of organizations that have women's studies such as the University Student Association, Faculties, and their Departments make budget plans and activities about women and sports activities specifically for men.

Based on the explanation above, if it is related to the style or model of the female Chancellor's leadership, it can be seen that their leadership is quite open, willing to accept input and dynamic. As stated by Z (pseudonym) from IAIN Bukittinggi who stated that their Chancellor was quite open and willing to accept input. Likewise, W, one of the leading elements of IAIN Ponorogo stated that their Rector with his motherly nature was very happy and open to receiving input in the form of budget proposals, programs, and others. In principle, he strongly agrees with the concept of gender in campus activities as long as it does not violate existing religious rules, laws and regulations. While IAIN Metro Lampung, according to M, their Chancellor was very happy with the proposed dynamic activities, he agreed with the change program as long as it was in line with the campus vision and mission.

4.2. PTKIN Women's Leadership Model Implementing Gender Responsive Policies in Realization

PPRG Implementation Activities at PTKIN cannot be separated from planning. Some of the implementations of PPRG at the IAIN Bukittinggi, Ponorogo, and Metro Lampung campuses based on predetermined indicators are: First, there is a written commitment that can be considered gender responsive higher education policy. The written commitment can be seen in the Senate Decree and Decree regarding gender-responsive campuses. Based on the data, it was found that of the three campuses studied, all of them did not have a decree on gender-responsive campuses such as UIN Sunan Ampel. Likewise with the campus senate stipulations; Second, the existence of policies that are revealed in regulations and policy instruments. Written policies that are revealed in the regulations related to gender responsiveness, can be seen in the regulations within PTKIN such as lecturer discipline regulations, student ethics, and gender-responsive employee discipline. Likewise with the leadership policies regarding gender-responsive infrastructure and gender-responsive human resource development.

There are two forms of institutional gender in PTKIN which are included in the campus structure and semi-autonomous institutions or not included in the campus structure. IAIN Ponorogo owns the PSGA but the head of the PSGA centre is still the chairman of the LPPM. Meanwhile, IAIN Metro Lampung and Bukittinggi are independent. Likewise with the gender institution derived from the PSGA, namely the focal point. IAIN Bukittinggi and Ponorogo do not yet have a focal point, while IAIN Metro Lampung has a focal point institution. Other institutions that are derivatives of PSG, such as Focal Point, are only owned by IAIN Metro Lampung. While service institutions such as Guidance and Counseling,

student organizations such as women's studies and so on, each PTKIN has it. The existence of semi-autonomous institutions, services, and gender-responsive student organizations will directly carry out and implement gender-responsive programs. This shows that these three PTKIN gender implementations are quite good. Although it is not yet fully integrated and touches the fields or programs of the faculty/study program.

In addition, these three PTKIN have created programs and activities to create good human resources in the gender field. Activities in the form of sending lecturers to gender classes, taking gender sort courses, conducting community service and gender research are allowed by the Chancellor. Likewise in terms of publications, for IAIN Bukittinggi in 2019, gender journals have been published, IAIN Ponorogo has integrated gender studies in the LPPM journal, while IAIN Metro Lampung has budgeted for gender journals in 2020. The increase in gender activities and programs at these three PTKINs has increased. from year to year. Like IAIN Bukittinggi in 2019, it carried out more gender and child activities than the previous year. Likewise, with IAIN Metro Lampung and Ponorogo, the increase in human resources has been carried out for a long time, so they began to increase human resources outside the campus about the gender field, such as conducting seminars, workshops, and training in the field of gender to the community.

In the implementation of activities based on gender analysis tools in the three PTKINs, it is still not quite implemented. As described in the planning, planning for gender activities has not been based on gender analysis and disaggregated data. However, during gender analysis activities it is more flexible to use. As stated by E at IAIN Ponorogo that some gender-based courses such as family law, community development, family education, jurisprudence and so on are given more to lecturers who understand gender and based on the number of sexes of the highest number of students in the class. As stated by S, at IAIN Metro Lampung, gender research gets quite a lot of quota because this study starts from a phenomenon in society. Therefore, this study has priority to get funding, because from this research it is hoped that it can solve problems in the community. With this research, the contribution of institutions to society will be more visible.

