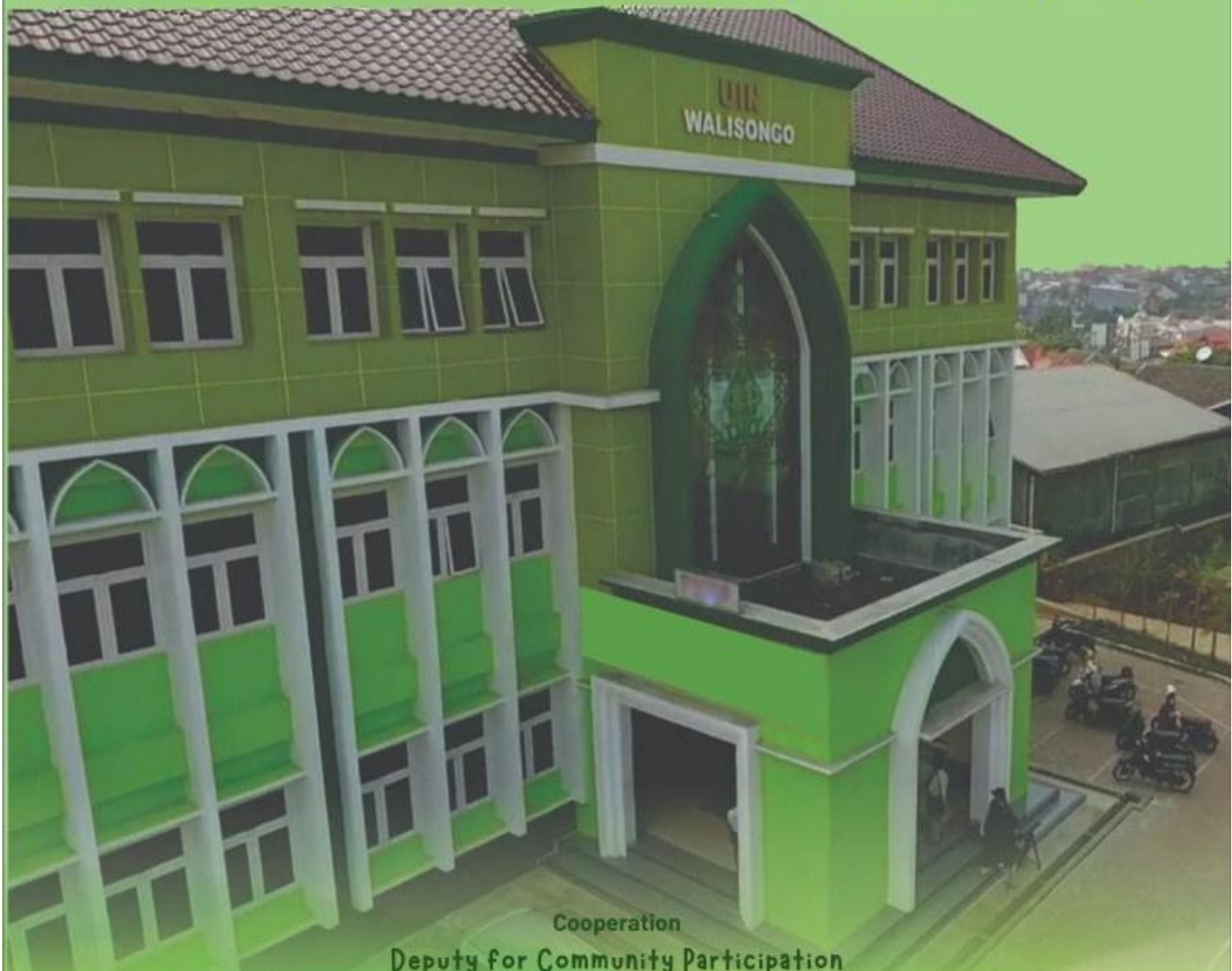




GENDER PROFILE

STATE ISLAMIC UNIVERSITY OF WALISONGO



Cooperation

Deputy for Community Participation

Ministry of Women's Empowerment and Child Protection (KPPA) of the Republic of
Indonesia
and

Centre for Gender and Children Studies

Walisongo State Islamic University, Semarang

2019

FOREWORD

Praise be to Allah SWT, the most gracious and merciful God who never discriminates and does not differentiate in giving attention and rewards to human beings regardless of gender, ethnicity, race, language, and religion. By His grace and blessing, the book "Gender Profile" of Walisongo State Islamic University (UIN) Semarang has been completed.

This Gender Profile book contains various data from all aspects, departments and institutions at UIN Walisongo Semarang. The data is described and analysed in terms of its involvement, influence and impact on both genders, male and female. The data presented in this Gender Profile covers the following:

1. Human Resource Profile. This includes: Tracer Study Aspects (Alumni) and the Number of Male and Female Students
2. Research
3. Social Hospitality Culture
4. Tridharma Works and Collaboration
5. Governance
6. Employee Participation in Gender Training
7. Gender Integration in Academic Programmes
8. Gender-Related Educational Materials in Higher Education
9. Gender Mainstreaming Resource Persons, and
10. Policies and Services Supporting Gender Equality, as well as
11. Gender-responsive facilities and infrastructure

The data compiled in the book "Gender Profile" was analysed by the Gender Profile Team at the Centre for Gender and Children Studies at UIN Walisongo. The involvement of women in the campus organisational structure as policy makers, in particular, in the submission of research proposals, Tridharma, cooperation, governance, graduates (alumni), gender integration in academic activities and employee participation in gender training.

This gender profile book is intended as a guide to understand the access, participation, control, and benefits provided by the University to the entire academic community, with a focus on gender equity.

Semarang, 14 November 2019 Head of
the Centre for Gender and Children
Studies

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CHAPTER I

INTRODUCTION

A. Background

The centre for gender and children's studies is part of the academic base of higher education institutions. Its existence is expected to contribute to UIN Walisongo Semarang in relation to the design and strategic decision-making for the empowerment of women and children. Activities within the academic campus environment are directed at comprehensively and deeply examining the factors that cause gender inequality, especially in various scientific traditions developed at PTKIN, as well as various forms of gender inequality that occur in society in general. In addition, it is also able to encourage the emergence of Islamic social relations thinking and ethics that are sensitive to gender and children in all aspects and fields of life, whether implemented through affirmative programmes, coordination or evaluation of the effectiveness of planned programmes.

The centre for gender and child studies within the UIN Walisongo Semarang's Institute for Research and Community Service (LP2M) is an integral part of the university. The efforts to empower women and children carried out by this study centre must refer to the Tri Dharma of Higher Education, namely education, research and community service to create a society built on patterns of relations that are equitable and gender-just, as well as caring for children.

The profile of gender is related to the condition and position of women in various aspects, ranging from (1) human resource profiles, (2) the achievement of intellectual graduates who are able to compete in various sectors, (3) research, (4) a culture of social hospitality and dissemination of knowledge to the community, (5) Tridharma works and cooperation, (6) governance, (7) employee participation in gender training, (8) gender integration in academic programmes (departments) and centres, (9) gender-related educational materials, (10) gender mainstreaming resource persons, (11) policies and services that support gender equality, (12) gender-responsive facilities and infrastructure.

The collected data is important, not only as a source of information that provides an ideal basis for government policies and related institutions, especially the UIN Walisongo Semarang campus. The data compiled by the UIN Walisongo Semarang gender and children's profile team is accurate , which will open the eyes of women to

dream, design and implement. Criticism of gender-biased development that neglects women can be addressed through these data, thereby identifying points of coherence.

This gender and child profile data will become an important consideration for the evaluation, assessment, and analysis of UIN Walisongo Semarang campus policies. Therefore, it is necessary to explore and collect disaggregated data on the conditions, positions of women, and problems faced in various sectors at the UIN Walisongo Semarang campus.

B. Objective

The exploration of disaggregated data related to the conditions, positions and problems faced by women at UIN Walisongo Semarang needs to be carried out with the aim of providing a statistical description of the conditions and positions of men and women and the gaps that exist in various aspects of the UIN Walisongo Semarang campus environment. This statistical description is expected to serve as a basis for formulating policies that are sensitive to gender justice and equality.

C. Data Sources

The UIN Walisongo Semarang gender profile was compiled based on data taken from primary sources. The data was classified and sorted based on the actual quantity and quality conditions between men and women in various elements of the UIN Walisongo Semarang campus structure. The data includes aspects of management and recording of human resources available in the institutional organisation that drives gender mainstreaming.

The existing data was then analysed based on gender using specific methodological tools commonly used to examine gender relational patterns. This methodology will undoubtedly provide solutions to the problems found in the data, which can then be examined in accordance with the research object. The sorted data will become primary data for further data processing.

CHAPTER II

UIN WALISONGO SEMARANG IN HISTORY

A. An Overview of the History of State Islamic Higher Education Institutions in Indonesia

State Islamic higher education institutions throughout Indonesia were closely related to the educational institutions that preceded them, beginning with the establishment of the State Islamic Higher Education Institution (PTAIN) in Yogyakarta in 1950. The establishment of PTAIN in Yogyakarta was carried out by changing the status of the Faculty of Religion under the Islamic University of Indonesia (UII) Yogyakarta to PTAIN through Government Regulation Number: 34 of 1950, dated 14 August 1950. The purpose of establishing PTAIN was to provide experts in the field of Islamic Studies, which were urgently needed by the government and society. However, in its development, PTAIN was deemed to have fallen short of expectations. Therefore, the government established ADIA (Academy of Religious Sciences).

Unlike PTAIN, ADIA was more of a religious teacher training institution. ADIA was established in Jakarta based on the Decree of the Minister of Religious Affairs No. 1 of 1957 dated 1 January 1957. The purpose of establishing this academy was to educate and prepare civil servants who had academic degrees to become religious teachers in secondary schools. The existence of ADIA influenced the birth of IAIN. IAIN was actually born from the merger and integration of PTAIN in Yogyakarta and ADIA in Jakarta based on Presidential Regulation No. 11 of 1960, dated 9 May 1960, also known as Al-Jami'ah Al-Islamiyah Al-Hukumiyah Sunan Kalijaga Yogyakarta.

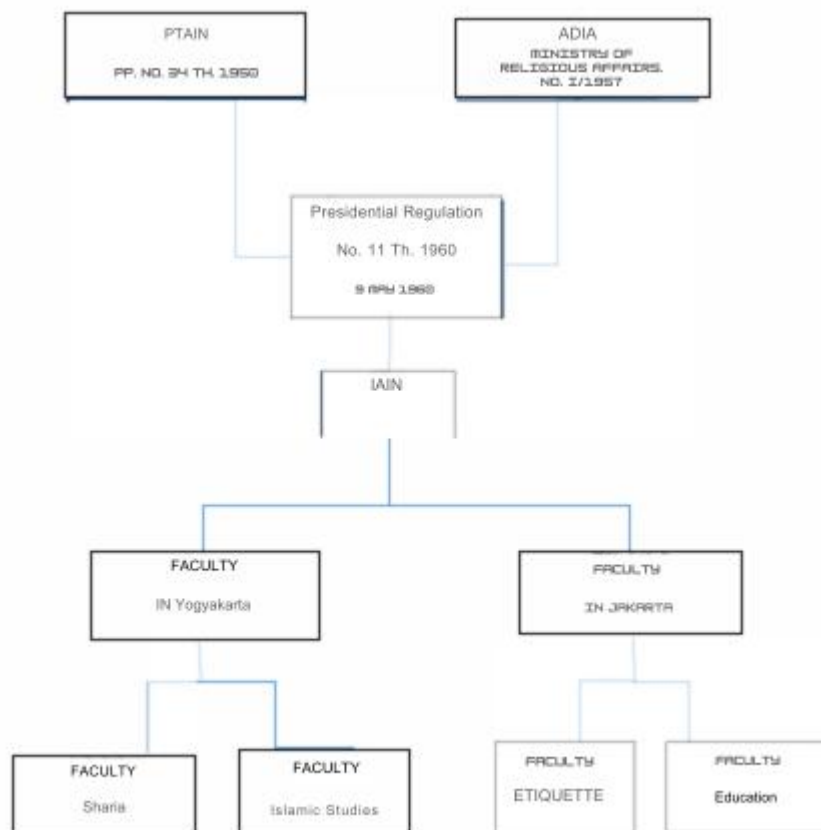
The merger of PTAIN and ADIA into IAIN was based on various considerations, including:

1. The scope and depth of Islamic religious knowledge cannot be accommodated, studied, and developed within a single faculty.
2. On the one hand, there is an increasing and complex need and demand from the community and government for the provision of learning facilities within PTAIN (Islamic Higher Education Institutions), while on the other hand, there are limited opportunities that can be provided by higher education institutions such as PTAIN and ADIA (Islamic Higher Education Institutions).

3. The increasing number of experts in the field of Islamic religious knowledge needed by society and the government, in line with the rapid development of national and state life.

The merger of PTAIN and ADIA increased the capacity of IAIN, including the number of faculties. Thanks to the merger, PTAIN, which originally only had departments of Qadla', Dakwah, and Tarbiyah, while ADIA had departments of Arabic Language and Religious Education, became IAIN with four faculties. The Qadla' department became the Faculty of Sharia. The Dakwah department became the Faculty of Ushuluddin. The Tarbiyah and Religious Education departments became the Faculty of Tarbiyah. The Arabic Language department became the Faculty of Adab. The following chart explains the merger of PTAIN and ADIA into IAIN in 1960. At that time, IAIN was based in Yogyakarta.

Figure 2.1 MERGER OF PTAIN AND ADIA INTO IAIN



In 1963, IAIN, located in Yogyakarta under the name IAIN Sunan Kalijaga, expanded to 15 faculties spread across several regions. The following table shows the development of faculties in nine regions of Indonesia.

**Table 2.1 Faculty Development
Within the IAIN Environment Between 1960-1963**

No	Region Name	Faculty Name	Number of the Minister of Religion's Decree
1	Yogyakarta	• Faculty of Sharia	No. 35 of 1960
		• Faculty of Islamic Theology	No. 35 of 1960
		• Faculty of Education	No. 2, Year 1962
		• Faculty of Literature	No. 2, Year 1962
2	Jakarta	• Faculty of Education	No. 35, 1960
		• Faculty of Literature	No. 2, 1962
		• Faculty of Islamic Theology	No. 66, Year 1962
3	Banjarmasin	• Faculty of Sharia	No. 28 Year 1960
4	Palembang	• Faculty of Sharia	No. 21 of 1961
5	Surabaya	• Faculty of Sharia	No. 60 of 1961
		• Faculty of Education (Malang)	No. 60 of 1961
6	Serang	• Faculty of Sharia	No. 67 Year 1962
7	Banda Aceh	• Faculty of Education	No. 72 of 1962
8	Jambi	• Faculty of Sharia	No. 50 Year 1963
9	Makassar	• Faculty of Sharia	No. 75 of 1962

The distribution of IAIN faculties across nine regions of Indonesia, with only IAIN Sunan Kalijaga Yogyakarta as their parent institution, caused difficulties in management and supervision, even though the accompanying problems became increasingly complex over time. To overcome this, it was necessary to develop a control centre that could carry out supervisory duties in a better and more focused manner. To that end, the Minister of Religious Affairs issued Decree No. 45 of 1963 on 25 February 1963. This decree divided the IAIN, which was originally based in Yogyakarta, into two institutes, each of which was established as an autonomous body, namely:

1. The State Islamic Institute based in Yogyakarta.
2. The State Islamic Institute based in Jakarta.

The following table shows the two institutes that served as control centres for the faculties targeted for coordination and guidance in 1963.

