

Implementation of Gender Responsive Policies in Higher Education: A Study at Three Universities in North Sumatra

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Abstract

One of the problems that are often faced related to the implementation of Gender Mainstreaming in Higher Education is Do Higher Education Have Policies, Programs, Activities, and Budgeting by paying attention to the needs of men and women in the Governance of the Tridharma of Higher Education through the Gender Mainstreaming Strategy. Based on these conditions, the purpose of this study is to find out whether universities have Gender Responsive Policies, Programs, Activities and Budgeting to build gender sensitivity and commitment of policy makers to make Higher Education Gender Responsive. In addition, this research will produce publications in accredited national journals in Sinta-2 and additional outputs in the form of Copyright in the form of books with ISBN. The research method uses a qualitative research design with a case study approach. Where the subject of this research will be taken with a purposive sampling approach. The primary data collection techniques used in-depth interviews and documentation. The collected data is then analyzed using a qualitative approach with an interactive model as proposed by Miles and Huberman, namely; Data reduction, data presentation, and conclusion drawing/verification. The results of the research show firstly that the three universities representing universities in the city of Medan in general have not yet become gender-responsive universities. This can be seen from the absence of policies, programs, activities and budgets that accommodate the needs of all lines, both men, women, children, disabilities and others. Second, the lack of gender sensitivity and commitment from policy makers to make it a Gender Responsive University. Third PSGA does not yet have a role in providing understanding to structural officials and the academic community about the formation and development of Gender Responsive Higher Education. However, one thing that attracts Islamic universities is to implement gender-responsive universities.

Keywords

policy; gender responsiveness;
higher education



I. Introduction

Issue Gender mainstreaming has existed for a long time but in the last two decades the issue of gender mainstreaming has become stronger and socialized in various fields of social, economic, political and cultural life. This began with the inclusion of the issue of gender mainstreaming in the first phase of the global development agenda, known as the Millennium Development Goals (MDGs). In the MDGs, the gender mainstreaming agenda includes the third goal, namely Encouraging Gender Equality and Empowering Women. This agenda continues in the second phase of global development (2015-2030) called the Sustainable Development Goals (SDGs). In the SDGs, the gender mainstreaming agenda is included in the fifth goal with the title Gender Equality and Empowering All Women and Children.

The government through Presidential Instruction No. 9 of 2000 concerning Gender Mainstreaming In national development, mandates all leaders of Ministries/Institutions and Regions including Universities in accordance with their respective duties, functions and authorities to implement the Gender Mainstreaming strategy in achieving gender equality. Through these roles and tasks, it is hoped that universities can help build and increase understanding of gender equality which has an impact on the knowledge, attitudes, behavior of educators and education staff as well as students in the practice of daily life and the profession that will be undertaken. The academic community must work hard to achieve the targets of the Sustainable Development Goals (SDGs) through research and integrating the mandate of achieving SDGs in the curriculum. Therefore, from more than 160 public and private universities in North Sumatra, they are expected to have a very important role in supporting the process of socialization and diffusion related to PUG and gender justice in society. This is because Higher Education as an educational institution has the ability to completely change the social structure of society

Universities have a strategic role in promoting and succeeding the principles, goals, targets, and indicators of the SDGs. The mainstreaming of SDGs into universities can be done through the university's 'business mode', namely the Tridharma of Higher Education covering aspects of teaching/education, research and service. In the education aspect, SDGs mainstreaming can be done through initial socialization of SDGs to first semester students, incorporating SDGs material in special courses, making modules/teaching materials on SDGs, and several seminars related to each of the SDGs pillars: social, economic, legal and environmental. In the research aspect, universities can synergize SDGs and higher education research topics through Regional Action Plans/RAD and in research priorities owned by universities. Furthermore, in community service integration of SDGs with the implementation of Student Work Courses (KKN) and several activities of university lecturers in the community.

In addition to the Tridharma of Higher Education, the academic community must also focus on achieving Access, Control, Participation and Benefits for female and male academicians in Higher Education Governance, including human resource management. With this in mind, the achievement of a gender-responsive higher education institution will be realized through the policies of the university leadership.

