

Articles and Activities Regarding Gender Equality



**MINISTRY OF RELIGIOUS AFFAIRS
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List of Abbreviations

Abbreviations	Definition
FSH	Fakultas Syari'ah dan Hukum (Faculty of Sharia and Law)
FUHUM	Fakultas Ushuludin dan Humaniora (Faculty of Usul al-Din and Humanities)
FITK	Fakultas Ilmu Tarbiyah dan Keguruan (Faculty of Tarbiyah and Teacher Training)
FDK	Fakultas Dakwah dan Komunikasi (Faculty of Da'wah and Communication)
FEBI	Fakultas Ekonomi dan Bisnis Islam (Faculty of Islamic Economics and Business)
FISIP	Fakultas Ilmu Sosial dan Ilmu Politik (Faculty of Social Sciences and Political Science)
FPK	Fakultas Psikologi dan Kesehatan (Faculty of Psychology and Health)
FST	Fakultas Sains dan Teknologi (Faculty of Science and Technology)
LP2M	Lembaga Penelitian dan Pengabdian kepada Masyarakat (Institute for Research and Community Service)
PSGA	Pusat Studi Gender dan Anak (Centre for Gender and Child Studies)
PUG	Pengarusutamaan Gender (Gender Mainstreaming)
PPRG	Perencanaan dan Penganggaran Responsif Gender (Gender-Responsive Planning and Budgeting)
Renstra	Rencana Strategis (Strategic Plan)
Renja	Rencana Kerja (Work Plan)
SDM	Sumber Daya Manusia (Human Resources)
Sarpras	Sarana dan Prasarana (Facilities and Infrastructure)

CHAPTER 1

INTRODUCTION

1.1 Background

Commitment to gender equality and justice is an integral part of the institutional vision of the State Islamic University (UIN) Walisongo Semarang as a university based on Islamic values. Systematic efforts to realise this commitment require a database and in-depth analysis of the conditions and positions of women and men in various aspects of campus life. The Centre for Gender and Children Studies (PSGA) at UIN Walisongo, which is under the Institute for Research and Community Service (LP2M), has a strategic role in providing an academic foundation and disaggregated data to support gender-responsive planning and decision-making. The 2019 book "Gender Profile of UIN Walisongo Semarang" is the first comprehensive document to capture gender gaps and progress within the university environment, making it the primary reference for assessing achievements and designing strategic steps for the future.

1.2 Objectives

This document was compiled with two main objectives. First, to systematically inventory and describe all supporting documents, policies, and academic and administrative instruments that have adopted or integrated gender equality principles at UIN Walisongo. Second, to document and classify various forms of activities, including research, community service, training, and partnerships, which are explicitly aimed at promoting gender equality, as recorded in the 2019 report. The ultimate goal is to present a complete and structured picture of institutional efforts in gender mainstreaming based on available data.

1.3 Scope

The scope of discussion in this document is strictly limited to information contained in a single data source, namely the book "Gender Profile of Walisongo State Islamic University Semarang" published in 2019. This document will not include any developments, policies, or activities that occurred after 2019 or that originated from other sources. All claims and data presented are a compilation of findings in the source document. If relevant information is not found, it will be explicitly stated that the information is not included in the 2019 report.

CHAPTER 2

INSTITUTIONAL FRAMEWORK AND MANDATE FOR GENDER EQUALITY

2.1 Structure/Unit Driving Gender Issues

Gender mainstreaming at UIN Walisongo Semarang is driven by a special work unit called the Centre for Gender and Children Studies (PSGA). Structurally, PSGA is part of the Institute for Research and Community Service (LP2M), which affirms its position as an integral part of the university's academic system. To expand the scope and effectiveness of its implementation, an internal network called the Gender Vocal Point was also formed, involving representatives from various faculties and units on campus. There are no other gender-promoting organisational structures or units outside of PSGA and Gender Vocal Point.

2.2 Mandate and Role

The main mandate of PSGA is to provide academic and strategic contributions to the university in its efforts to empower women and children, while supporting gender-responsive decision-making processes. Its operational role is carried out based on the Tri Dharma Perguruan Tinggi (Three Pillars of Higher Education):

- In Education: PSGA plays a role in integrating a gender perspective into the material and learning process in various study programmes.
- In Research: PSGA conducts in-depth studies on the root causes of gender inequality and various forms of injustice, both on campus and in society.
- In Community Service: PSGA encourages the creation of a society with equal and fair gender relations and concern for children's rights.
- In addition, PSGA also plays a key role in providing gender-disaggregated data and analysis that are used as a basis for evaluation and policy formulation at the university level.

2.3 Working Principles and Focus Issues

The working principles of gender mainstreaming at UIN Walisongo are comprehensive and transformative, with a holistic approach to examining the factors that cause gender inequality. Its activities are designed not only to describe conditions but also to encourage gender-sensitive Islamic social thinking and ethics. The priority focus issues cover all aspects contained in the Gender Profile, including human resource profiles, graduate achievements, research culture, governance, gender integration in the curriculum, development of policies that support equality, and the provision of gender-responsive facilities and infrastructure.

2.4 Institutional Strengthening Area

Based on the findings in the document, there are several areas that need to be strengthened to support the effectiveness of institutional gender mainstreaming. These areas are:

1. **Specific Legal Basis:** There are no legal products specifically issued by university leaders to regulate Gender Mainstreaming (PUG).
2. **Research Roadmap:** There is no gender research roadmap that provides strategic and sustainable direction for gender-related research agendas.
3. **Completeness of Disaggregated Data:** The availability of gender-disaggregated data at the university level is still partial and incomplete. Strengthening these three aspects is considered important for creating a strong regulatory framework, clear research directions, and a reliable database for planning and evaluating gender equality programmes.