The role of students, lecturers, and non-educational staff. In planning, the roles of students, lecturers, and education staff in these three PTKINs are still limited in terms of authority and policies. However, during the implementation of activities, the role of students, lecturers, and education staff in implementing gender-responsive activities is quite large. This is evidenced in the activities carried out by their students working well together.

4.3. PTKIN Women's Leadership Model Implementing Gender Responsive Policies in Evaluation

In the evaluation section, the indicators used in implementing PPRG at PTKIN are not the same as indicators in planning and implementing activities. Although all prerequisite activities for gender mainstreaming in higher education are integrated into the evaluation. For this reason, several forms of evaluation carried out by IAIN Ponorogo, Bukitinggi and Metro Lampung in relation to PPRG are: Gender responsive planning carried out by IAIN Ponorogo, IAIN Bukittinggi and IAIN Metro Lampung.

First, is the existence of policies that are revealed in regulations and policy instruments. The regulations that have been made and implemented by the institution

regarding ethics, discipline, and so on, of course, experience development and must be evaluated. Can these regulations still be used and implemented, or should they be revised and innovated based on emerging problems or institutional needs? Like the smoking policy in the workplace, in line with the national policy not to smoke in public facilities, the institution must also revise smoking rules, permitted places, sanctions for violators and so on. IAIN Ponorogo realized this and formed a team to revise the institution's regulations regarding the disciplinary rules for lecturers and employees, and student ethics by including gender values in these regulations. Meanwhile, at IAIN Bukitinggi and Metro Lampung, policy evaluation has not been carried out.

Second, is the existence of institutions in the faculties or bureaus. In essence, gender issues are not only a problem between the roles of men and women but inequality, injustice, violence, sexual disorders and so on are part of the gender problem. For this reason, the role of gender institutions driven by the PSGA should be accompanied by the existence of derivative institutions from the PSGA, such as marriage consulting institutions, child protection and consultation institutions, women's cooperatives, and so on. PSGA's institutional performance should be evaluated and revised by the leader of the higher education institution. There is a discourse that the Study Center in this case the PSGA becomes an institution at the same level as the institution at PTKIN and needs to be reconsidered.

Third, is the existence of human resources, budgetary resources, infrastructure resources, and other resources. About the evaluation carried out by the leadership about human resource development activities in the gender sector at PTKIN Ponorogo, Bukitinggi, and Metro Lampung is more of an administrative evaluation. When an activity report has been made, and the report is by the budget and activity planning, it is considered that the activity is going well. Furthermore, the leadership handed over to the PSGA in empowering the HR. So, evaluation of the existence of human resources by the leadership to further enhance the role and empowerment of these human resources in dealing with gender issues on campus and in the community. In increasing the empowerment of female lecturers who are equal to male lecturers, especially the empowerment of female lecturers to occupy positions in the Higher Education environment. Therefore, in facing the MEA, female lecturers must be empowered equally and equally with male lecturers (Maisah, 2016).

Fourth, there are gender analysis tools and disaggregated data for development, evaluation and decision making. Although the planning and implementation of gender programs in these three PTKINs have not fully used disaggregated data and gender analysis, their use needs to be evaluated slightly by the Chancellor. The Chancellor must know why disaggregated data does not exist and why gender analysis is not used as the basis for policy-making, planning and implementation of gender-responsive programs in higher education. The evaluation carried out can lead to a policy so that the gender-responsive program at PTKIN is based on disaggregated data and gender analysis.

Fifth, is the role of students, lecturers, and non-educational staff. The Chancellor needs to evaluate the involvement of students, lecturers and education staff in gender-responsive activities. Similar to the evaluation of human resources, the evaluation carried out by the Chancellor is to monitor the activities and quality of individuals who play a role in these gender activities. Through a report from the PSGA, the Chancellor should obtain data on the

roles of students, lecturers, and education staff as well as the form of their roles. Evaluation can take the form of involving them in the next gender activity. Education includes the principles of gender equality. Gender bias in education results in not achieving educational goals. For this reason, equal education is needed where the institution's curriculum integrates gender in its subjects and lectures (Adriana, 2009).