II. Review of Literature

2.1. Policy

Policy is a series draft and the principle that becomes guidelines and the basis of plans in carrying out a job, leadership, and ways of acting. This term can be applied to government, organization and private sector groups, and individual. Policy is different from regulation and law. If the law can enforce or prohibit a behavior (e.g. a law requiring payment income tax), policies serve only as guidelines for the actions that are most likely to obtain the desired results. Policy or policy study can also refer to the manufacturing process decisions important to the organization, including the identification of alternatives such as program or expenditure priorities, and their selection based on their impact. Policy can also be defined as a political, management, financial, or administrative mechanism to achieve an explicit goal.

According to Daryono in Dewi et al. (2018), the policies made by the government must have a clear strategy, ideally covering the following four things: (1) Policies to promote opportunities, (2) community empowerment policies, (3) capacity building policies, (4) Social protection policies. Besides having a clear strategy, a policy must contain the

following principles: siding with the poor, based on the demand of the poor (demand driver), a policy made not to be kept secret, accountability, sustainable responsive, competent, participatory, integrated, targeted, decentralized, democratic, collaborating through networks, and law enforcement

Dividend policy is one of the company's financial decisions that has influence between the company and investors, creditors, and various other company stakeholders. According to Hanafi & Halim (2016: 253)[10], dividend policy is a decision related to the profits obtained by the company at the end of the year to be distributed to shareholders in the form of dividends or to be stored as retained earnings to be reused to finance company expansion and investment in the future.(Mauris, et al. 2021)

2.2. Gender Responsive Policy

Gender Responsive Policies/Programs are policies/programs that focus on aspects that pay attention to the condition of the gap between women and men in access, participation, control and receiving development benefits as well as raising the issue of being left behind by one of the sexes.

2.3. Definition of Higher Education

According to Law no. 20 of 2003 article 19 paragraph 1:

"What is meant by higher education is a level of education after secondary education which includes diploma, bachelor, master, specialist, and doctoral education programs organized by universities".

In addition, higher education also has an understanding of education at a higher level than secondary education in the school education path. Higher education here is a university level consisting of a number of faculties that provide academic and/or professional education in a number of specific disciplines (H. Basir Barthos, 1992:25). It was explained that in addition to being given the task of administering higher education, universities also had the task of developing and improving human resources, developing international cooperation, world peace and the inner and outer welfare of mankind.

Gender Responsive Universities (PTRG) are universities that have policies, programs, activities and budgets by taking into account the different needs, experiences, and aspirations of female and male academics in the Determination, Implementation, Evaluation, Control, and Improvement of Governance and the Tridharma of Higher Education. High through Gender Mainstreaming strategy.

2.4. College Assignments

According to Cony R. Semiawan (1998:12) in general the task of administering higher education is currently getting heavier because new paradigms such as accountability, quality of education, autonomy and self-evaluation of higher education are required by the future which demands the actualization of the superiority of human abilities optimally, which temporarily this is still "hidden" in the self (hidden excellence in personhood). The principles as mentioned above are blocked by various crucial problems in their development strategy. The new civilization promised by the new 21st century requires universities to be able to create college graduates to perform, so that they can survive and develop to achieve the actualization of excellence optimally.

2.5. College Function

Furthermore, according to Conny R. Semiawan (1998:33) higher education, among others, serves to prepare students to become human beings who have behaviors, values and

norms according to the applicable system so as to realize a complete and independent human totality according to the nation's way of life. In this study, the researcher wants to highlight the authority of policy makers in universities that are directly related in their authority to determine foreign cooperation policies in higher education units to examine the extent of the role of policy makers in universities in efforts to increase foreign cooperation. Regarding the authority to determine this policy, PP No. 30 of 1990 Chapter I Article 1 paragraph 8 concerning general provisions regulates as follows:

"The highest authority in determining policy is the head of the tertiary institution as determined in the respective universities".

Higher education leaders with their authority are tasked with developing their higher education institutions internally and externally based on certain guidelines called statutes, which are contained in Chapter I Article 1 paragraph 7 concerning the general rules of higher education which reads:

"Statutes are a basic guideline for the implementation of activities that are used as a reference for planning, developing programs and implementing functional activities in accordance with the objectives of the university concerned, containing the basis used as a reference for the development of general regulations, academic regulations and operational procedures applicable at the tertiary institution concerned. concerned".