CHAPTER 3

POLICY AND GOVERNANCE DOCUMENTS SUPPORTING GENDER EQUALITY

3.1 Supporting Document Framework

The policy and governance document framework is a systemic foundation that ensures that gender equality commitments can be implemented in a sustainable and measurable manner. At UIN Walisongo Semarang, gender mainstreaming efforts are supported by a set of planning, budgeting, and institutional documents that serve as implementation instruments. These documents reflect the level of internalisation of gender equality principles into the university's administrative and academic processes. The existence and completeness of supporting documents are important indicators of the depth and seriousness of an institution in integrating a gender perspective into all aspects of the implementation of the three pillars of higher education.

3.2 Supporting Document Matrix

The following is a matrix of supporting documents for gender equality at UIN Walisongo Semarang based on 2019 data.

Table 3.1 Supporting documents for gender equality at UIN Walisongo

Document Type	Status	Brief Description	Notes
Legal products of the leadership related to PUG	Not yet available	There are currently no official regulations or decisions from university leadership specifically governing Gender Mainstreaming (PUG).	The absence of specific legal products may affect the strength of the mandate and resource allocation.
Planning Documents (Strategic Plan and Work Plan)	Exists	The university's Strategic Plan (Renstra) and Work Plan (Renja) documents contain commitments and directives related to gender mainstreaming.	Demonstrates the integration of gender in the institution's macro planning framework.
Gender-Responsive Budgeting Documents	Yes	There are budget documents prepared with consideration of gender-responsive principles, particularly in planning and budgeting (PPRG).	Indicates financial allocations that take into account the different needs of men and women.
Institutional Structure for Gender Responsive Budgeting	Yes	The organisational structure for PUG drivers has been established, in the form of the Centre for Gender and Children Studies (PSGA) and the Gender Vocal Point network.	Ensuring the existence of units and personnel specifically handling gender issues.
Gender-Disaggregated Data	Partially available	Statistical data disaggregated by sex is available for some aspects, but it is not yet complete and comprehensive for all sectors.	Limited data can hinder in-depth analysis and targeted planning.

Document Type	Status	Brief Description	Notes
Documents on Cooperation Related to Gender Equality	Available	There are cooperation documents with external institutions, such as NGOs, that specifically focus on gender advocacy.	Demonstrates institutional networking and collaboration in developing gender programmes.
Gender-Integrated Curriculum	There are	A number of courses in various faculties have integrated gender equality material and perspectives into their content and learning processes.	This indicates efforts to transform knowledge and values at the academic level.
Gender Research Roadmap	Not available	There is no research roadmap that systematically and sustainably guides the agenda and priorities of gender-themed research.	This may result in gender research being incidental and not strategically accumulated.

3.3 Document Gaps and Implications

Based on the matrix above, several gaps in the supporting document framework have been identified. The absence of specific legal products on PUG implies a weak regulatory basis that can affect enforcement, budget commitments, and programme accountability. The incomplete status of disaggregated data limits the ability of institutions to conduct accurate diagnosis, monitoring, and evidence-based evaluation of gender equality policies and programmes. Meanwhile, the absence of a gender research roadmap implies a lack of strategic direction that can focus and synergise the research activities of lecturers and students, so that the potential academic contribution to gender issues becomes less focused and impactful.

3.4 Policy Follow-up Recommendations

Based on the status of existing documents, the following policy follow-up recommendations are made:

1. Formulate and Enact Specific Legal Products: Prioritise the formulation and issuance of a Rector's Regulation or Decree that explicitly regulates the implementation of Gender Mainstreaming within UIN Walisongo.
2. Develop a Gender Research Roadmap: Develop a gender research roadmap that is integrated with the university's strategic plan to provide guidance on themes, methodologies, and medium- to long-term research targets.
3. Completing a Disaggregated Database: Conducting comprehensive and thorough re-data collection for all institutional aspects to produce complete, accurate, and continuously updated gender-disaggregated data.

4. Strengthening Gender-Responsive Planning and Budgeting Capacity: Improving the capacity of planners and budgeters at all levels of the work unit to prepare work plans and budgets that are truly gender-responsive.
5. Reviewing and Expanding Curriculum Integration: Conducting periodic reviews of gender-integrated curricula and expanding such integration to more courses and study programmes.
6. Strengthening Cooperation Networks and Documentation: Not only maintaining, but also expanding cooperation networks with strategic partners and documenting them more systematically for learning and accountability purposes.
7. Socialising and Internalising Institutional Structures: Increasing the socialisation of the roles and functions of the PSGA and Gender Vocal Point to the entire academic community to ensure the effectiveness of programme coordination and implementation.

CHAPTER 4

PROGRAMMES AND ACTIVITIES RELATED TO GENDER EQUALITY

4.1 Activity Typology

Based on data listed in the UIN Walisongo Gender Profile (2019), activities related to gender equality can be classified into several typologies. This classification reflects a multidimensional approach that includes aspects of regulation, capacity, research, community service, and networking. These typologies are: (1) Training and Capacity Building, aimed at building the understanding and skills of the academic community in gender mainstreaming; (2) Workshops and Socialisation, which focus on the dissemination of specific instruments and policies such as gender-responsive planning and budgeting; (3) Seminars, Conferences, and Public Discussions, as a forum for knowledge exchange and advocacy on gender issues; (4) Halaqoh and Ulama Forums, which involve religious leaders in discussing Islamic perspectives on equality; (5) Assistance and Community Service, in the form of direct intervention to build gender awareness in the community; (6) Research, which produces academic studies related to various aspects of gender; and (7) Networking and Cooperation Activities, at the local, national and international levels.

4.2 Activity Recap

The following table summarises a number of activities related to gender equality that were carried out in the period 2016 to 2019, as recorded in the document.