**Table 2.2 Development of IAIN and Faculties
Following the Decree of the Minister of Religious Affairs No. 49 of 1963**

No	Central City	Faculty Name	Location of Faculty Established
1	Yogyakarta	• Faculty of Sharia	Yogyakarta, Banjarmasin, Surabaya, Makassar
		• Faculty of Education	Yogyakarta
		• Faculty of Literature	Malang
		• Faculty of Islamic Theology	Yogyakarta
2	Jakarta	• Faculty of Sharia	Serang, Palembang, Jambi, Banda Aceh
		• Faculty of Education	Jakarta, Banda Aceh, Padang
		• Faculty of Literature	Jakarta
		• Faculty of Islamic Theology	Banda Aceh

The development of IAIN after 1963 adhered to the principle of equal distribution of education throughout Indonesia. IAIN, which originally consisted of only one institution, namely IAIN in Yogyakarta, added another one in Jakarta, and then expanded to 14 IAINs spread throughout Indonesia, namely:

- | | |
|-------------------------------------|------------------|
| 1. IAIN (UIN) Sunan Kalijaga | in Yogyakarta |
| 2. IAIN (UIN) Syarif Hidayatullah | in Jakarta |
| 3. IAIN (UIN) Ar-Raniry | in Banda Aceh |
| 4. IAIN Raden Fatah | in Palembang |
| 5. Antasari Islamic State Institute | in Banjarmasin |
| 6. IAIN Sunan Ampel | in Surabaya |
| 7. IAIN (UIN) Alauddin | in Ujungpandang |
| 8. IAIN Sultan Thaha Syaifuddin | in Jambi |
| 9. IAIN Imam Bonjol | in Padang |
| 10. IAIN (UIN) Sunan Gunung Jati | in Bandung |
| 11. IAIN Raden Intan | in Tanjungkarang |
| 12. IAIN (UIN) Walisongo | in Semarang |
| 13. IAIN Sultan Syarif Qosim | in Pekanbaru |
| 14. IAIN North Sumatra | in Medan |

Although all IAINs are similar, differences can still be found, for example, in the number of faculties. In general, IAINs have five faculties, namely: the Faculty of Ushuluddin,

the Faculty of Sharia, the Faculty of Tarbiyah, the Faculty of Adab, and the Faculty of Dakwah. However, some IAINs have four faculties. IAIN Walisongo, for example, only has four faculties. The Faculty of Adab has been abolished. The Arabic Language Department (Arabic Language Education) has been incorporated into the Faculty of Tarbiyah. These differences arise due to different backgrounds, such as interest, availability of human resources, and the presence or absence of competitors in each region.

From 1963 to 1998, IAIN experienced a long period of stagnation. Development continued, but it was insignificant. Significant development only occurred after the advent of the reform era in 1998.

After the reform, IAIN experienced new developments. Regional faculties (branch faculties) of each IAIN were transformed into State Islamic Colleges (STAIN) with autonomous status. Some STAINs were transformed into IAINs, and IAINs were transformed into UINs.

As one of the IAINs in Indonesia, all developments at IAIN also influenced the development of IAIN Walisongo. However, IAIN Walisongo has a unique history that differs from other IAINs. This uniqueness and existence are discussed in the following description.

B. History and Development of UIN Walisongo

1. Establishment Process

The idea of the need for an Islamic university in Central Java came from Drs. Soenarto Notowidagdo, Regent of Kudus. This idea and thought arose from the fact that the majority of the population of Central Java, especially in the northern part, were Muslim, with most of them working as traders and farmers. On the other hand, Central Java was one of the bases and strongholds of the Indonesian Communist Party (PKI). In Central Java, the PKI won the most votes in the 1955 general election. Therefore, the presence of an Islamic university was a necessity. In addition to deepening and spreading Islamic teachings, Islamic universities were expected to counteract and stem the power and movement of the community.

Drs. Soenarto Notowidagdo disseminated his ideas and thoughts since 1958 when he was the Head of the Ma'arif NU Tengah Education Institute. However, these ideas and thoughts only became a reality after Drs. Soenarto Notowidagdo was elected Regent of Kudus in 1962. Various consultations and meetings were held, and finally it was decided to establish a university in Kudus with two faculties, namely the Faculty of Religion and the Faculty of Economics.

The plan received positive responses and support, particularly from community leaders, representatives of the people and regional officials, including:

1. M. Mashud, Chairman of the Kudus Regency Regional People's Representative Council, Chairman of the Kudus YKD, Chairman of the Kudus Branch of NU, Deputy Chairman of the Kudus Branch of NU, and Deputy Chairman of NU for the Central Java Region.
2. H. Ma'ruf, cigarette entrepreneur in Kudus Regency.
3. H. Ambari Noor, PPRK Rayon Kudus plantation entrepreneur, member of the Kudus Regional People's Representative Council.
4. Kumpul R.M. Soewarno Poesposaputro, Commander of the Kudus Police.
5. Kasmono Hadi, SH., Head of the Kudus District Attorney's Office.
6. Soepirman, SH., Chairman of the Kudus District Court.

Despite facing formidable challenges from the communists, the regent's initiative continued, even gaining wider support from the community. Finally, in October 1963, two faculties were established, namely the Faculty of Economics and the Faculty of Religion. The Faculty of Economics was under the guidance and supervision of Diponegoro University in Semarang. Meanwhile, the Faculty of Religion was guided by IAIN Sunan Kalijaga Yogyakarta. The Faculty of Economics later became the Faculty of Economics at Sunan Muria University in Kudus. Meanwhile, the Faculty of Religion, which was originally planned to be named the Faculty of Da'wah, was renamed the Faculty of Tarbiyah Kudus with one department, namely Religious Education, for strategic reasons. This change was also based on the advice of the leaders of IAIN Sunan Kalijaga Yogyakarta at that time.

From its establishment until 1968, the dean of the Faculty of Tarbiyah Kudus was Drs. Soenarto Notowidagdo. In the middle of this period, in 1966 to be precise, the faculty was inaugurated and officially affiliated with IAIN Sunan Kalijaga Yogyakarta. However, after a lengthy process, the Faculty of Tarbiyah Kudus changed its status to be affiliated with IAIN Walisongo along with the nationalisation of IAIN Walisongo in 1970. Meanwhile, the administrative process for the transfer of the new faculty was completed in 1971.

The establishment of the Walisongon State Islamic Institute (IAIN) cannot be separated from the Kudus Faculty of Tarbiyah, formerly known as the Kudus College of Religion (STA). The STA was founded by Soenarto Notowidagdo as Regent of Kudus and supported by MUSPIDA officials known as Catur Tunggal and approved

by the kyai from the Islamic boarding school community. The inclusion of KH. Abu Amar in the list of founders demonstrates the representation of religious scholars in the establishment of STA. At the practical operational level, the involvement of Soekarno, BA and Drs. Edi Sardjono was crucial in realising the establishment of the college¹ , which later became the Faculty of Religion.

In its development, the Faculty of Religion changed to the Faculty of Tarbiyah, which had one department, namely religious education² . There is an opinion that Soenarto held the position of Dean only until 1968, because in 1966, he moved to Semarang to become a member of the Central Java Provincial Executive Board (BPH). Thus, since 1966, Soenarto resided mostly in Semarang and often left his duties in Kudus. There is an opinion that Soenarto only held the position of Dean until 1968, because in 1966, he moved to Semarang to become a member of the Central Java Provincial Executive Board (BPH). Thus, since 1966, Soenarto had been residing in Semarang and often left his duties in Kudus. There is an opinion that Soenarto only held the position of Dean until 1968, because in 1966, he moved to Semarang to become a member of the Central Java Provincial Executive Board (BPH). Thus, since 1966, Soenarto resided more in Semarang and often left his duties in Kudus. According to Soenarto

Notowidagdo, the rejection of the establishment of the Faculty of Da'wah was based on the reasons presented by Prof. Mukti Ali, as the Rector of IAIN Sunan Kalijaga at that time, that the existence of da'wah as a faculty had never been found in any academic institution, including Cairo University, Egypt. Da'wah only existed as a department.

Through the Decree of the Minister of Religious Affairs No. 4 of 1966 dated 10 August 1966, the status of the Faculty of Tariyah Kudus was upgraded to a state institution and became a branch of IAIN Sunan Kalijaga. The leadership structure of the Faculty of Tarbiyah Kudus since its establishment until 1970 underwent two changes, as shown in the following table:

**Table 2.3 LEADERSHIP OF THE KUDUS TARBIYAH FACULTY
FROM 1963 TO 1970**

STATUS	YEAR	POSITION	NAME OF OFFICIAL
Private	1963-1966	Dean	Drs. Soenarto Notowidagdo
		Secretary	Sukarno, BA
State		Dean	Drs. Soenarto Notowidagdo
		Vice Dean	Hasan Salim al-Habsyi, MA

		Secretary	Sukarno, BA
	1966-1970	Dean	Drs. M Syatibi
	1970	Deputy Dean I	Drs. Cholid Narbuko
		Deputy Dean II	Drs. Mangunsandjaja
		Deputy Dean III	Mr. M. Muhaimin
		Secretary	D. Sunaryo, SH

The Faculty of Tarbiyah in Kudus served as the foundation for the establishment of IAIN Walisongo in Semarang in December 1966. At that time, DRS. Soenarto Notowidagdo, as a member of the Central Java Provincial Executive Board, after consulting with several officials, held a meeting with several Muslim leaders at his home on Jl. Saroja Barat No. 9 Semarang to initiate the establishment of the Faculty of Sharia in Semarang. The meeting decided to realise the establishment of the Faculty of Sharia in Semarang. For this purpose, two bodies were formed: an educational body and a foundation responsible for raising funds. The composition of the executive body consisted of:

Chair	Drs. Soenarto Notowidagdo
Secretary	R. Soedarmo, member of the DPR-GR/MPRS, Regional Secretary of NU Central Java
Members	1. Drs. H. Masdar Helmy, Head of the Central Java Provincial Religious Information Office 2. Karmani, SH., Lecturer at Diponegoro University 3. Nawawi, SH., Central Java Provincial Government Employee

Meanwhile, the al-Jami'ah Foundation, which was tasked with raising funds, was led by KH. Ali Masyhar, Head of the Central Java Provincial Religious Affairs Office at that time. In carrying out their duties, a fundamental difference arose between the head of the executive body and the head of the Al-Jami'ah Foundation, resulting in the establishment of the Sharia Faculty in Semarang being neglected. The difference centred on the issue of whether the Sharia Faculty to be established would be autonomous or affiliated with IAIN Sunan Kalijaga. The chair of the executive body argued that the Sharia Faculty should be independent under IAIN Walisongo Central Java. Conversely, the chair of the al-Jami'ah Foundation insisted that for its initial establishment, the Sharia Faculty should be affiliated with IAIN Sunan Kalijaga. The differences could not be reconciled and as a solution, the plan to establish the Sharia Faculty was changed to the Da'wah Faculty, the realisation of which was entrusted to Drs. H. Masdar Helmy based on MPRS Decree No. II/1962.

Although there were two views on the process of establishing IAIN Central Java in Semarang, after IAIN Walisongo was established, the differences melted away due to the unity of mission of the two figures to establish an Islamic university in Central Java. This was evidenced by the full support of K.H. Ali Masyhar, who initially wanted IAIN Semarang to be affiliated with IAIN Sunan Kalijaga Yogyakarta, by providing buildings, offices and lecture facilities belonging to the al-Jami'ah Foundation, which he led, for the teaching and learning activities of IAIN Walisongo Central Java students in Semarang. The building was used until IAIN Walisongo had its own campus in Irakah, Tugu District, in 1975.

Coinciding with the outbreak of the G 30 S/PKI incident, Drs. Soenarto Notowidagdo, with the verbal approval of the Minister of Religion, K. H. Moh. Dahlan, formed a new committee named the Founding Committee of IAIN Walisongo Central Java in Semarang. This new committee received support from:

1. Major General Munadi, Governor of Central Java Province
2. Major General Soerono, Commander of the VII Diponegoro Military Command
3. Brigadier General Pol. Soemantri Sakimi, Commander of the Central Java Regional Police
4. Sugiri, SH., Head of the Central Java High Court
5. H. Imam Sofwan, Chairman of the Central Java Provincial Legislative Council

Finally, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 40 of 1969 dated 22 May 1969, the Founding Committee of IAIN Walisongo Central Java was officially established as a state committee, with the following composition:

No	Position	Name
1	Patron	Major General Moenadi
		Major General Surono
		Brigadier General R. Soemantri Saimi
		Sogiri, LL.B.
2	Advisor	H. Imam Sofwah
		K.H. Zubair
		K.R.M.T. Mangoen Negoro
		K.H. Ali Mayhar
		K.H. Moh. Sowwam
		R.H. Haddy Soedjanto
		R.H. Abu Amar
		K.H. Abdoel Djalil
		K.H. Soedarto
		Lieutenant Colonel R.W. Soegiarto
3	Chairman	Drs. Soenarto Notowidagdo
	First Chairman	Mr. H. Masdar Helmy
	Vice Chairman II	Hasan Salim al-Habsyi, MA.

Chairman III	S.A. Basori
Secretary I	Drs. Fadjar
Secretary II	Drs. Sjamsuddin Anwar
Secretary III	Ismail Abdullah
Treasurer I	Nawawi, SH.
Treasurer II	Ichsanuddin Hemdrawasih
Treasurer III	Moch. Ma'som
Member	Drs. Samboedi
	M.S. Djonaidi, SH.
	Col. Abdoel Kadir, SH.
	Karmani, LL.B.
	S.K. Effendy, LL.B.
	Moch. Salim Rozi, BA.
	H.A.M. Effendi, LL.B.
	Djoeremi
	Ali Ba'agil bin Sah
	Doemami, LL.B.
	Moch. Ansori

The founding committee, which was approved as a state committee in 1969, pioneered the establishment of various faculties in various cities in Central Java. To facilitate this initiative, the committee encouraged and formed faculty founding committees with the following details:

- 1) Drs. H. Masdar Helmy, along with several members, was tasked with realising the establishment of the Faculty of Da'wah in Semarang.
- 2) S. A. Basori, assisted by Drs. M. Amir Thoha and members of the local committee, was tasked with establishing the Faculty of Sharia in Bumiayu.
- 3) K. H. Ahmad Malik, together with Doemami, SSH., Regent of Demak District, assisted by the local committee, was tasked with establishing the Faculty of Sharia in Demak
- 4) Drs. Soenarto Notowidagdo (Chair of the Founding Committee), assisted by K.H. Abu Amar, Soekarno, BA., Drs. Edi Sarjono and several members of the local committee, established the Faculty of Ushuluddin in Kudus.
- 5) K. H. Zubair and the Nahdlatul Ulama Tarbiyah Faculty committee, which had been established several years earlier, pioneered the merger of this faculty with the IAIN Walisongo Tarbiyah Faculty, located in Salatiga.

During this process, the founding committees of each faculty successfully completed their tasks. Each faculty opened its doors to new students, and the inaugural lectures were held consecutively by the IAIN Walisongo founding committee. Thus, by 1969, prior to its nationalisation, the State Islamic University ()

IAIN Walisongo had five faculties: the Faculty of Da'wah in Semarang, the Faculty of Sharia in Demak, the Faculty of Tarbiyah in Salatiga, the Faculty of Sharia in Bumiayu, and the Faculty of Ushuluddin in Kudus.