Gender Responsive Higher Education is a university that has policies, programs, activities, and budgeting by taking into account the different needs, experiences, and aspirations of female and male academics in the Determination, Implementation, Evaluation, Control and Improvement of the Governance of the Tridharma of Higher Education through Strategy Gender Mainstreaming.

III. Research Methods

This study uses a qualitative case study approach. This approach was chosen to be able to reveal in depth about how the Implementation of Gender Responsive Policies in Higher Education: A Study at Three Universities in North Sumatra. This is in accordance with what was said by Bogdan and Taylor (Kaelan: 2012) that qualitative research methods are research procedures that produce descriptive data in the form of words, notes related to meaning, value and understanding. In addition, qualitative methods always have a holistic nature, namely the interpretation of the data in relation to various aspects that may exist.

IV. Result and Discussion

Gender mainstreaming is a strategy that is carried out rationally and systematically to achieve and realize gender equality and justice in a number of aspects of human life, through policies and programs that take into account the experiences, aspirations, needs and problems of women and men into planning, implementation, monitoring and evaluation of all policies and programs in various fields of life and development.

Instructions to carry out Gender Mainstreaming in Indonesia, especially to Government Institutions including State Universities/Private Universities in accordance with Presidential Instruction No. 9 of 2000, issued on December 19, 2000. The first order in the instruction is for government institutions to implement Gender Mainstreaming for the implementation of planning, preparation, implementation, monitoring, and evaluation of national development policies and programs that have a gender perspective in accordance with their respective duties and functions, as well as their respective authorities.

Based on this, the conceptual definition of a Gender Responsive Higher Education (PTRG) is a university that has policies, programs, activities, and budgeting by taking into account the different needs, experiences, and aspirations of female and male academics in the Accuracy, Implementation, Evaluation, Control, and Improved governance and the Tridharma of Higher Education through Gender Mainstreaming Strategy.

With this conceptual definition, the operational definition of a Gender Responsive Higher Education is a university that implements the governance and Tridharma of a gender responsive higher education institution.

The Tridharma of Higher Education that is Gender Responsive includes:

1. Gender Responsive National Education Standards.
2. National Standards for Gender Responsive Research
3. National Gender Responsive Community Service Standard.

Table 1. Respondent Identity

No	College Name	Faculty	Position	Education	Gender
1	University of Northern Sumatra	Social science and political science	Secretary of the Center for Gender and Child Studies (PSGA)	S2	Woman
2	University of Northern Sumatra	medicine	Deputy dean	S3	Male
3	University of Northern Sumatra	Business Economics	Vice Dean	S2	Male
4	Muhammadiyah University of North Sumatra	Business Economics	Post Director	S3	Male
5	Muhammadiyah University of North Sumatra	Faculty of Social and Political Sciences	Dean	S3	Male
6	Muhammadiyah University of North Sumatra	Faculty of Agriculture	Dean	S3	Woman
6	North Sumatra Islamic University	faculty of Law	Vice Dean	S3	Male
7	Islamic University of Sumatra Urata	Islamic law	Head of Center for Gender and Child Studies (PSGA)	S3	Woman

The identity of the respondents consisted of the Faculties of Social and Political Sciences, Business Economics, Medicine, Postgraduate, Agriculture, Law and Islamic Law. While the positions are Director, Dean, Deputy Dean, Chair of the Center for Gender and Child Studies and secretary of the Center for Gender and Child Studies. In terms of education, 80 percent of respondents have doctoral degrees and 20 percent have master's degrees. Meanwhile, gender is 30 percent female and 70 percent male.

Table 2. PSGA Existence, Gender Profile and Gender Course

Question	USU						UMSU				UINSU					
	Fisip		Fekon Business		F. Visor teran		Fisip		Faperta		Post		Fahum		Fahum Islam	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Does the College have a PSGA	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Does the College have a Gender Profile		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>
Does Telal have independent or gender integrated courses?	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

The three colleges stated “There is” but have different histories in their establishment. The University of North Sumatra has long disbanded the Women's Study Center (PSW) and focused on all Research and Community Service activities to the LPPM institution, but in 2019 Prof Ritha F Dalimunthe went to the Rector asking to issue a decree on the management of the Study Center which was formerly known as PSW now. changed with the PSGA by changing the nomenclature in the ministry, namely from the Minister for the Role of Women to the Minister for Women's Empowerment and Child Protection. Furthermore, the establishment of the Gender and Children Study Center at Muhammadiyah University of North Sumatra is not much different in chronology of its establishment, but it was first established in 2017, since the existence of the TOT on Gender Responsive Budgeting Planning (PPRG) which was carried out by the Ministry of Women's Empowerment and Child Protection. Where at that time the North Sumatra Women's Empowerment and Child Protection Service sent 5 participants, one of whom was from a university. Since these activities, it is considered that the Center for Gender and Child Studies is considered important to be established. In contrast, the Islamic University of North Sumatra has long established a PSGA that is oriented to the Ministry of Religion.