Table 4.1 s of activities related to gender equality

Year	Activity Name	Organiser/Unit	Partners/Resource Persons	Output/Summary Results
2016	Gender Mainstreaming for UIN Leaders	UIN Walisongo	Dr Khusniyati	Enhancing the capacity of leaders in understanding and implementing Gender Mainstreaming.
2017	Workshop on Gender Perspective Research Methodology for Lecturers	PSGA UIN Walisongo	Prof. Dr. Keppi Sukesu	Enhancing lecturers' ability to design and conduct research with a gender perspective.
2017	Sakinah Family Award	PSGA UIN Walisongo	Dr H Nafis Junalia M.A	Recognition for families considered to embody values of equality and harmony.
2017	Seminar on Research Findings Regarding Women and Child- s in the City of Semarang	PSGA UIN Walisongo	Various researchers from UIN Walisongo	Dissemination of research findings and considerations for the Regional Government Policy Development Agency ().

Year	Activity Name	Organiser/Unit	Partners/Resource Persons	Output/Summary Results
2017	Media literacy support for children and families using the ABCD method	PSGA UIN Walisongo	Moh Fauzi, M.Ag	Enhancing families' ability to understand and utilise media critically.
2017	International Conference on Gender Equality and Ecological Justice	PSGA UIN Walisongo (participated)	Satya Wacana Christian University – ASWGI	International academic exchange on the interconnection between gender equality and ecological justice.
2018	Halagoh Ulama Perempuan	PSGA UIN Walisongo	Consortium of scholars and gender activists	Strengthening the role and capacity of female scholars as agents of change towards gender justice.
2018	Socialisation of the PPRG	PSGA UIN Walisongo	H Ridwan,	Dissemination of principles and technicalities of Gender Responsive Planning and Budgeting.
2018	PPRG Workshop	PSGA UIN Walisongo	Ervaniah Zuhriyah,	Practical training in developing gender-responsive planning and budgeting documents.
2018	Training on the Child Protection System for PSW/PSGA	PSGA UIN Walisongo (participating)	DP3AKB Central Java Province	Institutional capacity building in developing child protection systems in higher education institutions.
2019	Capacity Building	UIN Walisongo	Various experts from internal and external sources	Strengthening the capacity of staff and leaders in various aspects of gender issue management.
2019	Gender-Sensitive Learning Workshop	PSGA UIN Walisongo	Dr Nur Rofiah Bil, Uzm	Enhancing lecturers' competencies in designing and implementing gender-sensitive learning.
2019	Socialisation of Guidelines for the Prevention and Handling of Sexual Violence at PTKIN	PSGA UIN Walisongo	Head of PSGA Titik Rahmawati	Distribution of guidelines and protocols for handling sexual violence within PTKIN.
2019	Gender-Based Management Support Programme for Islamic Boarding Schools	PSGA UIN Walisongo	UIN Walisongo Lecturer Team	Introduction to the principles of pesantren management that take gender equality into account.

Year	Activity Name	Organiser/Unit	Partners/Resource Persons	Output/Summary Results
2019	Public Dialogue: A Comprehensive Discussion on the Draft Law on the Elimination of Sexual Violence	PSGA UIN Walisongo (participating)	LRC-KJHAM Semarang	Public discussion to explore and advocate for the draft law on protection from sexual violence.

4.3 Description of Key Activities and Their Relevance

Several activities stand out due to their scale, strategic objectives, or transformative content. Halagoh Ulama Perempuan (2018) is a strategic forum that brings together female religious scholars from Central Java. Its aim is to build collective awareness that the struggle for gender justice is an integral part of Islamic teachings, as well as to strengthen their capacity and networks. Its relevance lies in its cultural-religious approach, mobilising religious authorities to become partners in deconstructing gender-biased interpretations.

The Gender Responsive Planning and Budgeting (GRPB) Workshop (2018 and 2019) is a technical-operational activity targeting planners and budget managers in various units. This activity aims to transform campus fiscal policy to take into account the different needs of men and women. Its contribution is crucial to translating gender commitments into tangible resource allocations, which are a prerequisite for the success of various programmes.

The Gender-Based Community Assistance Programme (2019), such as assistance in Islamic boarding schools and villages, demonstrates the role of UIN Walisongo's community service. This activity not only disseminates knowledge but also intervenes socially to change mindsets and practices at the grassroots level. Its relevance lies in building a practical model of equal gender relations in a religious and local community context, which is in line with the university's mission to enlighten society.

4.4 Data Limitations

The activity data presented in the source documents has several limitations. The time frame of the activities recorded is mainly between 2016 and 2019, so it does not describe developments before or after that period. The completeness of the information also varies; not all activities are described in detail in terms of objectives, participants, or measurable results. Furthermore, the data is largely derived from records of participation in training and PSGA activities, so it may not cover all gender-related initiatives undertaken independently by other faculties or units. Therefore, this recap is a partial snapshot of the university's overall activities.

CHAPTER 5

GENDER-RELATED SCIENTIFIC OUTPUTS: RESEARCH, PUBLICATIONS, BOOKS, CITATIONS

5.1 Research Indicators

Gender-related research performance indicators at UIN Walisongo Semarang are measured through several quantitative parameters presented separately by gender. These indicators include participation in research groups based on grant type, publication productivity at various levels of quality and reach, the number of books produced in various categories, and the citation rate of scientific works. This data provides an overview of the relative participation, contribution, and impact of male and female lecturers in research and knowledge dissemination activities.

5.2 Publications by category

Data on lecturer publication productivity by gender is presented in the following table.

Table 5.1 Data on lecturer publication productivity by gender

Publication Type	Male	Female	Total
Not nationally accredited	32	19	51
Nationally indexed	154	121	275
International	17	13	30
Internationally indexed	110	36	137

5.3 Books by category

Data on book writing productivity by lecturers based on gender is presented in the following table.