The leadership structure of IAIN Walisongo during the foundational period (the preparatory phase for nationalisation from 1968 to 1970) was as follows:

Position	Name
Rector	Drs. Soenarto Notowidagdo
Vice Rector I	K. H. Moh. Sowwam
Vice Rector II	Hasan Salim al-Habsyi, MA.
Vice-Chancellor III	Drs. H. Masdar Helmy

Meanwhile, the composition of the Faculty Deans at that time was as follows:

No	Faculty	Location	Name of Dean
1	Faculty of Da'wah	Semarang	Drs. H. Masdar Helmy
2	Faculty of Sharia	Demak	K. H. Ahmad Malik
3	Faculty of Sharia	Bumiayu	Drs. M. Amir Thoha
4	Faculty of Islamic Theology	Kudus	K. H. Abu Amar
5	Faculty of Tarbiyah	Salatiga	K. H. Zubair

To facilitate the working mechanism at the institute level, in addition to the assistance funds received from the Governor of Central Java Province, all costs were borne by each of the founding committees. The early days of establishment were very difficult. The secretariat office of the IAIN Walisongo founding committee moved from one place to another. Initially, the secretariat office was located at Jl. Saroja No. 9, then moved to Jl. Yudistiro No. 20 and finally to Jl. Dr. Setyabudi No. 93-95 Semarang. After IAIN Walisongo Central Java was officially established on 6 April 1970, the secretariat office occupied one of the rooms in the Representative Office of the Ministry of Religious Affairs of Central Java Province. This was a kind gesture from the Head of the Representative Office of the Ministry of Religious Affairs at that time, KH. Syahlan Ridwan, who also served as the Chair of the IAIN Walisongo Establishment Committee. In carrying out his duties, KH. Syahlan was assisted by Ismail Abdullah, BA, as secretary.

After IAIN Walisongo was established, the IAIN Walisongo committee and the faculty founding committee within IAIN Walisongo agreed in their meeting to entrust Drs. Soenarto Notowidagdo, as the general chairman of the committee, with the task of completing the IAIN Walisongo emblem. In carrying out this task, the general chairman received assistance from Ismail Abdullah, BA. as the emblem sketch artist. The sketch was then submitted to Achmad B. Kudus (a student) to be embroidered. After the IAIN Walisongo emblem was completed, it was submitted to

the Indonesian Minister of Religious Affairs for approval. After receiving the minister's approval, the emblem was incorporated into the pedel and other accessories.

When everything related to the establishment of IAIN Walisongo Central Java was deemed sufficient, albeit in a simple form, the Indonesian Minister of Religious Affairs in 1969 planned to officially inaugurate it. However, due to several reasons, including unresolved issues with IAIN Sunan Kalijaga, the inauguration of IAIN Walisongo was postponed. It should be noted that from 1966 to 1970, the Tarbiyah Faculty in Kudus was a branch of IAIN Sunan Kalijaga. At that time, IAIN Sunan Kalijaga considered that the establishment of IAIN Walisongo would become the new parent institution for the Tarbiyah Faculty in Kudus. This meant a reduction in the supply of students to IAIN Sunan Kalijaga from the north coast of Central Java.

After the issuance of Indonesian Minister of Religious Affairs Decrees No. 30 and 31 of 1970 on 6 April 1970, the Minister of Religious Affairs officially inaugurated IAIN Walisongo as a state institution. The inauguration ceremony was held at the Semarang City Hall building. The person appointed as rector at that time (the first rector since IAIN Walisongo became a state institution) was KH. Zubair, who served until 1973.

Since its establishment, IAIN Walisongo has had several faculties. The Faculty of Da'wah, led by Drs. H. Masdar Helmy, is located in Semarang. The Faculty of Sharia, led by Drs. M. Amir Thoha, is located in Bumiayu.

The Sharia Faculty, led by KH. Ahmad Malik, is located in Demak. The Ushuluddin Faculty, led by KH. Aboe Amar, is located in Kudus. The Tarbiyah Faculty, led by KH. Zubair, is located in Salatiga.

2. Factors driving the establishment of IAIN Walisongo

The plan to establish IAIN Walisongo cannot be separated from the social conditions of the community that led to it. According to the founders, IAIN Walisongo was established at the right time. If the idea and efforts to establish it had been delayed even for a short time, IAIN Walisongo would not have been established due to the cultural and political factors at that time. In fact, the history of IAIN Walisongo cannot be separated from the political, cultural, and religious situations that surrounded it.

a. Political Situation

After Indonesia's independence on 17 August 1945, the Unitary State of the Republic of Indonesia (NKRI) was still preoccupied with dealing with separatism and rebellion, including: the Republic of South Maluku (RMS) in Maluku (25 April 1950), Darul Islam/Indonesian Islamic Army (DI/TII) in several regions, and rebellions carried out by communists (PKI).

The largest rebellion was carried out by the PKI on 30 September 1965 (known as G 30 S/PKI), which had also rebelled in 1948 in what is known as the Madiun Rebellion. The PKI re-emerged in 1950 in Indonesian political life and participated in the first general election in 1955, ranking fourth after the Masyumi Party, the PNI Party, and the NU Party. As a result of the uprising, the PKI was dissolved in 1966.

Nevertheless, it remains a force that is feared by certain elements of the nation, especially Muslims, who believe that it will re-emerge at any time.

In Central Java, the NU Party won a significant number of seats in the 1957 elections. In Kudus, for example, the birthplace of IAIN Walisongo, the NU Party won the most votes. The following table shows the votes won by the major parties in the 1957 regional elections in Kudus Regency:

Table 2.4 VOTE GAINS OF PARTIES IN THE 1957 REGIONAL ELECTIONS IN KUDUS REGENCY

NO	PARTY NAME	VOTE SHARE
1	MASYUMI	4
2	NU	39
3	PNI	19
4	Indonesian Communist Party	28
5	PABNERKI	1
6	OTHER	10

Source: Kudus District Information Office (April 1963)

The G 30 S PKI movement left a dark mark on the history of the Indonesian nation. The PKI was declared an illegal organisation for attempting a coup against the legitimate government. This bitter experience led to the growth and development of Islam. Similarly, the NU party grew stronger alongside the PNI party after Masyumi was disbanded. These two parties then controlled strategic positions in the government, not only in the capital, but also in the regional politics of Indonesia. In Central Java, many strategic positions were controlled by NU members, considering that Central Java, especially the north coast, was home to many Islamic boarding school students. This description can be seen in the following table.

**Table 2.5 GOVERNMENT OFFICIALS
FROM NU ELEMENTS IN THE 1960S/1970S**

No	Name	Government Position	Position in NU
1	M. Mashud	Chairman of the Regional People's Representative Council (DPRD-GR) of Kudus Regency (1963)	Chairman of the NU Branch in Kudus Regency and Deputy Chairman of NU Central Java
2	Drs. Soenarto Notowidagdo	Regent of Kudus (1962-1966)	Chairman of the Ma'arif Board of the Central Java NU Province (1958-1962)
3	H. Imam Sofwan	Chairman of the Central Java Provincial Legislative Council	Chairman of Tanfidziyah NU Central Java
4	K.H. Ali Masyhar	Head of the Central Java Representative Office of the Ministry of Religious Affairs	Chairman of the Syuriyah Council of NU Central Java
5	Drs. H. Masdar Helmy	Head of the Central Java Provincial Religious Information Office	

From the table above, it can be seen that the establishment of IAIN Semarang could be realised immediately because the strategic positions at that time were held by NU, which later became known as the founder of IAIN Walisongo. Thus, NU, both personally and institutionally, was the driving force behind the establishment of IAIN Walisongo, which originated from several places in the region.

The pioneering of IAIN from 1963 until its official establishment on 6 April 1970 was the right time. This was because at that time, NU had power in the government. If this establishment had been delayed, it is possible that IAIN Walisongo Central Java would not have been established. The reason for this is that after this period, new forces emerged, such as Golongan Karya (Golkar), which then dominated power in the government. Similarly, a Ministerial Regulation on monolithic loyalty was issued, requiring all civil servants (PNS) to become members of Golkar.

Given this reality, one of the founders, Drs. Soenarto Notowidagdo, stated, "If the establishment of IAIN had been delayed, it would have lost momentum , and , it *would* have lost , bargaining , because , hegemony , Golkar".⁸ Page , similarly

by Drs. H. Masdar Helmy, "Politically, the establishment of IAIN was motivated by the fact that, at that time, the santri (NU) were finding the best opportunity for NU to

act, because NU had gained significant votes in the elections, so many NU cadres were in strategic positions."⁹

Due to the strong representation of NU in the power structure in Central Java at that time, the founders of IAIN, who were *in fact* NU activists, were able to easily approach the authorities and the military/ABRI (now TNI). In Kudus, the establishment of STAI received support from members of the Kudus Regency Catur Tunggal, namely Dandim (Ezi Soeharto), Danres (RM. Soewarno Poesposaputro), Kajari (Kasmono Hadi, SH.), and the Head of the District Court (Soepirman, SH.).

Similarly, in Semarang, the establishment of IAIN received support from the Governor of Central Java Province (Brigadier General Moenadi), Pangdam VII Diponegoro (Major General Soerono), Pendak IX (Brigadier General Pol. Soemantri Sakimi), and the Head of the Central Java Provincial Attorney General's Office (Soegiri, SH.).¹⁰ In addition, the closeness between

KH. Imam Sofwan with the Governor of Central Java, Major General Moenadi, further

facilitating communication channels for the establishment of IAIN Walisongo.¹¹ In other areas where regional faculties were established (Bumiayu, Demak, Tegal, and Salatiga), the conditions were not much different.

According to Drs. Soenarto Notowidagdo, the establishment of IAIN in Central Java received support from the local government for two reasons: (1) politically, strategic positions were held by NU members or those close to NU, and (2) the existence of MPRS Decree No. II of 1960 dated 3 December 1960.¹² With the second reason, no government official rejected the establishment of IAIN in Semarang.¹³

The historical reality of NU's involvement has not been explicitly mentioned in previous books on the history of the establishment of IAIN Walisongo. According to Dr. Muhtarom H.,¹⁴ this is because when the books were written, the political situation at the time did not allow for the role of NU or NU activists in Central Java in the process of establishing IAIN Walisongo to be discussed. The strong hegemony of Golkar and the New Order made the writing of IAIN Walisongo's history at that time less objective.

b. Cultural Background

The origins of IAIN Walisongo lie in the Faculty of Tarbiyah at the School of Religious Studies (STA), which was established in Kudus, Central Java, in 1963. Why

in Central Java and why did the idea of establishing the STA emerge in the city of Kudus? This was the result of historical and cultural struggles.

Geographically and ecologically, Kudus is located in a maritime area on the north coast of Java. Since the 16th century, Kudus has grown alongside the growth of the ports of Gresik, Surabaya, Sedayu, Tuban and Jepara on the east coast and other ports on the west coast, namely Tegal, Pemalang and Pekalongan. These port cities served as a chain of connections between the centres of Islamic maritime economic growth in Java and international trade in Malacca and other ports in the archipelago.

The city of Kudus is the capital of a regency that has been under under Dutch rule since the 18th century.¹⁶ The city, with its mosque named al-Manar or al-Aqsha, has been famous in Java since ancient times. Even since the 1st century, Western visitors such as Antonio Hurd in his expedition to Kediri in 1978, he admired its giant tower, whose architecture was inspired by pre-Islamic temples.¹⁷

Historically, Sunan Kudus (Ja'far Shodiq) is known as a figure who played a role in spreading Islam in the Kudus region. After Islam developed, Kudus became known as a religious and tolerant community.¹⁸ The values and norms that govern daily social life are Islamic values, as seen in the behaviour of individuals and society in general. According to Asriningrum's research, until 1950 and even into the 1970s, the population of Kudus was predominantly Muslim who were largely obedient to Islamic law.¹⁹ Even today, the obedience of the people of Kudus to Islamic law is still evident, earning it the reputation as a city of santri (Islamic students).

In addition to being a city of santri, Kudus is also known as an industrial city. Several business establishments, such as markets and cigarette factories, have existed since the 19th century. To date, Kudus has four cigarette factories, namely Djarum, Noyorono, Sukun, and Djambu Nol.²⁰

The rapid growth in the industrial world has given rise to a high spirit and work ethic among the people of Kudus.

An examination of the culture of the people of Kudus requires a closer look at the *constitutive* elements of culture, such as values, traditions, behavioural norms, and so on. In general, it can be said that in the cultural structure of the Kudus community, primary values rooted in religion play a significant role. This is particularly evident in the santri enclaves () such as Kudus Kulon and the outskirts of the city, such as Piji, Undaan, and Jekulo.²¹

The cultural identity of Kudus as both a city of Islamic boarding schools and an industrial city appears to remain intact to this day. Mustofa Sonhaji's research describes how the social strata of Kudus society strongly reflect their cultural identity. In his research, Mustofa found that the highest ranking social strata in Kudus society is occupied by the Kyai, followed by entrepreneurs, Diniyah (Madrasah) teachers, brokers and farmers, and finally ^{civil} servants.

It was this combination of cultural backgrounds as a city of santri and an industrial city that inspired the idea of establishing a university in Kudus by community leaders in the early 1960s. The establishment of STA reflected the cultural identity of Kudus as a city of santri, while the cultural identity of Kudus as an industrial city was reflected in the establishment of APP (Akademi Pimpinan Perusahaan or Company Leadership Academy), which later became STE (Sekolah Tinggi Ekonomi or College of Economics), the forerunner of Muria Kudus University (UMK).²³

c. Religious Traditions

Historical records show that Muslim traders did not only focus on their business activities, but also took the time to teach religion in villages. This development of teaching and learning eventually gave rise to Islamic boarding schools and other educational institutions. By the second half of the 20th century, the number of Islamic boarding schools had increased, each with its own characteristics. During this period, the large organisation "Nahdlatul Ulama" (NU) was founded, which *actively* resisted colonialism.

Founded in 1926, NU drew its strength from the Islamic boarding schools. The organisation was also supported by many Islamic scholars, enabling NU to grow and develop in various regions in Java and beyond. In Central Java, NU is a large organisation and has gained considerable sympathy from the community, including when it became a political party and participated in elections. In fact, most Islamic boarding schools on the coast of Central Java are based on the teachings and values championed by NU, including the anti-colonial movement known as *Jihad fi Salsabilah*.

The strength of the santri (NU) in Central Java is an asset for the development and spread of religion. Its traditional religious patterns with various forms of life, such as tahlilan, manakiban, reading barzanji, grave pilgrimage, and , are seen as a means of communication with other parties and further strengthen bonds of friendship.

Religious study groups have flourished in various remote villages. With mubaligh (preachers) at the forefront, NU has shaped the character of Central Java society, especially in coastal areas.

The tradition of preaching has continued to develop over time, given the increasingly complex conditions of society. Based on this, the idea arose to equip preachers with training materials, especially in the field of management. The substantive field was considered sufficient because the preachers were born from Islamic boarding schools. This idea and concept then developed into the idea that an Islamic University was needed in Central Java. This was intended so that preachers, in addition to mastering the material, would also be able to preach in the community using various methods and approaches. Therefore, several NU figures in Central Java, who later became known as the founders of IAIN Walisongo, insisted on establishing the first faculty, called the Faculty of Da'wah, in 1963. This idea failed because the Faculty of Da'wah was not recognised by the Ministry of Religious Affairs.

The establishment of IAIN received a positive response from the Muslim community in Central Java. No community group opposed the presence of IAIN in Semarang because, in addition to the strong push for the establishment of STA led by NU leaders who were in power at the time, it was also based on MPRS Resolution No. II/Res/MPRS/1960, which stated that IAIN needed to be established in several other places, including Central Java. In addition to support from the local government, the establishment of IAIN in Semarang was also supported by scholars and Islamic boarding schools. However, some members of the traditionalist community (NU santri) were concerned that the establishment of IAIN in Central Java would shift the religious understanding that had been strongly held by traditionalists, including the teachings of Aswaja (*Ahl al-Sunnah wa al-Jama'ah*).