What is meant by the Higher Education Gender Profile is the presence of disaggregated data on all elements, which consist of policies that focus on equality and justice, the program consists of the tridharma of higher education (Education, Research and Community Service), Budgeting is Gender Responsive Higher Education Governance, Activities consist of planning and evaluation. What is meant by disaggregated data is to record the number of men and women in each element in the university.

From the results of the answers to the questionnaire with three universities represented by several deans, vice deans and administrators of the Center for Gender and Child Studies, it was stated that USU and UINSU did not yet have the profile of the university in question. Meanwhile, North Sumatra Muhammadiyah University has a gender profile funded by the Indonesian Ministry of Women's Empowerment and Child Protection in 2018.

The University of North Sumatra (USU) and the Muhammadiyah University of North Sumatra (UMSU) have in common the existence of an independent or integrated Gender course in the Faculty of Social and Political Sciences. Meanwhile, there are no Business Economics, Medicine and Agriculture faculties. What is more interesting is that the Islamic University of North Sumatra, both in Islamic Law or Legal Studies, both have gender or integrated courses. This means that it needs to be analyzed more deeply that gender is considered a western product, even Islamic universities have implemented it.

Table 3. Leadership Policy through Decree or Circular

Question	USU						UMSU				UINSU					
	Fisip		Fekon Business		F. Visor teran		Fisip		Faperta		Post		Fahum		Fahum Islam	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Do you have a decree or SE regarding schedule and lecture room arrangements for male and female lecturers?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Do you have a decree on maternity and maternity leave for female lecturers and staff.	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Do you have a decree on maternity leave for male lecturers, if his wife gives birth?		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Do you have a decree regarding sanctions for lecturers, staff and students who commit sexual harassment?		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>

The three universities represented by the faculties and study programs both do not have a decree or circular that regulates the distribution of schedules and lecture rooms for male and female lecturers, but the Muhammadiyah University of North Sumatra states that there is no written, but there is a policy that does not exist. written, namely not giving the second hour night schedule to female lecturers.

The decree governing maternity and maternity leave for lecturers and education staff, the three universities represented by the dean and the deputy dean as informants, all said "yes", and the decree was from the university, there is no longer a decree from the dean or study program as an informant. derivative. This means that the University has regulated the needs of female lecturers and staff who carry out their nature, namely pregnancy and childbirth.

While the Decree regarding Maternity Leave for Lecturers or Tendiks whose wives give birth, to this question the three universities answered no or not yet, but the medical faculty of the University of North Sumatra only has a decree that regulates the wife of the lecturer or the child giving birth. When asked what is the reason or reason for the absence of the decree, while male lecturers or staff have responsibilities towards their wives or women who are at home. All of the informants did not give reasons for the absence of the decree, nor did they think about the need for it.

Decision Letter Regarding Sanctions For Lecturers, Tendiks And Students Who Do Sexual Harassment. All informants from several faculties representing three universities all said no. However, the Faculty of Social and Political Sciences, University of Muhammadiyah

North Sumatra gave an additional answer as the reason was that it was in accordance with academic rules, while the Dean of Agriculture said that for students it was stated in the Student Discipline Regulations. This means that for the Muhammadiyah University of North Sumatra, there has been a decree regarding sexual harassment, but the sanctions have not been set firmly, this has also only been applied to students, while for lecturers and staff there is a decree that regulates it. There is absolutely nothing for the University of North Sumatra, both at the University and Faculty level.