Table 5.2 Data on book writing productivity by lecturers

Type of Book	Male	Female	Total
Textbooks	37	8	45
References	66	14	80
Popular Science	12	2	14

5.4 Citations/Google Scholar

Data related to citations of lecturers' articles from Google Scholar is included in the publication table (see 5.2). The total number of citations for male lecturers' works is 2,299 and for female lecturers is 1,132, with a total of 3,422 citations.

5.5 Brief Academic Analysis

Based on the available data, different patterns of participation and research output distribution were identified between male and female lecturers. In almost all indicators, except for certain categories such as indexed national publications, the contribution of male lecturers appeared to be more dominant. This gap is particularly evident in research categories with higher levels of competition and reach, such as participation in international grants and publications in indexed international journals, where the proportion of female contributions is lower. A similar pattern is also apparent in book writing productivity, where the number of books produced by female lecturers is significantly lower in all categories. Citation data also shows a gap consistent with productivity patterns. Overall, this data indicates disparities in research participation, access, or output between the two genders, although this document does not provide data to analyse the underlying factors behind these patterns.

CHAPTER 6

INTEGRATION OF GENDER EQUALITY IN ACADEMICS

6.1 Integration in Study Programmes/Departments

The integration of gender equality issues into the curriculum has been implemented in all faculties at UIN Walisongo Semarang. All faculties, namely the Faculty of Sharia and Law, the Faculty of Ushuludin and Humanities, the Faculty of Tarbiyah and Teacher Training, the Faculty of Da'wah and Communication, the Faculty of Economics and Islamic Business, the Faculty of Social and Political Sciences, the Faculty of Psychology and Health, and the Faculty of Science and Technology, have integrated gender issues into certain courses. This integration is carried out both through compulsory university courses taken by all students and through special courses in each faculty and department. There is no detailed information on the formal mechanisms or technical guidelines for gender curriculum integration.

6.2 Integration through Centres/Units and Strengthening Programmes

In addition to the curriculum, gender equality integration is also carried out through programmes and initiatives managed by the Centre for Gender and Children Studies (PSGA) and other units. This form of integration includes:

1. PPRG (Gender Responsive Planning and Budgeting) Workshop: A programme to build capacity in developing plans and budgets that take into account the different needs of men and women.
2. Halaqoh Ulama Perempuan (Female Ulama Forum): A forum aimed at strengthening the role and capacity of female ulama as agents of change towards gender justice.
3. Establishment of Gender Vocal Points: A network of gender representatives in various work units to ensure coordination and internalisation of gender issues.
4. Gender-Based Community Assistance: A community service programme targeting communities to raise gender awareness.
5. Regular Gender Vocal Point Discussions: A periodic forum to discuss gender reviews from various perspectives and their mainstreaming in policy.

6.3 Gender-Related Course Materials

The following are examples of courses and competencies related to gender that have been integrated, as recorded in the Gender Profile.

Table 6.1 Gender-related courses and competencies that have been integrated

Course	Gender-Related Messages/Competencies	Notes
University Course (Ethics and Sufism)	Emphasising that Islam judges people based on piety, not gender, and providing examples of female Sufis to demonstrate spiritual equality.	Taken by students from all faculties.
University Course (History of Islamic Civilisation)	Examining the history of women's liberation during the time of the Prophet, the Prophet's support for women's leadership and public roles, and inclusive gender policies in past Islamic kingdoms.	Taken by students from all faculties.
Islam and Gender Equality (Faculty of Sharia)	Analysing Qur'anic texts and Hadith that command justice, affirming men and women as equal partners who are equally entrusted with the role of khalifah.	A specialised course in the Faculty of Sharia and Law.
Fiqh Munakahat (Faculty of Sharia)	Introducing the concept of <i>mubaadalah</i> (reciprocity) in the household, criticising biased interpretations of husband-wife relationships, and emphasising equal cooperation in the domestic and public spheres.	Specialised course at the Faculty of Sharia and Law.
Educational Psychology (Faculty of Education)	Examining the concept of gender justice in educational psychology and identifying gender bias in the learning process, access, control, and benefits.	Specialised course at the Faculty of Education and Teacher Training.
Fundamentals of Guidance and Counselling (Faculty of Da'wah)	Building counsellors' gender awareness to appreciate diversity of roles, build egalitarian relationships, and understand that personal issues have political (gender) dimensions.	Specialised course in the Faculty of Da'wah and Communication.
Gender Sociology (Faculty of Social Sciences)	Distinguishing between the concepts of sex and gender, examining the history of gender construction, and analysing manifestations of injustice and strategies for gender mainstreaming.	Specialised course in the Faculty of Social Sciences and Political Science.
Human Anatomy and Physiology (Faculty of Science)	Linking an understanding of female reproductive anatomy with an analysis of gender roles in society, and emphasising that biological roles must ensure justice.	Specialised course in the Faculty of Science and Technology.

6.4 Resource Persons/Expert Human Resources

There is a group of internal resource persons at PSGA UIN Walisongo who have specific expertise in various perspectives of gender studies. These resource persons come from various faculties with the following roles/duties:

- Titik Rahmawati, M.Ag (FITK): Gender Justice from an Educational Perspective.