These concerns are certainly not without reason, given that IAIN is a "school-based" higher education system. This institution represents the identity of modernists more than it does traditionalists. In addition, several experiences show that those educated at the IAIN Sunan Kalijaga or IAIN Syarif Hidayatullah Jakarta educational institutions often introduce "strange" and foreign ideas to traditionalist society pesantren. For example, Drs. Ahmad Khotib, the first alumnus of IAIN Sunan Kalijaga, introduced the opinion that bank interest is halal. This was contrary to the *mainstream* opinion of the santri at that time. Similarly, Drs. Nawawi Rambe put

forward the opinion that artificial insemination is permissible. This idea also went against the *mainstream* opinion of traditional pesantren scholars. In this context, the difficult task facing the NU leaders who founded IAIN Walisongo at that time was how to overcome concerns that the future IAIN would still be able to maintain its traditional diversity. In addressing this issue, the leaders eliminated such attitudes by including materials taught at Islamic boarding schools in the IAIN curriculum, such as *muthla'ah, insya', qawaid, balaghah, and nushush*. In addition, to improve the quality of its alumni at the Faculty of Sharia in Semarang the following subjects were included the course *Bahsul Kutub* (classical books classic) as a compulsory subject (local curriculum).

In addition, lecturer recruitment in the early days was also carried out selectively, in the sense that priority was given to alumni with a traditional religious understanding. This resulted in many of the lecturers teaching at IAIN Walisongo in the early period being kyai such as KH. Zubair, KH. Wildan Abdul Hamid, KH. Aboe Amar, KH. Malik and a number of other *well-known* kyai in Central Java. They were the guarantee for the preservation of traditional religious understanding at IAIN Walisongo.

d. The Aspirations of the People of Central Java

The idea to establish the Walisongo State Islamic Institute (IAIN) originated from the concern of Muslim leaders in Central Java to have an Islamic university. This was based on two things: *first*, the majority of the population of Central Java is Muslim, so there is a need for a university with an Islamic identity. *Second*, Semarang already had a public university, namely Diponegoro University, while there was no Islamic university, even though IAIN Sunan Kalijaga had already been established in Yogyakarta.²⁶ Therefore, the establishment of an Islamic university was an urgent need for Muslims in Central Java.

Compared to other IAINs, the establishment of IAIN Walisongo was relatively late. This was due to several factors. *First*, there were efforts by IAIN Sunan Kalijaga to prevent the establishment of an IAIN in Central Java because, in quantitative terms (), it would reduce *the number* of students who would study in Yogyakarta, especially those from the north coast (pantura) of Java. *Second*, there was no promoter who initiated the establishment of an IAIN in Central Java. *Third*, politically, power in the Central Java government in the 1960s was in the hands of the PNI and PKI; neither of these parties had Islam as their mission.²⁷ The efforts of the ulama and

Islamic figures in the government to counter communist influence in Central Java united them in a single vision: to educate the younger generation to think progressively based on Islamic values.

Since 1963, efforts to establish IAIN Central Java have continued by establishing several faculties in the region, such as the Sharia Faculty in Bumiayu, the Sharia Faculty in Demak, the Ushuluddin Faculty in Kudus, the Ushuluddin Faculty in Slawi, Tegal, the Tarbiyah Faculty in Salatiga, and the Dakwah Faculty in Semarang. The existence of several faculties in these regions became *the trigger* for the immediate establishment of IAIN as the parent institution. The need for IAIN as an Islamic university was urgent and had to be realised immediately.

It should be noted that the establishment of faculties in these regions cannot be separated from the role and contribution of the ulama as representatives of religious leaders and bureaucrats from the NU circle. The synergy between these two forces has been the driving force behind the realisation of these faculties.

Sociologically, the establishment of these faculties reflects the strong desire of the people of Central Java, especially in the northern coastal region (pantura) of Java, to advance and develop religious scholarship beyond the pesantren. The existence of Islamic boarding schools along the northern coast is a promising asset in terms of *human resources*. According to R. H. Abdullah, this condition has encouraged and strengthened the existence of IAIN in Central Java to survive and develop into a promising institution in the future.

In the historical reality of IAIN Walisongo, the majority of students come from the pantura region, *which* has a strong pesantren base, such as Brebes, Pekalongan, Kaliwungu, Kendal (representing the western region), and Demak, Kudus, Pati, Rembang, Lasem (representing the eastern and northern regions). These regions have shaped and enlivened the dynamics of IAIN Walisongo to this day. Therefore, it is not surprising that IAIN Walisongo students are sometimes identified with students who have a NU background. This is because the NU Islamic boarding schools in the northern coastal region have contributed greatly to the development of IAIN as a higher education institution.

e. The Existence of SP-IAIN in Central Java

When viewed from the chronological record of its formation, IAIN Walisongo has a different historical background from IAIN Sunan Kalijaga and IAIN Sayrif Hidayatullah Jakarta. The latter two IAINs were established due to *the good will* of

the government, while IAIN Walisongo was established based on the real needs of Muslims in Central Java to have an Islamic university that was in line with the conditions and situation of the community. Its establishment truly emerged from the grassroots and was initiated by Islamic religious leaders in Central Java, which was then responded to positively by other elements of society.

The existence of SP-IAIN in various regions of Central Java has been a factor in the establishment of IAIN in Central Java. After the outbreak of the G 30 S/PKI incident, IAIN Preparatory Schools (SP) were established in various areas of Central Java, such as Semarang, Kendal, Demak, Pekalongan, Wonosobo, and Temanggung, all of which have state status. All of these SP-IAINs were affiliated with IAIN Sunan Klajaga Yogyakarta. In detail, the list of SP-IAINs and the basis for their state status can be seen in the following table:

Table 2.6 SP-IAIN IN CENTRAL JAVA PRIOR TO THE ESTABLISHMENT OF IAIN WALISONGO

INSTITUTION NAME	BASIS FOR STATE-OWNED STATUS	YEAR ESTABLISHMENT
SP IAIN Semarang	Ministry of Religious Affairs Decree No. 60 of 1966 dated 10 September 1966	1966
SP IAIN Kendal	Ministry of Religious Affairs Decree No. 153 of 1969 dated 8 November 1969	1969
SP IAIN Demak	Ministry of Religious Affairs Decree No. 155 of 1969 dated 8 November 1969	1968
SP IAIN Pekalongan	Ministry of Religious Affairs Decree No. 217 of 1968 dated 24 September 1969	1964
SP IAIN Wonosobo	Ministry of Religious Affairs Decree No. 156 of 1969 dated 8 November 1969	1968
SP IAIN Temanggung	Ministry of Religious Affairs Decree No. 157 of 1969 dated 8 November 1969	1968

In addition to several SP-IAINs that had already been nationalised, there were several private preparatory schools in various regions, namely Kudus, Pati, Ambarawa, Tegal, Blora, and Purwodadi. These schools could not yet be nationalised due to a Decree of the Minister of Religious Affairs regarding the suspension of the

nationalisation of facilities and schools within the Ministry of Religious Affairs for the time being.²⁹

3. Growth and Development of IAIN Walisongo

Since its nationalisation, IAIN Walisongo has undergone developments and changes, both in the institutional structure of IAIN and the composition of its faculties.

Institutionally, after officially becoming a state university on 6 April 1970, IAIN Walisongo oversaw the following five faculties: the Faculty of Da'wah in Semarang (as the parent faculty), the Faculty of Sharia in Bumiayu, the Faculty of Ushuluddin in Kudus, and the Faculty of Tarbiyah in Salatiga (all of which have branch faculty status). The Faculty of Ushuluddin in Tegal, which was originally affiliated with IAIN Sunan Kalijaga, finally became officially affiliated with IAIN Walisongo in 1971, along with the nationalisation of the Faculty of Ushuluddin in Tegal. This was thanks to the efforts of Drs. Chazin Mahmud (member of the Tegal Regency BPH) and several local committee members with the full support of the then Regent of Tegal (after consulting with the Chairman of the IAIN Walisongo Founding Committee).

Shortly thereafter, IAIN Walisongo underwent the following changes:

a. Changes in Status and Addition of Several Faculties

The Tarbiyah Faculty in Kudus, which was originally affiliated with IAIN Sunan Kalijaga in Yogyakarta, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 32 of 1970, changed its status to be affiliated with IAIN Walisongo. Similarly, the Faculty of Religion of IKIP NU Salatiga and the Faculty of Ushuluddin Tegal, which were originally affiliated with IAIN Sunan Kalijaga, were eventually affiliated with IAIN Walisongo along with the nationalisation of the two faculties. This was thanks to the efforts of Drs. Chozin Mahmud (member of the Tegal Regency BPH) and several local committee members, with the full support of the then Regent of Tegal, after consulting with the Chairman of the IAIN Walisongo Founding Committee.

b. Rationalisation of Several Branch Faculties

As a follow-up to the results of the 1973 IAIN Rectors' Working Meeting in Ciumbuleuit, Bandung and Diperta Instruction No. D.VI/Ed/166/73, IAIN Walisongo carried out the rationalisation of several faculties as follows:

- 1) Based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 35 of 1973, the Tarbiyah Faculty Branch in Kudus was relocated to Semarang and changed its status to a parent faculty.
- 2) The Faculty of Sharia in Demak was also relocated to Semarang and became a parent faculty after the issuance of the Decree of the Minister of Religious Affairs No. 36 of 1973.
- 3) By Decree of the Minister of Religious Affairs No. 37 of 1973, the Sharia Faculty Branch in Bumiayu was relocated to Pekalongan with the same status, namely the Sharia Faculty of IAIN Walisongo Branch in Pekalongan.
- 4) Based on the Decree of the Minister of Religious Affairs No. 17 of 1974, the Tegal Branch of the Faculty of Ushuluddin was also relocated to Semarang and given the status of a parent faculty.

With the completion of the rationalisation process, the composition of faculties within IAIN Walisongo is as follows:

- 1) Faculty of Da'wah in Semarang (parent faculty)
- 2) Faculty of Sharia in Semarang (parent faculty)
- 3) Faculty of Education in Semarang (main faculty)
- 4) Faculty of Ushuluddin in Semarang (parent faculty)
- 5) Faculty of Tarbiyah in Salatiga (branch faculty)
- 6) Faculty of Ushuluddin in Kudus (branch faculty)
- 7) Faculty of Sharia in Pekalongan (branch faculty)

c. Equal Status

Legally, the existence of IAIN Walisongo became more established after the issuance of Government Regulation No. 33 of 1985 concerning the Principles of IAIN Organisation and Presidential Decree No. 9 of 1987 concerning the IAIN Organisational Structure. Government Regulation No. 33 of 1985 and Presidential Decree No. 9 of 1987 clarified the structure of IAIN Walisongo, with its seven faculties, research centre, community service centre and library listed.

With this legal basis, the status and position of IAIN Walisongo became clearer and on par with other state universities.

d. Similarities in Study Programmes

A fundamental change occurred in 1983/1984, when the Rector, through his Decree No. 16 of 1983, implemented a Bachelor's Degree (S.1) education programme

for all faculties within IAIN Walisongo. Through Rector's Decree No. 16 of 1983, all faculties have the same status, namely intermediate faculties, and the term branch faculties is no longer used.

e. Relocation of Several Faculties

Another significant change occurred in 1992, when several faculties were relocated as a follow-up to the Indonesian Minister of Religious Affairs Decree No. 170 of 1992. In this case, the Faculty of Ushuluddin Kudus and the Faculty of Sharia Pekalongan were relocated to Surakarta, becoming the Faculty of Ushuluddin and the Faculty of Sharia IAIN Walisongo in Surakarta.

f. Addition of New Faculties

In accordance with the Decree of the Minister of Religious Affairs No. 408 of 1993 concerning the Statutes of IAIN, the Faculty of Tarbiyah Purwokerto, which was originally part of IAIN Sunan Kalijaga, changed its status and joined IAIN Walisongo. Meanwhile, the administrative transfer process was only carried out at the end of 1994. Thus, the composition of faculties within IAIN Walisongo is as follows:

- 1) Faculty of Da'wah in Semarang
- 2) Faculty of Sharia in Semarang
- 3) Faculty of Tarbiyah in Semarang
- 4) Faculty of Ushuluddin in Semarang
- 5) Faculty of Education in Salatiga
- 6) Faculty of Islamic Theology in Surakarta
- 7) Faculty of Sharia in Surakarta
- 8) Faculty of Tarbiyah in Purwokerto

g. The establishment of STAIN

The merger of the Purwokerto Tarbiyah Faculty into IAIN Walisongo, which automatically increased the number of faculties within IAIN to eight, did not last long. In 1997, Presidential Decree No.

11 was issued, regulating the establishment of State Islamic Higher Education Institutions (STAIN). The institutions affected by this regulation were faculties within IAIN located outside the city where IAIN Walisongo was based.

With Presidential Decree No. 11 of 1997, all faculties outside Semarang were institutionally separated from IAIN Walisongo starting in the 1997/1998 academic year. Their status was developed and upgraded to become higher education

institutions in the form of State Islamic Colleges (STAIN). Thus, the faculties within IAIN Walisongo Semarang only consist of the Faculty of Islamic Studies () Dakwah, the Faculty of Sharia, the Faculty of Tarbiyah, and the Faculty of Ushuluddin. All of these faculties are located in Semarang.

h. The Establishment of Postgraduate Programmes (Master's and Doctoral Degrees)

Along with the transformation of regional faculties outside Semarang into STAIN, the Decree of the Minister of Religious Affairs No. 209 of 1997 was issued. This Decree of the Minister of Religious Affairs No. 209 regulates the Implementation of the Postgraduate Study Program (S-2) in Islamic Studies at the Walisongo State Islamic Institute in Semarang.

Based on this decree, starting in the 1997/1998 academic year, IAIN Walisongo Semarang opened a Postgraduate Program (S-2) in Islamic Studies. The number of participants in the postgraduate program in the first year was 26 (twenty-six) people.

The Master's Degree Program (S-2) is implemented using the Semester Credit System (SKS), with a credit load of 42 SKS (including thesis). It is hoped that after completing the S.2 program, alumni will be able to bring Islam to be accepted in the midst of society in the era of globalisation and free trade. In the long term, they are expected to have the ability to pioneer the renewal of Islamic sciences so that they become *applicable* sciences.

In 2004, the IAIN Walisongo Postgraduate Programme obtained permission to organise a Doctoral Programme (S.3) through the Decree of the Director General of Bagais Number: Dj-II/381/2004 dated 21 October 2004. Registration for new doctoral students then opened in the 2005/2006 academic year.

With the establishment of this postgraduate programme, IAIN Walisongo Semarang now has:

- 1) Faculty of Da'wah
- 2) Faculty of Sharia
- 3) Faculty of Education
- 4) Faculty of Ushuluddin
- 5) Postgraduate Programmes (Master's and Doctorate) and the Tadris Programme in the Faculty of Education

i. Establishment of Public Service Agency (PSA)

Based on the Decree of the Minister of Finance (KMK) No. 68/KMK.05/2009, dated 5 March 2009, concerning the Establishment of IAIN Walisongo Semarang under the Ministry of Religious Affairs as a Government Agency implementing the

BLU financial management model, the management system of IAIN Walisongo Semarang must be oriented towards maximising community service. The types of services provided cover all aspects under the authority and responsibility of IAIN Walisongo Semarang. With the implementation of BLU at IAIN Walisongo, all services are carried out in a more professional manner.

j. Changes in ORTAKER Nomenclature (2013)

With the issuance of PMA No. 17/2013 concerning the Organisation and Work Procedures of IAIN Walisongo, there have been changes in nomenclature at the institute, faculty, institution, and technical implementation levels. At the institute level, there has been a change in the management body from Assistant Rector to Vice Rector. At the faculty level, Assistant Dean has become Vice Dean. In addition to the management body, there have been the following changes in faculty institutions:

- 1) The Faculty of Tarbiyah became the Faculty of Tarbiyah and Teacher Training (FITK)
- 2) The Faculty of Sharia has become the Faculty of Sharia and Islamic Economics (FSEI)
- 3) The Faculty of Da'wah has become the Faculty of Da'wah and Communication (FDK)
- 4) Meanwhile, the Faculty of Ushuluddin remains unchanged

Then, PMA No. 82 of 2013 concerning Amendments to PMA No. 17/2013 concerning the Organisation and Work Procedures of IAIN Walisongo was issued. There are two changes regulated by PMA No. 82 of 2013, namely:

- 1) Amendment to Article 10 of PMA No. 17 of 2013, regulating faculties at IAIN Walisongo, as follows:
 - a. Faculty of Tarbiyah and Teacher Training (FITK)
 - b. Faculty of Sharia (FS)
 - c. Faculty of Da'wah and Communication (FDK)
 - d. Faculty of Islamic Theology (FU)
 - e. Faculty of Islamic Economics and Business (FEBI)
- 2) Amendment to Article 22 of PMA No. 17 of 20143, regulating the Administrative Division of the Faculty of Da'wah and Communication, the Faculty of Ushuluddin, and the Faculty of Islamic Economics and Business, as follows:
 - a. General Administration and Finance Sub-division
 - b. Sub-division of Academic Affairs, Student Affairs, and Alumni Affairs

At the institutional level, there have been organisational changes, namely the merger of Lemit and LPM (Community Service Institutions) into LP2M (Research

and Community Service Institutions) and the expansion of PMA (Academic Quality Assurance Centre) into LPM (Quality Assurance Institutions).