Table 4. Provision of facilities for lactation rooms, play rooms, toilets and female-friendly rooms

Question	USU						UMSU				UINSU					
	Fisip		Fekon Business		F. Visor teran		Fisip		Faperta		Post		Fahum		Fahum Islam	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Do have Lactation Room		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Do you already have a playroom?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Do you have separate toilets for men and women?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Does it have a female-friendly room?		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

With regard to the lactation room, only the Islamic Law Faculty of the Islamic University of North Sumatra provides it, while the faculty of law at the Islamic University of North Sumatra does not yet exist. Likewise with the University of North Sumatra and Muhammadiyah University of North Sumatra, all faculties said no. It is also when asked, what is the reason? why not? None of the informants gave a reason.

Playroom facilities in universities, either at the university level or at the faculty level, have not yet been owned. And the same with the previous questions, that none of the informants gave reasons.

The provision of toilets is not a problem in the three universities, meaning that all of them are separated between the male and female toilets. Although the dean of the UMSU Faculty of Social and Political Sciences answered some separately and some did not. But the researchers did not even ask about the existing facilities in the women's toilet. Because we know that the needs of men and women are naturally different. That difference has different needs as well. This is called gender justice.

For the rooms, it can be concluded that the rooms in the three universities do not yet have rooms that are friendly to women. The room that is friendly to women is a room that does not provoke sexual harassment of women, such as: the room is a bit dark, the door is tightly closed, the table is closed. cannot women sit freely etc. With these criteria, USU's Faculty of Business Economics answered that there was already one, but only some rooms. USU's medical faculty answered that it was already there. However, USU's Faculty of Social and Political Sciences answered that there was none. Likewise, there are differences in answers between the faculties at UMSU, namely the Faculty of Social and Political Sciences & Postgraduate UMSU answered no, while the UMSU Faculty of Agriculture answered not

all rooms. In contrast to the Faculty of Law and the Faculty of Islamic Law, UINSU, both answered yes. This means that there is no written written policy of the University and Faculty policies that regulate women-friendly rooms, but in its implementation there are already several faculties that carry it out.

Table 5. Policies that exist in LPPM as a determining institution regarding Research and Community Service in Higher Education

Question	USU						UMSU				UINSU					
	Fisip		Fekon Business		F. Visor teran		Fisip		Faperta		Post		Fahum		Fahum Islam	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Does LPPM have a Gender Mainsterming Research cluster?		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Is community service gender integrated?	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Are there similarities in public services for male and female lecturers and staff?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Questions for Research Institutes and community service answered by the dean and vice dean representing the informants. The three universities answered varied based on their respective faculties. The Faculty of Social Sciences and Political Science & the Faculty of Business Economics, University of North Sumatra answered no, while the Faculty of Medicine answered yes. Likewise, the Faculty of Social and Political Sciences & the Faculty of Agriculture answered that there was no special scheme

What is Gender Integrated Community Service? This answer also varies. USU's Faculty of Social and Political Sciences & Medicine answered "yes" while USU's Faculty of Business Economics is still in the process. Likewise, the Muhammadiyah University of North Sumatra, which was represented by the Faculty of Social and Political Sciences, answered that it was adjusted to the needs, and the Faculty of Agriculture replied that there was not yet. Postgraduate answered "Yes". Furthermore, the Faculty of Law and the Faculty of Islamic Law of UINSU both answered that they had done and existed. From the various respondents' answers, it shows that there is no policy that regulates this matter, but its implementation depends on the objects and activities of the implementation of community service.

In access to places of worship, the answer from the faculty representing the University of North Sumatra answered no, but did not give a reason. While the faculties at the Muhammadiyah University of North Sumatra answered Easy, and the Islamic University of North Sumatra answered very easily and representatively. This may be due to the different campus locations. So it has a different answer.

When the last question asks about: Are there equal rights of lecturers and educators to public services between men and women? All respondents answered "Yes" have the same rights. This means that in the three universities that are the object of research, there is gender justice in public services in higher education, be it public, private and Islamic universities. Meanwhile, gender equality cannot be disclosed, because it does not yet have an identical profile with disaggregated data.

From the research above and based on the respondents' answers, it is shown that in the policy there is no university that has a special policy regarding the needs of men and women. The existing policy is still general in nature, namely the existence of a policy on maternity leave for female lecturers or staff. Then in programs and activities there is also no lactation room, day care, play room etc.