- Dr. Misbah Zulfa Elisabeth, M.Hum (FISIP): Gender Justice from a Social and Political Perspective.
- Dr. Lift Anis Ma'sumah, M.Ag (Faculty of Islamic Theology): Gender Justice from an Educational Perspective.
- Dr. H. Moh. Fauzi, M.Ag (FISIP): Gender Justice in the Field of Islamic Communication.
- Anthin Lathifah, M.Ah (FSH): Islamic Family Law.
- Dr. Hj. Arikhah, M.Ag (Faculty of Humanities): Gender Justice in Tafsir Studies.
- Nur Hasyim, M.A (Faculty of Social and Political Sciences): Gender Justice in Masculinity Studies.
- Siti Rofiah, M.H (Faculty of Sharia and Law): Gender Justice from a Legal Perspective.
- Akhriyadi Sofyan, M.Si (Faculty of Social and Political Sciences): Gender Justice from a Sociological and Political Perspective.
- Lucky Ade Sessiani, M.Psi., Psychologist (FPK): Gender Justice from a Psychological Perspective.

CHAPTER 7

PARTNERSHIPS AND NETWORKS

7.1 List of Partners and Types of Relationships

UIN Walisongo Semarang has established strategic partnerships with a number of civil society organisations (CSOs) that focus on gender and women's issues. These partners play a role in supporting gender mainstreaming efforts on campus. The following is a list of partners recorded in the Gender Profile (2019).

Table 7.1 List of partners recorded in the Gender Profile

Partner Name	Type of Relationship/Collaboration	Since (year)	Notes
LRC KJHAM	Collaboration	1995	An institution focused on research, legal advocacy, and the empowerment of women and children.
LBH APIK	Collaboration	1995	A legal aid organisation specialising in issues of violence against women and gender inequality.
YPK ELSA	Collaboration	2010	An organisation working in the empowerment of women and children.

7.2 Strategic Value of Partnership

This partnership with NGOs, which has been ongoing for decades, has significant strategic value for institutional capacity building and gender programmes at UIN Walisongo. Collaboration with LRC KJHAM and LBH APIK provides access to technical expertise in the fields of legal advocacy, victim assistance, and participatory action research related to gender-based violence and injustice. This enriches the perspectives and methodologies used by PSGA and other academics in their tridharma activities, particularly research and community service. Meanwhile, cooperation with YPK ELSA expands the reach of empowerment programmes. This network enables UIN Walisongo to not only function as an educational institution, but also to be actively connected with women's social movements at the regional level, ensuring that academic work has relevance and a direct impact on concrete issues in society. This ongoing partnership is an important channel for knowledge exchange, human resource capacity building, and the implementation of more effective collaborative programmes.

CHAPTER 8

FACILITIES, INFRASTRUCTURE, AND SUPPORT SERVICES

8.1 Gender-Responsive Infrastructure

UIN Walisongo Semarang's commitment to gender equality is also realised through efforts to provide gender-responsive facilities and infrastructure. The main principle in the procurement and development of facilities and infrastructure is to consider the different biological, safety, and comfort needs of male and female users. This includes aspects of physical design, accessibility, and the availability of specific support facilities. An evaluation of the condition of facilities and infrastructure shows that efforts have been made to integrate these principles, although they are not yet fully and evenly implemented in all aspects.

8.2 Public Facilities

Public facilities that are explicitly mentioned in the document as part of the gender responsiveness assessment are toilets, breastfeeding corners, and facilities for children (childcare). These facilities are recognised as important components in creating an inclusive and supportive campus environment for the entire academic community, especially women and families.

8.3 Table of Infrastructure Status

The following is the status of facilities and infrastructure supporting gender equality based on findings in the Gender Profile (2019).

Table 8.1 Condition of facilities and infrastructure supporting gender equality

Component	Condition/Status	Implications
Buildings (New Construction)	YES – The construction of new buildings has taken into account the interests of women, such as stair designs that are not too high.	This demonstrates the internalisation of universal design and accessibility principles in the physical planning stage of the campus, which can prevent physical barriers for vulnerable groups.
Learning and Working Facilities	YES – Learning and working facilities and infrastructure are available and supportive.	This indicates that basic needs for academic and administrative activities have been met, but it is not explained in detail whether the design and placement are fully gender-responsive.
General Facilities (Toilets, Breastfeeding Corner, Childcare Facilities)	Not all are yet available and are still in progress.	This indicates a gap in the provision of specific and crucial support facilities for the comfort, health, and sustainability of the roles of women (such as breastfeeding mothers) and children on campus.

8.3 Priority Recommendations

Based on the identified gaps, the priority recommendations for the development of facilities and infrastructure are:

1. **Completing the Provision of Gender-Responsive Public Facilities:** Accelerating the provision and completion of facilities such as adequate toilets, breastfeeding corners, and lactation rooms in every faculty building and work unit.
2. **Developing Technical Guidelines for Gender-Responsive Infrastructure Design:** Compiling detailed technical guidelines to ensure that all renovations and new constructions follow gender-responsive accessibility and safety standards.
3. **Audit and Mapping of Gender-Based Infrastructure Needs:** Conduct a comprehensive audit of all existing infrastructure to map gaps and priorities for improvement based on the real needs of male and female users.
4. **Providing Family Support Facilities:** Developing child-friendly spaces or facilities in strategic areas of the campus to support academics who bring their children.
5. **Ensuring the Availability and Accessibility of Information:** Ensuring that information about the location of support facilities (such as breastfeeding corners and toilets) is clearly available and easily accessible.
6. **Integrating a Special Maintenance Budget:** Allocating a specific operational budget for the maintenance and improvement of gender-responsive public facilities.
7. **Raising User Awareness:** Conducting outreach to the entire academic community about the existence and importance of using gender-responsive facilities to create a culture of mutual respect.