At the executive level, there were changes in institutional nomenclature. PBB (Language and Culture Centre) changed to PPB (Language Development Centre). Puskom changed to PTIPD (Information Technology and Data Protection Centre). In addition, there were new technical executive organs, namely the Ma'had al-Jami'ah Centre and the Business Development Centre.

k. The Transformation of IAIN Walisongo into UIN Walisongo

Since its establishment in 1970 until 2013, IAIN Walisongo Semarang has undergone many changes and made efforts to improve its services to the community in a professional and beneficial manner. This spirit led the Minister of Religious Affairs in 2014 to deem it appropriate for IAIN to become UIN in accordance with the Minister of Religious Affairs' proposal through letter Number MA/88/2014. In accordance with Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions, the status of IAIN Walisongo was changed to Walisongo State Islamic University Semarang, and based on Presidential Regulation No. 130 of 2014 concerning the Change of the State Islamic Institute Walisongo Semarang to the State Islamic University Walisongo Semarang, which was launched by the President of the Republic of Indonesia, Ir. Joko Widodo, on 19 December 2014.

The development of IAIN into UIN signifies a more advanced process of awareness. Until now, IAIN has been regarded as a campus that produces new religious teachers, mosque imams, mosque administrators, and religious lecture presenters. This stigma is perceived when IAIN alumni do not develop because the diplomas they receive do not meet the standards required by the market. We cannot deny that the desire of every graduate is to be able to get a decent job. The establishment of UIN is part of an effort to integrate various disciplines to eliminate the dichotomy between general knowledge and religious knowledge. This is considered necessary in an effort to provide a basis for Islamic ethics for the development of science and technology, and at the same time also seeks to implement Islamic teachings professionally in social life (Azra, 2000: 430).

The establishment of Islamic educational institutions has a dual function, namely an academic function and a da'wah function. In its academic function, broadening the spectrum of knowledge means expanding and providing access for the

nation's children to become academics who, in addition to having expertise in their field of study, also become da'i (). It would be ideal if there were da'i with the ability to explain the verses of the Qur'an through an academic approach, as well as being highly qualified religious experts due to their thorough understanding of religion.

The above reasons are part of the effort to transform IAIN into UIN, so that it is not only dominant in its orientation towards da'wah but also responds to and faces a new and increasingly complex society. Azyumardi Azra said that the idea and concept of developing IAIN into UIN cannot be separated from several problems faced by IAIN in its development so far. First, IAIN has not played an optimal role in the academic world, bureaucracy and Indonesian society as a whole. IAIN plays a greater role in society because of its context of preaching. Second, the IAIN curriculum has not been able to respond to developments in science and technology and the increasingly complex changes in society (Nata, 2001: 23).

Abudin Nata (2002) revealed that there are several reasons behind the need to convert IAIN into UIN. First, changes in the type of Madrasah Aliyah education. Previously, madrasahs were religious schools, but now they have become part of public schools or schools with Islamic characteristics. Madrasahs now have general subjects included in their curriculum, such as exact sciences, social sciences, languages and physics. This is different from IAIN, which still provides religious education. In addition, this conversion is also intended to welcome general secondary school graduates to enter IAIN once it becomes a UIN, as it will be able to provide general departments and faculties. This change is also part of a mission to empower the community in the future.

Second, there is a dichotomy between religious and general sciences. The solution to this dichotomy is a programme to integrate religious and general sciences. The assumption is that if IAIN only teaches religious sciences, this dichotomy will be perpetuated (Nata, 2010: 56). Therefore, IAIN must become UIN in order to establish general faculties. Third, the change from IAIN to UIN is an opportunity for graduates to enter better jobs (Nata, 2010: 58). In addition, IAIN graduates are directed towards Islamic educational institutions, religious activities, da'wah and the Ministry of Religious Affairs. Therefore, the change to UIN will broaden the scope of work and existence of IAIN graduates. The change to UIN is also an effort to converge general and religious knowledge, as stated by the Minister of Religious Affairs, Harun

Nasution, that the change of IAIN to a university was designed to eliminate the dichotomy of knowledge (Nata, 2010: 59).

Fourth, the change from IAIN to UIN is intended to provide opportunities for IAIN graduates to achieve vertical mobility. That is, the opportunity to move and participate in a broader field. IAIN graduates will enter a broader, more varied and prestigious field and environment. This change also aims to revive the hope of Muslims to become pioneers of human civilisation, as Islam once achieved in classical times (Kusmana et al., 2002: 28). Fifth, the change from IAIN to UIN is also a demand for professional, high-quality education that offers many choices. This is especially true with the advent of globalisation, which has given rise to an environment of competition. Therefore, the change from IAIN to UIN is part of an effort to face challenges and seize opportunities (Nata, 2010: 60).

The transformation of IAIN Walisongo Semarang into UIN Walisongo Semarang was followed by the issuance of Minister of Religious Affairs Regulation No. 57 of 2015 concerning the Statute of UIN Walisongo Semarang and Minister of Religious Affairs Regulation No. 54 of 2015 concerning the Organisational Structure of UIN Walisongo Semarang. One of the provisions in this new organisational structure is the opening of three new faculties and the establishment of new nomenclatures for the old faculties. The three new faculties are the Faculty of Social and Political Sciences (FISIP), the Faculty of Psychology and Health (FPK), and the Faculty of Science and Technology (FST). The existing faculties with new nomenclatures are the Faculty of Sharia and Law, the Faculty of Ushuluddin and Humanities, the Faculty of Tarbiyah and Teacher Training, the Faculty of Da'wah and Communication, and the Faculty of Islamic Economics and Business.

CHAPTER III HUMAN RESOURCE PROFILE

A. Management Profile Based on Gender

Table 3.1 Management Profile by Gender

Management	Male		Women		Number	
	(N)	%	(N)	%	(N)	%
Rector	1	100	0	0	1	100
Vice-Chancellor I	1	100%	0	0	1	100
Vice-Chancellor II	1	100%	0	0	1	100
Vice-Chancellor III	1	100%	0	0	1	100
Vice-Chancellor IV	0	0	0	0	0	0
Faculty	Faculty of Education and Teacher Training (FITK)					
Dean of FITK	0	0	1	100	1	100
Deputy Dean of FITK	3	100%	0	0	3	100%
KTU FITK	1	100	0	0	1	100
Deputy Head of Academic Affairs, Faculty of Islamic Theology	1	100	0	0	1	100
Deputy Head of Personnel FITK	0	0	1	100	1	100
Head of General Affairs & Finance FITK	0	0	1	100	1	100
Head of the Department of Islamic Theology	6	75%	2	25	8	100
Department Secretary of FITK	4	50%	4	50	8	100
FITK Lecturers	0	0	0	0	0	0
Faculty	Faculty of Sharia and Law (FSH)					
Dean of FSH	1	100	0	0	1	100
Deputy Dean of FSH	3	100%	0	0	3	100
KTU FSH	1	100	0	0	1	100
Deputy Head of Academic Affairs, Faculty of Social Sciences	0	0	1	100	1	100
Deputy Head of Personnel FSH	1	100%	0	0	1	100
Head of General Affairs & Finance FSH	0	0	1	100	1	100%
Head of the Department of FSH	3	60%	2	40	5	100
Department Secretary, Faculty of Social Sciences	4	80%	1	20	5	100
FSH Lecturers	0	0	0	0	0	0
Faculty	Faculty of Da'wah and Communication					
Dean of the Faculty of Da'wah	1	100	0	0	1	100
Deputy Dean of Da'wah	3	100%	0	0	3	100
KTU Dakwah	1	100	0	0	1	100
Deputy Head of Academic Da'wah	1	100	0	0	1	100
Deputy Head of the Personnel and Da'wah Division	1	100	0	0	1	100
Deputy Head of General Affairs & Finance	0	0	1	100	1	100

Management	Male		Women		Number	
	(N)	%	(N)	%	(N)	%
for Da'wah						
Head of the Department of Da'wah	3	60%	2	40	5	100
Department of Da'wah Secretary	2	40	3	60	5	100
Dakwah Teacher	0	0	0	0	0	0
Faculty	Faculty of Islamic Studies and Humanities					
Dean of UINHUM	1	100	0	0	1	100
Deputy Dean of UINHUM	2	67%	1	33%	3	100
KTU UINHUM	0	0	1	100%	1	100
Deputy Head of Academic Affairs, UINHUM	1	100%	0	0	1	100
Deputy Head of Personnel Affairs, UINHUM	1	100	0	0	1	100
Head of General Affairs & Finance, UINHUM	1	100	0	0	1	100
Head of Department, UINHUM	4	80%	1	20	5	100
Department Secretary, UINHUM	3	60%	2	40%	5	100
UINHUM Lecturers	0	0	0	0	0	0
Faculty	Faculty of Economics and Business					
Dean of FEBI	1	100	0	0	1	100
Deputy Dean of FEBI	3	100%	0	0	3	100
KTU FEBI	1	100	0	0	1	100
Deputy Head of Academic Affairs, FEBI	1	100	0	0	1	100
Head of Personnel Section, FEBI	1	100	0	0	1	100
Head of General Affairs & Finance FEBI	1	100	0	0	1	100
Head of the FEBI Department	4	80%	1	20	5	100
Department Secretary, FEBI	4	80	1	20	5	100
FEBI Lecturers	0	0	0	0	0	0
Faculty	Faculty of Science and Technology					
Dean of FST	1	100	0	0	1	100
Deputy Dean of FST	2	67%	1	33%	3	100
KTU FST	1	100	0	0	1	100
Deputy Head of Academic Affairs, Faculty of Science and Technology	1	100	0	0	1	100
Deputy Head of Personnel Section, Faculty of Science and Technology	1	100	0	0	1	100
Deputy Head of General Affairs & Finance FST	1	100	0	0	1	100
Head of the Department of FST	4	44%	5	56	9	100
Department Secretary, FST	5	56	4	44%	9	100%
FST Lecturers	0	0	0	0	0	0
Faculty	Faculty of Social and Political Sciences					
Dean of FISIP	0	0	1	100	1	100
Deputy Dean of the Faculty of Social and Political Sciences	3	100%	0	0	3	100
KTU FISIP	1	100	0	0	1	100
Deputy Head of Academic Affairs, Faculty of Social and Political Sciences	1	100	0	0	1	100

Management	Male		Women		Number	
	(N)	%	(N)	%	(N)	%
Deputy Head of Personnel, Faculty of Social and Political Sciences	1	100	0	0	1	100
Head of General Affairs & Finance FISIP	0	0	1	100	1	100
Head of the Department of Social and Political Sciences	2	100%	0	0	2	100
Department Secretary of Social and Political Sciences	2	100	0	0	2	100
FISIP Lecturer	0	0	0	0	0	0
Faculty	Faculty of Psychology and Health					
Dean of FPK	1	100	0	0	1	100
Deputy Dean of FPK	2	67%	1	33%	3	100
KTU FPK	0	0%	1	100	1	100
Deputy Head of Academic Affairs, Faculty of Public Health	1	100%	0	0	1	100
Deputy Head of Personnel FPK	1	100	0	0	1	100
Head of General Affairs & Finance FPK	1	100	0	0	1	100
Head of the FPK Department	0	0	2	100	2	100
Department Secretary, Faculty of Public Health	0	0	2	100	2	100
FPK Lecturer	0	0	0	0	0	0
Postgraduate						
Director of Postgraduate Studies	1	100	0	0	1	100
Deputy Director of Postgraduate Studies	1	100%	0	0	1	100
Postgraduate Staff	1	33	2	67	3	100
Head of Postgraduate Programme	1	100%	0	0	1	100
Structural Institutions						
Head of Planning Department	1	100	0	0	1	100
Head of Finance Department	1	100	0	0	1	100%
Head of Personnel Department	0	0	1	100	1	100
Head of the AAKK Bureau	1	100%	0	0	1	100
Head of Academic Affairs	1	100	0	0	1	100
Head of Student Affairs	1	100	0	0	1	100
Head of Cooperation Department	1	100	0	0	1	100
Head of LPM	1	100%	0	0	1	100
Secretary of the Student Council	0	0	1	100	1	100
Head of the Centre for Standards and Quality	0	0	1	100	1	100
Quality Assurance Agency						
Central Standards and Quality Staff	1	50	1	50	2	100
Head of Audit Centre	1	100%	0	0	1	100
Central Audit Staff	1	50%	1	50	2	100
Head of PPMPM	1	100%	0	0	1	100
PPMPM Staff	0	0	3	100	3	100
Chairperson of LP2M	1	100%	0	0	1	100
Secretary of LP2M	1	100	0	0	1	100
Head of Research Centre	1	100%	0	0	1	100

Management	Male		Women		Number	
	(N)	%	(N)	%	(N)	%
Research Staff	1	100	0	0	1	100
Research and Community Service Institute						
Head of the Community Service Centre	1	100	0	0	1	100
Community Service Centre Staff	1	100	0	0	1	100
Head of the Centre for Gender and Children	0	0	1	100	1	100
Gender & Children Staff	0	0	1	100	1	100
Head of International Services Centre	1	100%	0	0	1	100
PLI Staff	1	100	0	0	1	100
Technical Implementation Unit						
Head of Library	1	100	0	0	1	100
Library Staff	1	100	0	0	1	100
Head of the Language Centre	1	100%	0	0	1	100
Language Staff	1	100%	0	0	1	100
Head of TIPD Centre	0	0	1	100	1	100
TIPD Staff	4	80%	1	20%	5	100
Head of the International Services Centre (UPT)	1	100	0	0	1	100
PLI Staff (UPT)	0	0	1	100	1	100
Head of Business Development	1	100%	0	0	1	100
Business Development Staff	0	0	1	100	1	100
Head of Polyclinic	0	0	1	100%	1	100
Clinic Secretary	0	0	1	100	1	100
Polyclinic Administrative Staff	0	0	1	100	1	100
Clinic Nurse	0	0	2	100	2	100%
Doctor	0	0	2	100%	2	100
Pharmacist	0	0	1	100%	1	100
Non-structural institutions						
Head of Mediation Centre	1	100%	0	0	1	100
Mediation Staff	0	0	1	100	1	100
Head of the Halal Research Centre	0	0	1	100	1	100
Halal Research Staff	1	100%	0	0	1	100
Head of LPKBHI	1	100%	0	0	1	100
LPKBHI Staff	1	100	0	0	1	100
Head of Agency ...	0	0	0	0	0	0
Agency staff ...	0	0	0	0	0	0

B. Number of Students Still Active in the Last 3 Years

Based on the policy regarding student admission at UIN Walisongo in accordance with the principle of equity as stipulated in Rector's Decree No. 441 of 2017 concerning New Student Admission. In point 3.1.2, it is stated that UIN Walisongo applies the principles of equality and benefit in admitting new students. Article 2 paragraph (2) emphasises that the principle of equality means that all prospective students are treated equally regardless of their background and social status.