From the results of research which shows that the condition of Gender Responsive Universities is still far from expectations, even though the legal basis is clear from the Presidential Instruction number 9 of 2000 concerning Gender Mainstreaming in National Development, the President of the Republic of Indonesia stated that in order to improve the position, role, and the quality of women, as well as efforts to realize gender equality and justice in family, community, nation and state life, it is deemed necessary to carry out a gender mainstreaming strategy into the entire national development process; also stated that gender mainstreaming into all development processes is an integral part of the functional activities of all government agencies and institutions at the Central and Regional levels;

Furthermore, Regulation of the Minister of National Education Number 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming in the Education Sector, namely that in the context of realizing gender equality and justice in the life of society, nation and state in accordance with Presidential Instruction Number 9 of 2000 concerning Gender Mainstreaming in National Development, it is deemed necessary to carry out gender mainstreaming strategy into education development; Gender Mainstreaming activities of Education Midwives are an inseparable part of educational development activities carried out by all work units within the Ministry of National Education; Furthermore, to facilitate, encourage, streamline and optimize the implementation of gender mainstreaming activities in the field of education in an integrated and coordinated manner,

From the results of interviews conducted by researchers, it can be concluded in the form of data below:

Table. 6

Question	USU						UMSU						UINSU			
	Fisip		Fekon Business		F. Visor teran		Fisip		Faperta		Post		Fahum		Fahum Islam	
	A	T	A	T	A	T	A	T	A	T	A	T	A	T	A	T
Does the College have a PSGA	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Does the College have a Gender Profile		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>
Does Telal have independent or gender-integrated courses?	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Do you have a decree or SE regarding schedule and lecture room arrangements for male and female lecturers?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Do you have a decree on maternity and maternity leave for female lecturers and	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

staff.																
Do you have a decree on maternity leave for male lecturers, if his wife gives birth?		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Do have Lactation Room		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Do you already have a playroom?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Do you have a decree regarding sanctions for lecturers, staff and students who commit sexual harassment?		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Does LPPM have a Gender Mainsterming Research cluster?		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Is community service gender integrated?	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Is access to places of worship easy for men, women and people with disabilities to reach?		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Do you have separate toilets for men and women?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Does it have a female-friendly room?		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Are there similarities in public services for male and female lecturers and staff?	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

The table information above (A) and the blue tick means there is, while (T) the red tick means it doesn't exist. And we can explain that the current state of universities is not yet Gender Responsive. This is indicated by the absence of clear policies that regulate the needs of men, women and children with disabilities. Such as the absence of a decree on maternity and maternity leave for the wife of lecturers and staff, and the absence of a decree regarding the arrangement of the schedule and place of teaching for male and female lecturers. This is very important, because culturally, for women who have toddlers they will take care of their children first, so they are not given teaching hours in the morning or evening, nor are they given a place on the third floor, then there is no lactation room, no play room for children. lecturer child, tendik or people who have an interest in campus. Furthermore, there is no stipulation for Lecturers and Educators who commit sexual harassment on campus.

V. Conclusion

This research was conducted at the three largest universities in the city of Medan, namely the University of North Sumatra, which is located at Jalan Dr. T Mansyur number 9 Medan. Then North Sumatra Muhammadiyah University on Jalan Captain Mukhtar Basri number 3 Medan, and State Islamic University Medan on Jalan William Iskandar Pasar V Medan Estate, Kec. Percut Sei Tuan, Deli Serdang Regency.

After interviewing the informants consisting of the Deputy Dean of the Faculty of Business Economics, the Deputy Dean of Medicine, the Secretary of the Center for Gender and Child Studies as well as a lecturer at the Faculty of Social and Political Sciences, University of North Sumatra. Furthermore, the Dean of Social and Political Sciences, the Dean of Agriculture, and the Director of the Postgraduate Program at the University of Muhammadiyah North Sumatra. Also the Deputy Dean of the Faculty of Law and chairman of the PSGA and at the same time a lecturer at the Faculty of Islamic Law at the Islamic University of North Sumatra, the researcher's grave can conclude that:

1. Universities do not yet have policies, programs, activities, and budgeting by paying attention to the needs of men and women in the Governance of the Tridharma of Higher Education through the Gender Mainstreaming Strategy.
2. The policy makers have not built gender sensitivity and commitment to make it a Gender Responsive Universities.
3. The Center for Gender and Child Studies does not yet have a role in providing understanding to structural officials and the academic community about the establishment and development of Gender Responsive Higher Education

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