Based on the data above, it can be seen that several forms of the evaluation carried out by the female chancellor of PTKIN in implementing gender-responsive programs are: 1) Evaluation in the administrative field. Almost all female rectors evaluate gender-responsive activities in the administrative field because administrative evaluation is a must in institutions. 2), HR Evaluation. This evaluation is an evaluation carried out after the activities of improving the human resources of the academic community in the gender field. These activities include workshops, seminars, training and so on. 3), Budget evaluation. Budget evaluation is indicated by increasing or decreasing the budget for gender-responsive activities. The increase and decrease in an activity budget in a work unit on campus cannot be separated from the evaluation carried out on previous activities. The female Chancellor along with other leaders will conduct an evaluation, evaluate the gender-responsive activities that have been carried out, when seen to provide benefits, change, improve quality, and meet campus accreditation indicators, of course, follow-up activities from the next activity and will add to the budget for gender-responsive activities. 4) Evaluation of the need for facilities and infrastructure. Facilities and infrastructure that accommodate the needs of the male or female academic community. Such as lactation rooms, smoking areas, child care, representative bathrooms for men and women, and so on.

The three models of the Chancellor's leadership in implementing gender-responsive programs on their respective campuses are more democratic in style. These three Chancellors are quite open, responsive, and accommodate the planning and implementation of gender programs. Evidenced by the increase in gender-responsive activities from year to year. However, their leadership pattern also has weaknesses, namely the existence of a firm attitude in the form of a gender-responsive campus decree which can be the basis for integrating gender in every field, regulation, planning, activity, development and evaluation of the campus. Here it takes the courage, innovation, and sincerity of the three Chancellors above, to produce gender-responsive campus policies during their leadership.

The implementation of gender-responsive programs on campus must be driven by PSGA, as a formal and official campus institution dealing with gender and children. The movement is carried out not only on campus by involving the entire academic community, but also movements in the community so that gender and child problems can be resolved. Throughout the description of the implementation of gender programs in the three PTKINs above, PSGA has shown its role well as a driver and implementer of activities. However, in the future the role of PSGA is expected to play a role in terms of: first, encouraging the Chancellor or leader to make written gender-responsive campus policies. Second, PSGA can help leaders to formulate, coordinate, communicate, and implement work plans for the tri dharma of higher education that are gender-responsive, such as teaching education, research, publications, and community service. Third, PSGA can also collaborate with intra- and extra-campus institutions in gender mainstreaming. Fourth, PSGA can also draft, and set standards, guidelines and criteria for planning, managing activities and evaluating gender equality

activities. Fifth, PSGA can provide a mandate to competent institutions or work units to carry out gender activities and carry out quality control, monitoring and evaluation.

5. CONCLUSION

The model or leadership style of female rectors at three PTKIN namely IAIN Bukittinggi, Ponorogo, and Metro Lampung is on program planning and gender-responsive budgets tend to be democratic. It is proven from the seven prerequisites that have been set that the planning of gender-responsive programs in its planning is quite open and receptive to receiving input from subordinates. The rectors also give planning authority according to the competent divisions such as planning, PSGA, General affairs and so on. Meanwhile, the implementation of programs and the realization of gender-responsive budgets tend to be democratic. It is proven from the seven prerequisites set out in the implementation of gender-responsive programs by providing administrative, bureaucratic, and process convenience. The female rectors only supervise the activities, open communication for subordinates in consulting activities to be carried out, and provide confidence for PSGA in developing their activities. The valuation of gender-responsive programs and budgets is democratic and slightly permissive. It is evident from the seven prerequisites that have been set, that the evaluation carried out by the female rector, although giving authority to the implementation and evaluation process in the implementing part or work unit, is still monotonous in the evaluation. Evaluation is considered sufficient with a written activity report and tends to be passive with a follow-up activity plan. This causes no follow-up activities and is completely left to the PSGA. The reason is that the Chancellor's understanding of the concept and understanding of gender is still not sufficient.

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