Field data shows that active students in the odd semester of the 2017/2018 academic year to the odd semester of 2019/2020 indicate that the proportion of male and female students is very different in percentage terms. The table below shows a trend of an increase in the percentage of female students and an increase in the percentage of male students. However, the increase in both female and male students fluctuates each semester.

Table 3.2 Number of Active Students in the Last 3 Years by Gender

Academic Year	Gender				Number	
	Male		Female			
	L	%	P	%	N	%
Gasal 2017/2018	5341	36	9520	64	14,861	100%
Even 2017/2018	4,919	36	8788	64%	13,707	100%
Academic Year 2018/2019	5802	35	10,859	65	16,661	100%
Even 2018/2019	5,341	35%	9,888	65%	15,229	100%
Academic Year 2019/2020	6366	35	12,056	65	18,422	100

C. Number of Students by Department (academic programme)

Table 3.3 Number of Students by Department According to Gender

No	Faculty & Department (academic programme)		Gender				TOTAL	
			Male		Women			
			L	%	P	%	N	%
I	Faculty of Sharia and Law							
	1	Bachelor of Family Law	408	51	398	49	806	100%
	2	Bachelor of Islamic Criminal Law	272	55	224	45	496	100%
	3	Bachelor of Sharia Economics Law	367	42	511	58	878	100%
	4	Bachelor of Astronomy	284	54	240	46	524	100%
	5	Bachelor of Laws	195	47	218	53	413	100
	6	Master's Degree in Astronomy	32	68	15	32	47	100
II	Faculty of Islamic Studies and Humanities			%	0	%		%
	1	Bachelor of Islamic Theology and Philosophy	220	49	232	51	452	100
	2	Bachelor of Arts in Quranic Studies and Interpretation (Interpretation and Hadith)	419	46	495	54	914	100%
	3	Bachelor of Religious Studies	90	46	105	54	195	100
	4	Bachelor of Sufism and Psychotherapy	179	34	349	66	528	100%
	5	Bachelor of Arts in Islamic Art and	57	49	60	51	117	100

		Architecture						
	6	Master's Degree in Qur'anic Studies and Exegesis	49	66	25	34	74	100%
III	Faculty of Education and Teacher Training			%	0	%		%
	1	Bachelor's Degree in Islamic Education	361	40	551	60	912	100%
	2	Bachelor's Degree in Arabic Language Education	213	35	395	65	608	100
	3	Bachelor of Islamic Education Management	204	33	411	67	615	100
	4	Bachelor's Degree in English Education	169	26	470	74	639	100%
	5	Bachelor's Degree in MI Teacher Education	71	11	553	89	624	100
	6	Bachelor's Degree in Early Childhood Islamic Education	14	4	342	96	356	100
	7	Master's Degree in Islamic Education	101	64	58	36	159	100
	8	Master's Degree in Islamic Education Management						
IV	Faculty of Da'wah and Communication			%	0	%		%
	1	Bachelor of Islamic Guidance and Counselling	229	27	614	73	843	100%
	2	Bachelor of Arts in Islamic Communication and Broadcasting	317	36	552	64	869	100
	3	Bachelor of Da'wah Management	368	43	481	57	849	100%
	4	Bachelor of Islamic Community Development	151	40	230	60	381	100%
	5	Bachelor of Hajj and Umrah Management	68	38	110	62	178	100
	6	Master's Degree in Islamic Communication and Broadcasting	14	44	18	56	32	100%
V	Faculty of Islamic Economics and Business							
	1	D-3 Islamic Banking	49	27	135	73	184	100%
	2	Bachelor of Sharia Economics/Islamic Economics	343	37	589	63	932	100%
	3	Bachelor's Degree in Islamic Banking	222	30	513	70	735	100%
	4	Bachelor of Sharia Accounting	121	25	371	75	492	100%
	5	Bachelor of Management	50	42	70	58	120	100%
	6	Master's Degree in Islamic Economics	29	50	29	50	58	100
VI	Faculty of Social Sciences and Political Science							
	1	Bachelor of Political Science	208	50	212	50	420	100%
	2	Bachelor of Sociology	201	34	398	66	599	100
VII	Faculty of Psychology and Health							
	1	Bachelor of Psychology	147	25	434	75%	581	100%
	2	Bachelor of Science in Nutrition	36	9	370	91	406	100

VIII	Faculty of Science and Technology							
	1	Bachelor of Science in Biology	30	18	138	82	168	100
	2	Bachelor of Science in Physics	54	41	77	59	131	100%
	3	Bachelor of Science in Chemistry	39	23	130	77	169	100
	4	Bachelor of Mathematics	56	36	101	64	157	100%
	5	Bachelor of Education in Mathematics	133	25	401	75	534	100
	6	Bachelor of Science in Physics Education	93		250		343	
	7	Bachelor of Science in Chemistry Education	55	16	290	84	345	100
	8	Bachelor of Science in Biology	60	16	317	84	377	100
	9	Bachelor of Information Technology	63	70	27	30	90	100
IX	Postgraduate							
	1	Master's Degree in Islamic Studies	154	69	68	31	222	100
	2	S-3 Islamic Studies	276	83	58	17	334	100
TOTAL Students	7,271	37	12,635	63	19,906	%		

D. Number of Students by Department (student organisations)

The existence of Dema, the University Senate, Dema and faculty senates, and student activity units at UIN Walisongo Semarang serve as a vehicle for the educational process for students in accordance with applicable laws and regulations, particularly Law No. 12 of 2012 concerning higher education. Students, as one of the elements of the campus, both individually and in groups within student organisations, have a broad dimension. In addition to being part of the academic community (scientific dimension), they are also part of the youth community (social dimension) that has future tasks and challenges.

Student organisations at PTKI, as a vehicle for personality development and the enhancement of knowledge and intellectual capacity, are an integral part of the overall academic system at PTKI. Their contribution is aimed at fostering and developing personality in order to achieve the function and goal of educating the nation to be dignified, and developing the potential of students to become pious, knowledgeable, and charitable individuals who are able to learn how to think, learn how to do, learn to be themselves, and learn how to live as themselves. From a gender perspective, the data above indicates that the proportion of male students still dominates intra-campus student organisations.

Section 3.4.

Number of Students by Department (Student Organisations) by Gender

Category	Organisation Name / UKM	Position	L		P	%	N	%
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Category	Organisation Name / UKM	Position	L		P	%	N	%
University Student Council	University Student Council	Chairperson	1	100%	0	0	1	100
University Student Council	University Student Council	General Secretary	0	0	1	100%	1	100
University Sema	University Student Council	Chairperson	1	100%	0	0	1	100
University Senate	University Student Council	General Secretary	0	0	1	100	1	100
Faculty Student Council	Faculty Student Council	Chairperson	1	100%	0	0%	1	100
Faculty Student Council	Faculty Student Council	General Secretary	0	0	1	100	1	100
Faculty Council	Faculty Council	Chairperson	1	100%	0	0	1	100
Faculty Council	Faculty Council	General Secretary	0	0	1	100	1	100
Family Law Student Association	Family Law Student Association	Chairperson	1	100%	0	0	1	100
Family Law Student Association	Family Law Student Association	General Secretary	0	0	1	100	1	100
Islamic Criminal Law Student Association	Islamic Criminal Law Student Association	Chairperson	1	100	0	0	1	100
Islamic Criminal Law Student Association	Islamic Criminal Law Student Association	General Secretary	0	0	1	100	1	100
HMJ Sharia Economic Law	HMJ Sharia Economic Law	Chairperson	1	100	0	0	1	100
HMJ Sharia Economic Law	HMJ Sharia Economic Law	General Secretary	0	0	1	100	1	100
HMJ Astronomy	HMJ Astronomy	Chairperson	1	100%	0	0	1	100
HMJ Astronomy	HMJ Astronomy	General Secretary	0	0	1	100	1	100
HMJ Law	HMJ Law	Chairperson	1	100%	0	0	1	100
HMJ Law	HMJ Law	General Secretary	0	0	1	100	1	100
Islamic Theology and Philosophy Student Association	Islamic Theology and Philosophy Student Association	Chairman	1	100%	0	0	1	100
Islamic Theology and Philosophy Student Association	Islamic Theology and Philosophy Student Association	General Secretary	0	0	1	100	1	100
HMJ Quranic Studies & Tafsir	HMJ Quranic Studies & Exegesis	Chairman	1	100%	0	0	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
HMJ Quranic Studies & Tafsir	HMJ Quranic Studies & Exegesis	General Secretary	0	0	1	100	1	100
HMJ Religious Studies	Religious Studies Student Association	Chairperson	1	100%	0	0	1	100
HMJ Religious Studies	Religious Studies Student Association	General Secretary	0	0	1	100	1	100
HMJ Sufism & Psychotherapy	Sufism & Psychotherapy Student Association	Chairman	1	100%	0	0	1	100
HMJ Sufism & Psychotherapy	Sufism & Psychotherapy Student Association	General Secretary	0	0	1	100	1	100
Islamic Art and Architecture Student Association	Islamic Art and Architecture Student Association	Chairperson	1	100%	0	0	1	100
Islamic Art and Architecture Student Association	Islamic Art and Architecture Student Association	General Secretary	0	0	1	100	1	100
Islamic Education Student Association	Islamic Education Student Association	Chairperson	1	100%	0	0	1	100
Islamic Education Student Association	Islamic Education Student Association	General Secretary	0	0	1	100	1	100
Arabic Language Education Student Association	Arabic Language Education Student Association	Chairperson	1	100%	0	0	1	100
Arabic Language Education Student Association	Arabic Language Education Student Association	General Secretary	0	0	1	100	1	100
HMJ Islamic Education Management	Islamic Education Management Student Association	Chairperson	1	100	0	0	1	100
Islamic Education Management Student Association	Islamic Education Management Student Association	General Secretary	0	0	1	100	1	100
English Education Student Association	English Education Student Association	Chairperson	1	100%	0	0	1	100
English Education	English Education Student Association	General Secretary	0	0	1	100	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
Student Association								
HMJ MI Teacher Education	Teacher Education Student Association	Chairperson	1	100%	0	0	1	100
HMJ MI Teacher Education	Teacher Education Student Association	General Secretary	0	0	1	100	1	100
HMJ PIAUD	HMJ Early Childhood Islamic Education	Chairperson	0	0	1	100	1	100
HMJ PIAUD	HMJ Early Childhood Islamic Education	General Secretary	0	0	1	100	1	100
HMJ BPI	Islamic Guidance and Counselling Student Association (HMJ Bimbingan & Penyuluhan Islam)	Head of General Guidance	0	0	1	100	1	100
HMJ BPI	Islamic Guidance and Counselling Student Association	General Secretary	0	0%	1	100	1	100
HMJ KPI	HMJ Communication & Islamic Broadcasting	Chairperson	1	100%	0	0	1	100
HMJ KPI	HMJ Communication & Islamic Broadcasting	General Secretary	1	100%	0	0	1	100
HMJ Da'wah Management	HMJ Management of Da'wah	Chairperson	1	100%	0	0	1	100
HMJ Da'wah Management	HMJ Management of Da'wah	General Secretary	0	0	1	100	1	100
HMJ PMI	Islamic Community Development Student Association	Chairperson	1	100%	0	0	1	100
HMJ PMI	Islamic Community Development Student Association	General Secretary	0	0	1	100	1	100
HMJ Hajj & Umrah Management	HMJ Hajj & Umrah Management	Chairman	1	100%	0	0	1	100
HMJ Hajj & Umrah Management	Student Association for Hajj and Umrah Management	General Secretary	0	0	1	100	1	100
Islamic Economics Student Association	Islamic Economics Student Association	Chairperson	1	100%	0	0	1	100
Islamic Economics Student	Islamic Economics Student Association	General Secretary	0	0	1	100	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
Association								
Sharia Banking Student Association	Islamic Banking Student Association	Chairperson	1	100	0	0	1	100
Islamic Banking Student Association	Islamic Banking Student Association	General Secretary	0	0	1	100	1	100
Sharia Accounting Student Association	Sharia Accounting Student Association	Chairperson	1	100%	0	0	1	100
Sharia Accounting Student Association	Sharia Accounting Student Association	General Secretary	0	0	1	100	1	100
Management Student Association	Management Student Association	Chairperson	1	100%	0	0	1	100
Management Student Association	Management Student Association	General Secretary	0	0	1	100	1	100
HMJ Political Science	HMJ Political Science	Chairperson	1	100%	0	0	1	100
HMJ Political Science	HMJ Political Science	General Secretary	1	100	0	0	1	100
Sociology Student Association	Sociology Student Association	Chairperson	0	0	1	100	1	100
Sociology Student Association	Sociology Student Association	General Secretary	0	0	1	100	1	100
Psychology Student Association	Psychology Student Association	Chairperson	1	100%	0	0	1	100
Psychology Student Association	Psychology Student Association	General Secretary	0	0	1	100%	1	100
HMJ Nutrition	HMJ Nutrition	Chairperson	0	0	1	100%	1	100
HMJ Nutrition	HMJ Nutrition	General Secretary	0	0	1	100%	1	100
Biology Student Association	Biology Student Association	Chairperson	1	100%	0	0	1	100
Biology Student Association	Biology Student Association	General Secretary	0	0	1	100%	1	100
Chemistry Student Association	Chemistry Student Association	Chairperson	1	100%	0	0	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
Chemistry Student Association	Chemistry Student Association	General Secretary	0	0%	1	100	1	100
HMJ Physics	Physics Student Association	Chairperson	1	100%	0	0	1	100
HMJ Physics	Physics Student Association	General Secretary	0	0	1	100%	1	100
Mathematics Student Association	Mathematics Student Association	Chairperson	1	100%	0	0	1	100
Mathematics Student Association	Mathematics Student Association	General Secretary	0	0	1	100	1	100
Mathematics Education Student Association	Mathematics Education Student Association	Chairperson	1	100%	0	0	1	100
Mathematics Education Student Association	Mathematics Education Student Association	General Secretary	0	0	1	100	1	100
Chemistry Education Student Association	Chemistry Education Student Association	Chairperson	1	100%	0	0	1	100
Chemistry Education Student Association	Chemistry Education Student Association	General Secretary	0	0	1	100	1	100
HMJ Physics Education	HMJ Physics Education	Chairperson	1	100%	0	0	1	100
HMJ Physics Education	HMJ Physics Education	General Secretary	0	0	1	100	1	100
Biology Education Student Association	Biology Education Student Association	Chairperson	1	100	0	0	1	100
Biology Education Student Association	Biology Education Student Association	General Secretary	0	0	1	100	1	100
Information Technology Student Association	Information Technology Student Association	Chairperson	1	100%	0	0	1	100
Information Technology	Information Technology Student	General Secretary	0	0	1	100	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
Student Association	Association							
SMEs	Mimbar Theatre	Chairman	1	100%	0	0	1	100
SMEs	Mimbar Theatre	General Secretary	1	100%	0	0	1	100
SMEs	Scouting/Guiding	Chairman	1	100%	0	0	1	100
SMEs	Scouting/Guiding	General Secretary	1	100%	0	0	1	100
SMEs	Kempo	Chairman	1	100%	0	0	1	100
SMEs	Kempo	General Secretary	0	0	1	100%	1	100%
SMEs	Mandate	Chairman	1	100%	0	0	1	100
SMEs	Mandate	General Secretary	0	0	1	100%	1	100
SMEs	Nafilah	Chairman	1	100%	0	0	1	100
SMEs	Nafilah	General Secretary	0	0	1	100	1	100
SMEs	An-Niswa	Chairperson	1	100%	0	0	1	100
SMEs	Women	General Secretary	0	0	1	100%	1	100
SMEs	Student Regiment	Chairman	1	100%	0	0	1	100
SMEs	Student Regiment	General Secretary	1	100%	0	0	1	100
SMEs	PSHT	Chairman	1	100%	0	0	1	100
SMEs	PSHT	General Secretary	0	0	1	100%	1	100
SMEs	Cooperative	Chairperson	1	100%	0	0	1	100
SMEs	KOPMA	General Secretary	0	0	1	100	1	100
SMEs	WEC	Chairman	1	100%	0	0	1	100
SMEs	WEC	General Secretary	1	100%	0	0	1	100
SMEs	WSC	Chairman	0	0	1	100%	1	100
SMEs	WSC	General Secretary	0	0	1	100	1	100
SMEs	Mawapala	Chairman	1	100%	0	0	1	100
SMEs	Mawapala	General Secretary	0	0	1	100	1	100
SMEs	KSMW	Chairman	1	100%	0	0	1	100
SMEs	KSMW	General Secretary	0	0	1	100	1	100
SMEs	Music	Chairman	1	100%	0	0	1	100
SMEs	Music	General Secretary	0	0	1	100%	1	100
SMEs	BKC	Chairman	1	100%	0	0%	1	100
SMEs	BKC	General Secretary	0	0	1	100%	1	100

Category	Organisation Name / UKM	Position	L		P	%	N	%
SMEs	KSR	Chairman	1	100%	0	0	1	100
SMEs	KSR	General Secretary	0	0	1	100%	1	100

CHAPTER IV

ACHIEVING GRADUATES WHO ARE SCHOLARLY WHO ARE ABLE TO COMPETE IN VARIOUS SECTORS

A. Regional Distribution of Graduates

The regional distribution of graduates over the past three years shows a significant difference between the number of male and female alumni. According to the distribution data above, the number of female graduates is higher than male graduates at the local city, provincial, and inter-provincial levels. The ratio of male to female students at UIN Walisongo Semarang is 20:80.