CHAPTER 9

CONCLUSION AND FOLLOW-UP PLAN

9.1 Summary of Key Findings

Based on data from the UIN Walisongo Gender Profile (2019), gender mainstreaming efforts have been carried out through various institutional, academic, and partnership approaches. Institutionally, the Centre for Gender and Children Studies (PSGA) together with the Gender Vocal Point network act as the driving force. In terms of supporting documents, there are existing strategic plans/work plans, gender-responsive budgets, institutional structures, and integrated curricula, although these are not yet supported by specific PUG legal products and a gender research roadmap. The activities carried out are diverse, including training, workshops, halaqoh, community assistance, and participation in scientific forums, most of which were held in the 2016-2019 period. Gender integration in academia has been implemented in all faculties through specialised and general courses with messages of equality. Strategic partnerships have been established with gender NGOs such as LRC KJHAM, LBH APIK, and YPK ELSA. In terms of facilities and infrastructure, attention has been given to the design of new buildings, but supporting facilities such as breastfeeding corners and gender-responsive toilets have not been fully provided.

9.2 Priority Areas for Strengthening

Based on the findings and identified gaps, the priority areas for strengthening are:

1. The drafting and enactment of specific legal products on Gender Mainstreaming (PUG).
2. The development of an integrated gender research roadmap.
3. Completion of a comprehensive gender-disaggregated database in all institutional aspects.
4. Completion of the provision of gender-responsive public facilities (toilets, breastfeeding corners, children's facilities) across the campus.
5. Expansion and verticalisation of gender integration in the curriculum and learning processes in all study programmes.
6. Strengthening the capacity and role of Gender Vocal Points in each work unit.
7. Increasing the quantity and quality of gender-themed research and publications, particularly those involving female lecturers and oriented towards reputable international journals.
8. Development of a specific monitoring and evaluation (M&E) system to measure the achievements and impact of gender equality programmes.
9. Optimisation and documentation of partnerships with external institutions for more structured collaborative programmes.
10. Increasing awareness and commitment among all unit leaders and academic staff through continuous socialisation and capacity building.

9.3 Follow-up Plan

The following are the recommended strategic follow-up plans based on the findings.

Table 9.1 Strategic follow-up plan

Issue	Action	Responsible Party	Output	Time
No specific legal product for PUG	Drafting and enacting the Rector's Regulation on Gender Mainstreaming at UIN Walisongo.	Not listed in the UIN Walisongo Gender Profile (2019).	Applicable Rector's Regulation document.	Short
No gender research roadmap yet	Developing a 5-year gender research roadmap integrated with the Strategic Plan.	PSGA and LP2M	Approved gender research roadmap document.	Short term
Disaggregated data is incomplete	Conducting a comprehensive re-survey of all aspects (human resources, students, infrastructure, etc.) with gender disaggregation.	Not listed in the UIN Walisongo Gender Profile (2019).	A complete and updated gender-disaggregated database.	Short term
General facilities (breastfeeding corner, toilets) are incomplete.	Audit of needs and acceleration of development/adaptation of gender-responsive public facilities in each building.	Not listed in the UIN Walisongo Gender Profile (2019).	All main buildings have adequate toilets and breastfeeding corners.	Medium Term
Curriculum integration needs to be expanded.	Review and develop gender integration guidelines for more core courses across all faculties.	PSGA together with the Dean and Department Chair	Guidelines and modules on gender integration for lecturers.	Medium Term
Gender Vocal Point Capacity	Conducting regular training and coordination forums for Gender Vocal Point members in each unit.	PSGA	Coordinated annual work plan for the Gender Vocal Point.	Short Term
International publication gap	Provide incentives and special assistance for lecturers, especially women, in writing articles in indexed international journals on gender issues.	LP2M and PSGA		

Appendix: Activity Recap

Year	Activity Name	Unit/Organiser	Brief Output
2016	PUG Gender for UIN leaders	UIN Walisongo	Enhancing the capacity of leaders in understanding and implementing Gender Mainstreaming.
2017	Workshop on Gender Perspective Research Methodology for Lecturers	PSGA UIN Walisongo	Enhancing lecturers' ability to design and conduct research with a gender perspective.
2017	Sakinah Family Award	PSGA UIN Walisongo	Recognition for families deemed to embody the values of equality and harmony.
2017	Seminar on Research Findings Regarding Women and Children in the City of Semarang	PSGA UIN Walisongo	Dissemination of research findings and materials for consideration in local government policy.
2017	Media literacy support for children and families using the ABCD method	PSGA UIN Walisongo	Enhancing families' ability to understand and utilise media critically.
2017	International Conference on Gender Equality and Ecological Justice	PSGA UIN Walisongo	International academic exchange on the interconnection between gender equality and ecological justice.
2018	Halagoh Ulama Perempuan	PSGA UIN Walisongo	Strengthening the role and capacity of female scholars as agents of change towards gender justice.
2018	Socialisation of PPRG	PSGA UIN Walisongo	Dissemination of principles and technicalities of Gender Responsive Planning and Budgeting.
2018	PPRG Workshop	PSGA UIN Walisongo	Practical training in developing gender-responsive planning and budgeting documents.
2018	Training on the Child Protection System for PSW/PSGA	PSGA UIN Walisongo	Institutional capacity building in developing child protection systems in higher education institutions.
2019	Capacity Building	UIN Walisongo	Strengthening the capacity of staff and leaders in various aspects of gender issue management.
2019	Gender-Sensitive Learning Workshop	PSGA UIN Walisongo	Enhancing lecturers' competencies in designing and implementing gender-sensitive learning.
2019	Socialisation of Guidelines for the Prevention and Handling of Sexual Violence at PTKIN	PSGA UIN Walisongo	Distribution of guidelines and protocols for handling sexual violence within PTKIN.
2019	Gender-Based Management Support Programme for Islamic Boarding Schools	PSGA UIN Walisongo	Introduction to the principles of pesantren management that take gender equality into account.

Year	Activity Name	Unit/Organiser	Brief Output
2019	Public Dialogue: A Comprehensive Discussion on the Draft Law on the Elimination of Sexual Violence	PSGA UIN Walisongo	Public discussion to explore and advocate for the draft law on protection from sexual violence.