Table 4.1 Regional Distribution of Graduates by Gender

Number of Graduates	Gender				Number	
	L	%	P	%	N	%
Local city	550		700		1250	
Local Province	450		500		950	
Inter-provincial	200		400		600	

B. Distribution of Graduate Employment

The data below relates to the distribution of employment among UIN Walisongo Semarang alumni from a gender perspective, showing that employment at the national level is dominated by women, while employment as entrepreneurs is also still dominated by women. The distribution of graduate employment between men and women is 30:70.

Table 4.2 Distribution of Graduates' Fields of Work by Gender

Number of Graduates	Gender				Number	
	L	%	P	%	N	%
National	35		75		110	
Multinational						
Entrepreneur	50		80		130	

C. Distribution of Graduates Continuing Their Studies

Table 4.3 Distribution of Graduates Continuing Their Studies by Gender

Number of Graduates	Gender				Number	
	L	%	P	%	N	%
Domestic	1500		1200			
Southeast Asia						
Others						

D. Average GPA

Based on the data below, the cumulative grade point average (GPA) of UIN Walisongo Semarang students is 3.4 for male students and 3.51 for female students at the undergraduate level. Meanwhile, master's students have an average GPA of 3.63 and doctoral students have an average GPA of 3.61.

Table 4.4 Average GPA by Gender

Level	Gender				Average	
	L	%	P	%	N	%
Bachelor's Degree	3.4		3.51		3.47	
S2					3.63	
S3					3.61	

E. Average Length of Study

The data shows that the average length of study for UIN Walisongo Semarang students is 4.5 years for both male and female students (S1). Meanwhile, the average length of study for S2 students is 4 years for both male and female students, and the average length of study for S3 students is 5 years for both male and female students.

Table 4.5 Average Length of Study by Gender

Degree	Gender				Average	
	L	%	P	%	N	%
Bachelor's degree	4.5 years		4.5 years		4.5	
Master's degree	4 years		4 years		4	
PhD	5 years		5 years		5	

F. Thesis preparation (months)

The preparation of the final project is a prerequisite for obtaining a Bachelor's, Master's, or Doctoral degree at UIN Walisongo Semarang. In terms of gender implications, the data above shows that for Bachelor's students with a final project preparation period of 1-6 months, there are 900 male students and 1,500 female students. As for the 7-12 month thesis preparation period, the data shows that there are 300 male students and 100 female students. Meanwhile, for the thesis preparation period for Master's degree students, there are 5 male students and 3 female students. The waiting period for thesis preparation for Doctoral degree students for more than 2 years is 2 male students and 2 female students.

Table 4.6 Thesis Preparation Period by Gender

Strata	Thesis Preparation Period	Gender				Average	
	Final project	L	%	P	%	N	%
Bachelor's degree	1-6 months	900		1500		2400	
	7-12 months	300		100		400	
	>12						
Master's	>12	5		3		8	
	>24						
	>36						
S3	>12						
	>24	2		2		4	
	>36						

G. Academic Achievement (Innovative Work)

The distribution of achievements attained by UIN Walisongo Semarang students in academic achievements (innovative works) is 72% for males and 28% for females at the regional level, 53% for males and 47% for females at the national level, and 50:50 for both males and females at the international level.

Table 4.7 Academic Achievements (Innovative Works) by Gender

Strata	Achievement Distribution	Gender				Average	
		L	%	P	%	N	%
Bachelor	Regional	13	72	5	28%	18	100%
	National	10	53	9	47%	19	100%
	International	1	50%	1	50%	2	100%
Master's							
	Regional						
	National						
Doctorate	International						
	Regional						
	National						
	International						

H. Academic Achievements (Sports and Arts)

The distribution of academic achievements in sports and arts by UIN Walisongo Semarang students over the past three years shows that at the regional level, 59% of achievements were by males and 41% by females, while at the national level, 57% were

by males and 43% by females. At the international level, 50% of achievements were by males and 50% by females.

Table 4.8 Academic Achievements (sports and arts) by Gender

Strata	Achievement Distribution	Gender				Average	
		L	%	P	%	N	%
Bachelor	Regional	19	59	13	41%	32	100%
	National	24	57	18	43%	42	100%
	International	3	50%	3	50%	6	100
Master's							
	Regional						
	National						
	International						
Doctorate							
	Regional						
	National						
	International						

I. Waiting Period for Employment

Based on the table below, it can be stated that UIN Walisongo Semarang alumni had a job search period of less than 1 year, with 47% of male students and 53% of female students. For those with a job search period exceeding one year, the data shows 40% of male graduates and 60% of female graduates. Meanwhile, for those with a job search period exceeding two years, 100% of male graduates and none of the female graduates fall into this category.

Table 4.9 Waiting Period for Obtaining Employment by Gender

Strata	Job waiting period (months)	Gender				Average	
		L	%	P	%	N	%
Bachelor's degree	< 12	40	47	46	53	86	100
	> 12	2	40%	3	60%	5	100%
	> 24	4	100%	0	0	4	100
Master's Degree							
	< 12						
	> 12						
PhD	> 24						
	< 12						
	> 12						
	> 24						

CHAPTER V

QUALITY CULTURE IN RESEARCH

A. Research Group

Table 5.1 Research Group by Gender

Group	Gender				Average	
	L	%	P	%	N	%
Active	0		0			
National Grant	35	67.3	17	32.7	52	
International Grant	25	86.2%	4	13.8%	29	

B. Number of Publications

Table 5.2 Number of Publications by Gender

Group	Gender				Average	
	L	%	P	%	N	%
Not accredited	32	62.7	19	37.2	51	
National						
National index,	154	56%	121	44%	275	
International	17	56.7%	13	43.3%	30	
International indexed	110	80.3%	36	26.3%	137	
Article citations by lecturers (<i>Google Scholar</i>)	2,299	67.2	1,132	33.1%	3,422	

C. Number of Books Produced

Table 5.3 Number of books produced by gender

Type of Book	Gender				Average	
	L	%	P	%	N	%
Textbooks	37	82.2	8	17.8	45	
Reference	66	82.5	14	17.5%	80	
Popular Science	12	85.7	2	14.3	14	

D. Educational Qualifications of Lecturers

Table 5.4 Lecturer Educational Qualifications by Gender

Group	Gender				Average	
	L	%	P	%	N	%
S2/SP1	194	50.5	190	49.5	384	
S3/SP2	53	70.7%	22	29.3%	75	
Professor	21	87.5	3	12.5%	24	
Certified lecturers	203	68.1	95	31.9	298	

CHAPTER VI

CULTURE OF SOCIAL HOSPITALITY AND DISSEMINATION OF KNOWLEDGE TO THE COMMUNITY

A. Involvement in Community Service Activities

Table 6.1 Involvement in Community Service Activities by Gender

Type	Gender				Average	
	L		P	%	N	%
Private	513	57.1	385	42.9	898	
Government region	12	50	12	50%	24	
Company	104	60%	82	44	186	
Institutions community	720	70.2	306	30	1026	

B. Grant Activities to the Community

Table 6.2 Grant Activities for the Community by Gender

Type	Gender				Average	
	L	%	P	%	N	%
LITABMAS	2	50	2	50	4	
Private	0		0		0	
Government	0		0		0	
Regional						
Community organisations	0		0		0	

CHAPTER VII TRIDHARMA WORK AND COOPERATION

A. Involvement in Community Service Activities

Table 7.1 Involvement in Community Service Activities by Gender

Group	Gender				Average	
	L	%	P	%	N	%
Lecturers	14	48.2	15	51.7	29	
Students	0		0			

B. Inter-institutional Cooperation

Table 7. Inter-institutional Cooperation by Gender (2)

Gender	Gender				Average	
	L	%	P	%	N	%
Private	14	100	0		14	
Government	83	100%	0		83	
Regional						
Company	38	100%	0		38	
Institution	13	100%	0		13	
Community						
Others	0	0	0		0	
Overseas	12	100%	0		12	

CHAPTER VIII GOVERNANCE

A. Educational Staff Positions

Table 8.1 Educational Staff Positions by Gender

Gender	Gender				Average	
	L	%	P	%	N	%
Senior Assistant	105	43.6	136	56.4	241	
Lecturer	75	51.8%	70	48.2%	145	
Senior Lecturer	100	84	19	16	119	
Professor	21	87.5%	3	12.5%	24	

B. Rank and Category of Education Personnel

Table 8.2 Rank and Class of Education Personnel by Gender

Gender	Gender				Average	
	L	%	P	%	N	%
Goal III	174	46.6	200	53.5	374	
Goal IV	122	85.3%	21	14.7%	143	

CHAPTER IX
EMPLOYEE PARTICIPATION IN GENDER TRAINING

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Rector	1		Gender Training for UIN Leaders	2017	Dr Khusniyati
Rector	1		Women Ulama Forum	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Rector	1		Programme Socialisation	2018	H Ridwan M.Ag
Rector	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Rector	1		Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Vice Rector I	1		Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Vice Rector II	1		Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Vice Rector III	1		Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Dean of FSH	1		Gender Training for UIN Leaders	2017	Dr Khusniyati
Dean of Fsh	1		Programme Socialisation	2018	H Ridwan M.Ag
Dean of Fsh	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Deputy	3		Programme	201	H Ridwan M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Dean of Fsh			Socialisation	8	
Deputy Dean of Fsh	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Lecturer, Faculty of Sharia and Law	3	3	Workshop on Gender Perspective Research Methodology for Lecturers	2017	Prof. Dr. Keppi Sukesri
Lecturer at FSH	3	3	Sakinah Family Award	2017	Dr H Nafis Junalia M.A
Lecturer at FSH	3	3	Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Fsh Lecturers	3	3	Programme Socialisation	2018	H Ridwan M.Ag
Lecturer at Fsh	3	3	Workshop PPRG	2018	Ervaniah Zuhriyah M.Ag
Lecturer at Fsh	3	3	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
Lecturer at Fsh	3	3	Community Assistance Workshop Based on 3 End	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary of Fsh	3	2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary of Fsh	2	2	Workshop Pprg	2019	Ervaniah Zuhriyah, M.Ag
Dean of Fuhum	1		PPRG Socialisation	2018	H Ridwan M.Ag
an of Fuhum	1		PPRG Workshop	201 Fac	Ervaniah Zuhriyah, Faculty of Humanities (

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
				ulty of Humanities and Social Sciences	) M.Ag
Vice Dean of Fuhum	3		PPRG Socialisation	2018	H Ridwan, M.Ag
Deputy Dean of Fuhum	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Dean of Fitk	1		PPRG Socialisation	2018	H Ridwan M.Ag
Dean of Fitk	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Vice Dean of Fitk	3		PPRG Socialisation	2018	H Ridwan M.Ag
Deputy Dean of Fitk	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Lecturer, Faculty of Islamic Studies	5	5	Workshop on Research Methodology from a Gender Perspective for Lecturers	2017	Prof. Dr. Keppi Sukesri
Lecturer at the Faculty of Islamic Studies	5	5	Sakinah Family Award	2017	Dr H Nafis Junalia M.A
Lecturer at the Faculty of Islamic Studies	5	5	Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah,

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
					Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Fitk Instructor	5	5	Programme Socialisation	2018	H Ridwan M.Ag
Lecturer at the Faculty of Islamic Studies	5	5	Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Lecturer at the Faculty of Islamic Studies	5	5	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
Lecturer at the Faculty of Islamic Studies	5	5	Community Assistance Workshop Based on 3 End	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary of Fitk	1	1	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary of Fitk	2	2	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
Dean of Fdk	1		PPRG Socialisation	2018	H Ridwan M.Ag
Dean of Fdk	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Vice Dean of Fdk	3		PPRG Socialisation	2018	H Ridwan M.Ag
Deputy Dean of Fdk	3		Workshop Pprg	2018	Ervaniah Zuhriyah, M.Ag
Lecturer, Faculty of Islamic Studies	5	5	Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Lecturer at Fdk	5	5	Workshop on Gender Perspective Research Methodology for	2017	Prof. Dr. Keppi Sukesi