Appendix: Supporting Document Matrix

Document Type	Status	Brief Notes
Legal product related to PUG	Not yet available	There are no regulations or official decisions that specifically regulate Gender Mainstreaming.
Planning Documents (Strategic Plans and Work Plans)	Yes	Strategic and work planning documents contain commitments and directives related to gender.
Gender-Responsive Budgeting Documents	Yes	There are budget documents that have been prepared taking into account the principles of gender responsiveness (PPRG).
Institutional Structure for Gender Equality	Yes	The organisational structure for PUG drivers has been established (PSGA and Gender Vocal Point).
Gender-Disaggregated Data	Partially	Disaggregated statistical data is available for some aspects, but is not yet complete for all sectors.
Documents Cooperation related to PUG	Yes	There are cooperation documents with external institutions that focus on gender advocacy.
Gender-Integrated Curriculum	Yes	A number of courses in various faculties have integrated gender equality materials and perspectives.
Gender Research Roadmap	Not available	There is no research roadmap available that systematically guides the gender research agenda.

Appendix: List of Gender-Related Materials/Courses

Courses	Messages/Competencies related to Gender
Sufi Ethics (University Course)	Islam judges humans based on piety, not gender; benefits must be felt by both men and women; morality is fair behaviour towards both genders; ihsan means fear of being unfair; examples of female Sufis prove equal opportunities in achieving spiritual status.
History of Islamic Civilisation (University Course)	Examining the history of pre-Islamic Arab women, the Prophet's struggle to liberate women, the Prophet's support for women's leadership and public roles, and gender-inclusive policies during Islamic kingdoms such as the Mughal Empire.
Ulumul Qur'an (University Course)	Exploring Makki and Madani verses related to gender; critiquing the classification of surah names (such as An-Nisa); discussing verses related to gender roles; analysing verses with gender bias using asbabun nuzul; presenting gender-responsive verses.
Ulumul Hadith (University Course)	The Prophet's message about nasihah (goodness); takhrij hadith with attention to female narrators; examples of female narrators; textual and contextual understanding of hadith.

Courses	Messages/Competencies related to Gender
Sociology of Law (Faculty of Sharia and Law)	The importance of gender analysis in legal sociology; implementation of gender-responsive law (women's wages, handling of rape victims, factors of violence, abortion law); criticising masculine legal practices.
Introduction to Legal Science (Faculty of Sharia and Law)	Equal status of male and female legal subjects; introduction to Feminist Legal Theory; the importance of women's experiences in lawmaking.
Islamic Civil Law in Indonesia (Faculty of Sharia and Law)	Islam's commitment to gender justice; the principle of monogamy; equal and fair husband-wife relations; gender analysis of Islamic civil law in Indonesia.
Islam and Gender Equality (Faculty of Sharia and Law)	Texts from the Qur'an and Hadith that command justice; Islam does not discriminate against people based on gender; men and women are equal as caliphs and partners; the Prophet's example of acting justly.
Fiqh Munakahat (Faculty of Sharia and Law)	Criticising misogynistic interpretations of husband-wife relations; Islamic teachings that are friendly to the mustadh'afin (including women); the concept of <i>mubaadalah</i> (reciprocity) in the household as a paradigm of interpretation and values; equal cooperation in the domestic and public spheres; resolving household problems with verses on justice.
History of Islamic Economic Thought (Faculty of Economics and Islamic Business)	Islamic economic thought emphasises gender-inclusive justice; the Prophet changed the role of women from objects to subjects of the economy; Islam recognises the freedom to earn income and wages without gender discrimination; the principles of economic justice and moral checks and balances.
Cooperative Economics (Faculty of Islamic Economics and Business)	Equal gender relations in cooperatives; dismantling gender bias in position placement, access, and control; the importance of socialising gender concepts; encouraging the participation of both men and women.
Gender Equality in Muamalah (Faculty of Islamic Economics and Business)	Islamic views on women; gender bias in muamalah; examples of gender bias in muamalah practices.
Organisational Behaviour (Faculty of Economics and Islamic Business)	Gender inequality in organisational behaviour; the concept of gender justice in organisations; gender equality as a pillar of democratic organisations; ways to achieve gender justice in organisations.
Islamic Education Philosophy (Faculty of Tarbiyah and Teacher Training)	Gender-responsive goals of Islamic education; gender studies as an alternative paradigm against conservatism; factors of gender inequality in education (participation, access, control, benefits).
Educational Psychology (Faculty of Tarbiyah and Teacher Training)	The concept of gender justice in educational psychology; identifying gender bias in participation, representation, behaviour, access, learning processes, mastery, control, and benefits.
Educational Planning (Faculty of Tarbiyah and Teacher Training)	Integrating gender equality into vision, mission, and objectives; identifying educational functions with gender principles; SWOT analysis of gender equality potential; steps to solve gender barriers; gender-responsive quality improvement programmes; monitoring and evaluation with gender indicators; reformulating school management towards gender responsiveness.

Courses	Messages/Competencies related to Gender
Classroom Management and Learning Environment for Early Childhood Education (Faculty of Education and Teacher Training)	Use of educational aids (APE) and gender-responsive songs; gender-responsive classroom management and teaching techniques; mapping student characteristics.
Basics of Guidance and Counselling (Faculty of Da'wah and Communication)	Building gender awareness among counsellors: recognising social roles, valuing one's own role and that of others, interacting collaboratively between genders, valuing diversity of roles as an asset, equal relationships, the personal is political, gender-perspective values.
Cross-Cultural and Multicultural Counselling (Faculty of Da'wah and Communication)	Developing cross-cultural counselling; the importance of women understanding their unique experiences; unique challenges for women (pre-menstruation, infertility, childbirth, postpartum depression, motherhood, menopause, longevity); diverse issues for women (domestic violence, sexual harassment, pressure to be beautiful, eating disorders, rape, abortion, single parenthood, career barriers, workplace discrimination, double burden).
Psychology of Da'wah (Faculty of Da'wah and Communication)	Dakwah to change gender-responsive psychological attitudes; dakwah as a catalyst for change towards a just life; the importance of da'i understanding human behaviour critically and in a gender-responsive manner; delivering appropriate dakwah material and methods; changing the behaviour of mad'u in accordance with a gender-just way of life.
Dakwah Methodology (Faculty of Dakwah and Communication)	Dakwah to build a just Islamic society; gender inequality as dakwah material; gender-responsive dakwah strategies and media.
Social Welfare (Faculty of Da'wah and Communication)	Gender inequality in development; discrimination against women in Indonesia; gender equality as the foundation of social welfare; the importance of considering gender justice in welfare policies.
Interpretation of Aqidah Verses (Faculty of Ushuluddin and Humanities)	Gender equality and justice in the Qur'an and Islamic creed; gender-responsive interpretation of verses; gender-responsive interpretation methods.
Social Hadith (Faculty of Islamic Studies and Humanities)	Hadith teachings do not dichotomise men and women; all humans have equal dignity and responsibility; deconstructing misogynistic hadith; conveying hadith that uphold women's dignity; gender-responsive hadith interpretation methods.
Social Psychology (Faculty of Ushuluddin and Humanities)	Theories of gender formation (biological, cultural, Freudian, social learning, cognitive development, gender schemas); characteristics of gender roles (masculine, feminine, androgynous, undifferentiated); feminist movements.
Philosophy of Ethics (Faculty of Ushuluddin and Humanities)	The nature of humans as physical and spiritual beings (not merely sexual); the ethical content of the Qur'an regarding equality as servants, vicegerents, in accepting God's will, achieving accomplishments, and elements of creation; philosophical ethics of equality (Muslim feminist theology).
Social Psychology (Faculty of)	Foundations of social behaviour; gender-fair social interaction; gender-neutral communication; gender-responsive social perception and attribution.

Courses	Messages/Competencies related to Gender
Psychology and Health)	
Counselling Psychology (Faculty of Psychology and Health)	Gender-responsive counselling ethics.
Psychodiagnostics (Faculty of Psychology and Health)	Ethics of gender-responsive psychological intervention and assessment; foundations for determining gender-responsive intervention approaches.
Educational Psychology (Faculty of Psychology and Health)	Application of gender-responsive social cognitive theory in learning; gender inequality factors that influence motivation and learning achievement.
Developmental Psychology (Faculty of Psychology and Health)	Theories of sexual development and their connection to the history of gender division; deviations and disorders resulting from gender inequality.
Social Psychology (Faculty of Psychology and Health)	Theories of gender formation; characteristics of gender roles; feminist movements.
Family Sociology (Faculty of Social Sciences and Political Science)	Love as respect for a unique partner; marital adjustment; the purpose of marriage in the family of Sakinah, mawaddah, wa rahmah; resolving conflicts through non-violent dialogue; shared responsibility in reproductive health, family planning, and child rearing.
Gender Sociology (Faculty of Social and Political Sciences)	Sex and gender differences; history of gender construction; consequences of gender inequality; manifestations of gender in women's positions; gender mainstreaming.
Human Anatomy and Physiology (Faculty of Science and Technology)	Female reproductive anatomy influences gender roles in society; gender roles differ from organ roles; biological reproductive roles must ensure justice for all parties, including women.
Aquatic Ecology (Faculty of Science and Technology)	The importance of gender-perspective ecological awareness; gender-perspective ecology in the Qur'an is eco-humanistic-theocentric; gender identity (biological pairing and feminine-masculine characteristics) supports individual balance and intellectual-emotional potential as well as equal roles in social and environmental interactions.
Cosmetic Chemistry (Faculty of Science and Technology)	Cosmetics consumption is not just a women's issue; responsible cosmetics consumption awareness; the importance of chemicals that consider ecological sustainability.
Food Chemistry (Faculty of Science and Technology)	Women are involved in the entire food chain; the importance of gender-sensitive food policies: evaluation and reform of institutions that discriminate against women, policy design that favours women as <i>gatekeepers</i> of food security, partnerships to strengthen women's participation in food sovereignty.

Appendix: List of Resource Persons

Name	Field of Expertise	Brief Notes
Titik Rahmawati, M.Ag	Gender Equality in Education	Expert in the integration of gender equality in the field of education and learning.
Dr. Misbah Zulfa Elisabeth, M.Hum	Gender Justice from a Social and Political Perspective	Expert in analysing gender issues from a social and political science perspective.
Dr. Lift Anis Ma'sumah, M.Ag	Gender Justice from an Educational Perspective	An expert in gender-responsive educational approaches.
Dr. H. Moh. Fauzi, M.Ag	Gender Justice in the Field of Islamic Communication	Expert in integrating gender equality values into Islamic communication and da'wah.
Anthin Lathifah, M.Ah	Islamic Family Law	Expert in the study of Islamic family law from a gender perspective.
Dr. Hj. Arikhah, M.Ag	Gender Justice in Qur'anic Exegesis	Expert in Qur'anic interpretation responsive to gender equality issues.
Nur Hasyim, M.A	Gender Justice in Masculinity Studies	Expert in masculinity studies and the social construction of male gender.
Siti Rofiah, LL.B	Gender Justice from a Legal Perspective	Expert in legal analysis with a gender justice approach.
Akhriyadi Sofyan, M.Si	Gender Justice from a Sociological and Political Perspective	Expert in sociological and political studies of gender.
Lucky Ade Sessiani, M.Psi., Psychologist	Gender Justice from a Psychological Perspective	Expert in gender-sensitive psychological approaches.