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Lecturers		
(Lecturer)	6	6	Sakinah Family Award	2017	Dr H Nafis Junalia M.A
(Lecturer)	5	5	Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
(Instructors)	5	5	Programme Socialisation	2018	H Ridwan M.Ag
(Lecturer)	4	4	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)	2	2	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
(Lecturer)	1	1	-Based Community Assistance Workshop Based on 3 Ends	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary	2	2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary	2	2	Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Faculty of Economics and Islamic Business					
Dean	1		Programme Socialisation	2018	H Ridwan M.Ag
Vice Dean	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)	5	5	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)	4	4	Workshop on Gender Perspective Research Methodology for Lecturers	2017	Prof. Dr. Keppi Sukesu
(Lecturer)	1		Sakinah Family Award	2017	Dr H Nafis Junalia M.A
(Teacher)	2	2	Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
(Instructors)	5	5	Programme Socialisation	2018	H Ridwan M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
(Lecturer)	5	4	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)	4	4	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
(Lecturer)	2	1	Community Assistance Workshop Based on 3 End	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary	2	3	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary	2	2	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
Faculty of Da'wah and Communication					
Dean	1		Programme Socialisation	2018	H Ridwan M.Ag
Dean	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Vice Dean	3		PPRG Socialisation	2018	H Ridwan M.Ag
Deputy Dean	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Lecturer	5	5	Workshop on Research Methodology Gender Perspective for Lecturers	2017	Prof. Dr. Keppi Sukesri
Lecturer	1		Sakinah Family Award	2017	Dr H Nafis Junalia M.A
Teacher	2	2	Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Instructors	5	5	Programme Socialisation	2018	H Ridwan M.Ag
Lecturer	5	4	Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Lecturer	4	4	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
Lecturer	2	1	Community Assistance Workshop Based on 3 Ends	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary	2	3	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary	2	2	Workshop	2018	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Programme		
Faculty of Psychology and Health					
Dean	1		Programme Socialisation	2018	H Ridwan M.Ag
Dean	1		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Vice Dean	3		PPRG Socialisation	2018	H Ridwan M.Ag
Deputy Dean	3		PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Lecturer	5	5	Workshop on Gender Perspective Research Methodology for Lecturers	2017	Prof. Dr. Keppi Sukesri
Lecturer	1		Sakinah Family Award	2017	Dr H Nafis Junalia M.A
Teacher	2	2	Female Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Instructors	5	5	Programme Socialisation	2018	H Ridwan M.Ag
Lecturer	5	4	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
Lecturer	4	4	Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
Lecturer	3	2	Community Assistance Workshop Based on 3 End	2019	Dr Hj Afwah Mumtazah M.Ag
Secretary	1	1	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary	2	2	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)	4	4	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
(Lecturer)			Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Head of the General Administration, Planning, and Finance Bureau		2	Gender Training for UIN Leaders	2016	Dr Khusniyati
Head of the		2	Programme	2018	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
General Administration, Planning, and Finance Bureau			Socialisation		
Head of the General Administration, Planning, and Finance Bureau		2	Workshop Pprg	2018	Ervaniah Zuhriyah M.Ag
Head of General Affairs Division		2	Gender Training for UIN Leaders	2016	Dr Khusniyati
Head of General Affairs		2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of General Affairs		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Planning Department		2	Gender Training for UIN Leaders	2016	Dr Khusniyati
Head of Planning		2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of Planning		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Finance		2	Gender Training for UIN Leaders	2016	Dr Khusniyati
Head of Finance Department		2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of Finance Department		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Finance Department		2	Workshop Pprg	2019	Ervaniah Zuhriyah M.Ag
Head of the Academic Administration, Student Affairs, and Cooperation Bureau		2	Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Head of the Academic Administration, Student Affairs, and Cooperation Bureau		2	PPRG Workshop	2019	Ervaniah Zuhriyah M.Ag
Head of Academic Affairs		2	PPRG Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of Academic Affairs		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Academic Affairs		2	Workshop Pprg	2019	Ervaniah Zuhriyah M.Ag
Head of Student Affairs		2	PPRG Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of Student Affairs		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Student Affairs		2	Workshop Pprg	2019	Ervaniah Zuhriyah M.Ag
Head of Cooperation Department		2	PPRG Socialisation	2018	Ervaniah Zuhriyah M.Ag
Head of Cooperation Division		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of Cooperation		2	Workshop Pprg	2019	Ervaniah Zuhriyah M.Ag
Head of Quality Assurance Agency		2	PPRG Socialisation	2018	Ervaniah Zuhriyah M.Ag
Secretary of the Quality Assurance Agency		2	PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Head of the Centre for Standards and Quality Development		2	Workshop Pprg	2019	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Head of the Centre for Standards and Quality Development			Workshop on Research Methodology from a Gender Perspective for Lecturers	2017	Prof. Dr. Keppi Sukesi
Chair of the Research and Community Service Institute	1		Gender Training for UIN Leaders	2017	Dr Khusniyati
Head of the Research and Community Service Institute			Workshop on Research Methodology from a Gender Perspective for Lecturers	2017	Professor Dr Keppi Sukesi
Chair of the Research and Community Service Institution ()			Women Ulama Forum	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Chairperson of the Research and Community Service Institution			Socialisation of PPRG	2018	H Ridwan M.Ag
Head of the Research and Community Service Institute			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Chairperson of the Research and Community Service Institute			Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Chair of the Research and Community Service Institute			Workshop Pprg	2019	Ervaniah Zuhriyah, M.Ag
Chair of the			Gender-Sensitive	2019	Dr Nur Rofiah Bil, Uzm

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Research and Community Service Institute			Learning Workshop		
Secretary of the Research and Community Service Institute	1		Workshop on Gender Perspective Research Methodology	2017	Prof. Dr. Kepi Sukesu
Secretary of the Research and Community Service Institute			Socialisation of PPRG	2018	Ervaniah Zuhriyah, M.Ag
Secretary of the Research and Community Service Institute			Socialisation of PPRG	2018	H Ridwan M.Ag
Secretary of the Research and Community Service Institute			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Staff Member of the Research and Publication Centre	2	2	Socialisation of PPRG	2018	H Ridwan M.Ag
Staff Member, Centre for Research and Publication	2	2	Workshop Programme	2018	Ervaniah Zuhriyah M.Ag
Research and Publication Centre Staff			Capacity Building	2019	Buya Husain, Prof Rahmad Wahab, Muhsin Jamil, Abdul Kholiq, Arif Budiman
Research and Publication Centre Staff			Workshop Programme	2019	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Staff of the Research and Publication Centre			Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
Head of the Community Service Centre		3	Qualitative Methodology Workshop on Community Assistance for the Protection of Children and Women	2017	Wike Diah Anjariyani, B.Psych, M.Med, Psychologist, Drs Sri Winarna, M.Sc, Dra Hj Jauharotul Farida, M.Ag
Head of the Community Service Centre			Women Ulama Forum	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Staff of the Community Service Centre	3		Women Scholars' Circle	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
Community Service Centre Staff			Programme Socialisation	2018	Ervaniah Zuhriyah, M.Ag
Community Service Centre Staff			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Staff Member of the Community Service Centre			Training for Village, Madrasah Diniyah and Islamic Boarding School Partners	2018	Ali Imron M.Ag
Staff Member, Community Service Centre			Workshop on Gender-Sensitive Learning	2019	Dr Nur Rofiah Bil, Specialist
Staff Member of the Community Service Centre			Programme Socialisation	2018	Ervaniah Zuhriyah, M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Staff Member, Community Service Centre			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
Staff Member of the Community Service Centre			Training for Village Partners, Madrasah Diniyah and Pondok	2018	Ali Imron M.Ag
Staff Member of the Community Service Centre			Workshop on Community Assistance Methodology for the Protection of Children and Women	2017	Wike Diah Anjariyani, B.Psych, M.Med, Psychologist, Drs Sri Winarna, M.Sc, Dra Hj Jauharotul Farida, M.Ag
Centre for Gender and Children Studies – Head			Seminar on Research Findings Regarding Women and Children in the City of Semarang in Collaboration with the Women and Children's Affairs Department of the City of Semarang	2017	Usfiyatul Marfuah, Fauzan Hidayatullah, Lilif Muallifatul K.F, Dewi Khurun, Ahmad Tajudin Arafat, Rusmadi, Saifuddin, Akhriyadi Sofian, Ririn Megah, Kaesar Atmadja
			Media Literacy Support for Children and Families Using the ABCD Method	2017	Moh Fauzi M.Ag
			Workshop on Participatory Community Development	2017	Lift Anis, Mislbah Zufah Elizabeth, Jauharotul Fanida
			Sakinah Family Awards	2017	Dr Nafis Junalia M.A
			Pug Workshop for Students	2017	Moh Fauzi, M.Ag, Thohir
			Focus Group Discussion on Media Literacy for the Protection of	2018	Sri Winarna

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Children and Adolescents		
			Gender Training for UIN Leaders	2018	Dr Khusniyati
			Training on Community Assistance Methodology for the Protection of Children and Women	2018	Wike Diah Anjaniani, B.Psych, M.Med, Psychologist; Drs Sri Winarna, M.Sc; Dra Hj Jauharoutul Farida, M.Ag
			Workshop on Research Methodology from a Gender Perspective s for Lecturers	2018	Professor Dr Keppi Sukesi
			Women Scholars' Forum	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
			Socialisation of PPRG (Gender-Responsive Planning and Budgeting)	2018	Ervaniah Zuhriyah M.Ag
			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
			Gender Vocal Point Member	2018	Titik Ranawati
			Facilitator for Sakinah Families	2018	Dr Nafis Junalia M.Ag
			Workshop Pprg	2019	Ervaniah Zuhriyah, M.Ag
			Gender-Sensitive Learning Workshop	2019	Dr Nur Rofiah Bil, Specialist
			Community Assistance Workshop Based on 3 Ends	2019	Dr Hj Afwah Mumtazah M.Ag
			Socialisation of Guidelines for the Prevention and Handling of Sexual Violence at PTKIN	2019	Head of Psga Titik Rahmawati
			Gender-Based	2019	Umi Hanik, Siti Rofiah,

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Management Support Programme for Islamic Boarding Schools at PPTI Al-Falah Salatiga		Usfiyatul Marfu'ah, Titik Rahmawati
			Community Dialogue in Kkg Tampingan Boja	2019	Moh Fauzi, Sayyidatul Fadilah, Hasyim Hasanah
			Comparative Study on Building Networking in Non-Structural PSGA	2018	UIN Sunan Kalijaga Yogyakarta
			Training on Gender-Sensitive Research Methodology	2018	LPPM Unnes
General Gender Activities			Indonesian Women Ulama Congress	2017	
			International Conference on Gender Equality and Ecological Justice	2017	Satya Wacana Christian University – Aswgi
			Training on Child Protection Systems for Higher Education Institutions in Central Java Province in 2018	2018	Pandanaran Hotel Semarang/Department of Women's Empowerment, Child Protection, Population Control and Family Planning of Central Java Province
			National Seminar “Discourse on Electoral Crimes in Indonesia”	2018	Faculty of Law, Unnes
			Aai Course Programme for Senior Multi-Faith Women Leaders	2018	Deakin University, Melbourne, Australia/Australia Award–Deakin University
			Workshop on "Synergy in the Implementation of Gender Equality and Social	2018	Airlangga University/Ministry of Research, Technology and Higher Education–Aswgi

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Inclusion (Gesi) in the Three Pillars of Higher Education"		
PSGA Staff	2		Workshop on Consolidating the Work of the Women's Movement Network Post-Kupi	2018	Director of Fahmina Institute
			Central Java Children's Dialogue	2018	Lrc-Kjham Semarang
			Workshop: Teacher Assistance in Instilling Character in Children with Special Needs	2018	Nur Khasanah, Sri Redjeki
			Formulation of the Governor's Regulation on Family Resilience Empowerment	2018	Dp3akb Central Java Province
			Public Discussion on "Progressive Public Services"	2018	Ombudsman of the Republic of Indonesia, Central Java Representative Office
Staff –			Socialisation of PPRG	2018	Ervaniah Zuhriyah M.Ag
			PPRG Workshop	2018	Ervaniah Zuhriyah M.Ag
			Training for Village Support Partners, Madrasah Diniyah and Islamic Boarding Schools	2018	Ali Imron M.Ag
			Workshop on Gender-Sensitive Learning	2019	Dr Nur Rofiah Bil, Uzm
			Women Scholars' Forum	2018	Faqihudin Abdul Qodir, Nur Rofiah, Badriyah Fayumi, Marzuqi Wahid, Ruby Kholifah, Muhibbin, Jauharotul Farida, Mrs Hendar Prihadi, Jayadi
			Programme Socialisation	2018	Ervaniah Zuhriyah M.Ag
			PPRG Workshop	2019	Ervaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Training for Village Support Partners, Madrasah Diniyah and Islamic Boarding Schools	2018	Ali Imron M.Ag
			Training on Community Assistance Methodology for Child and Women Protection	2017	Wike Diah Anjaniani, B.Psych, M.Health, Psychologist, Drs Sri Winarna, M.Sc, Dra Hj Jauharotul Farida, M.Ag
			Seminar on Reproductive Health and Sexualities as well as Child Protection in the City of Semarang	2018	PKBI Central Java
			Consolidation to Develop a Roadmap for Mechanisms to Eliminate and Address Violence Against Women in Islamic Religious Higher Education Institutions (PTKI)	2019	Director of Religious Education
			Training on the Child Protection System for Women's Studies Centres (PSW) / Gender and Children's Centres (PSGA) in Central Java Province	2019	Dp3akb Central Java Province
			Technical Guidance on Strengthening the Task Force for the Protection of Women and Children in Central Java Province	2019	Dp3akb Central Java Province
			Strengthening and	2019	Dp3akb Central Java

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
			Development of Child Protection Service Institutions Requiring Special Protection		Province
			Socialisation of Research Findings on Women and Children in Semarang City	2019	Secretary of the Semarang City Government
			Public Dialogue on the Draft Law on the Elimination of Sexual Violence	2019	Lrc-Kjham Semarang
			National Facilitator for Patbm (Integrated Community-Based Child Protection)	2017	National Facilitator for Patbm Jakarta
Technical Implementation Unit	Head of Technical Implementation	1	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Technical Implementation Unit	Implementer	4	Workshop Programme	2018	Envaniah Zuhriyah M.Ag
Executive Secretary	Staff	2	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Library Centre	Head	1	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Library Centre	Staff	4	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Language Development Centre	Head	1	Programme Socialisation	2019	Envaniah Zuhriyah M.Ag
Language Development Centre	Staff	8	Workshop Programme	2018	Envaniah Zuhriyah M.Ag
Language Development Centre	Staff	9	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Centre for	Head	1	Programme	2018	Envaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Information Technology and Data Processing			Socialisation		
Centre for Information Technology and Data Processing	Staff	4	Workshop Pprg	2018	Envaniah Zuhriyah M.Ag
cal Information Technology and Data Processing Centre	Staff	5	Workshop Pprg	2019	Envaniah Zuhriyah M.Ag
Business Development Centre	Head	1	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Business Development Centre	Staff	5	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Centre for Islamic and Javanese Cultural Studies (Ppibj)	Head	1	Gender Training for UIN Leaders	2017	Dr Khusniyati
Walisono Halal Research Centre	Head	1	Gender Equality for UIN Leaders	2017	Dr Khusniyati
Walisono Halal Research Centre	Staff	5	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Walisono Halal Research Centre	Staff	5	Workshop Programme	2018	Envaniah Zuhriyah M.Ag
Walisono Halal Research Centre	Staff	5	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
WMC (Walisono Mediation)	Head	1	Gender Equality for UIN Leaders	2017	Dr Khusniyati

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Centre)					
WMC (Walisongo Mediation Centre)	Staff	3	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
WMC (Walisongo Mediation Centre)	Staff	4	Workshop Programme	2018	Envaniah Zuhriyah M.Ag
WMC (Walisongo Mediation and s Centre)	Staff	4	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Baitul Mal / Zakat Management Institution	Head	1	Gender Training for UIN Leaders	2017	Dr Khusniyati
Baitul Mal / Zakat Management Institution	Staff	3	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Baitul Mal / Zakat Management Institution	Staff	4	Workshop Programme	2018	Envaniah Zuhriyah M.Ag
Baitul Mal / Zakat Institution	Staff	4	Workshop Programme	2019	Envaniah Zuhriyah M.Ag
Disciplinary Committee (Komdis) for Lecturers, Staff, and Students	Head	1	Gender Equality for UIN Leadership	2017	Dr Khusniyati
Disciplinary Committee (Komdis) for Lecturers, Staff, and Students	Staff	3	Programme Socialisation	2018	Envaniah Zuhriyah M.Ag
Disciplinary Committee (Komdis) for Lecturers, Staff, and Students	Staff	4	Workshop Programme	2018	Envaniah Zuhriyah M.Ag

Employee Position	Gender		Participation in Gender Training		
	L	P	Type of Gender Training	Year	Provided By
Disciplinary Committee (Komdis) for Lecturers, Staff, and Students	Staff	4	Workshop Programme	2019	Envaniah Zuhriyah M.Ag

CHAPTER X

GENDER INTEGRATION IN ACADEMIC PROGRAMMES (DEPARTMENTS) AND CENTRES

A. Departments Where Gender Equality Has Been Integrated

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
Faculty of Sharia and Law, Faculty of Da'wah and Communication, Faculty of Tarbiyah, Faculty of Ushuluddin and Humanities, Faculty of Economics and Islamic Business, Faculty of Social and Political Sciences, Faculty of Psychology and Health, Faculty of Science and Technology	Taught in university courses (Ethics and Sufism)	1. Islam does not discriminate based on gender, but rather on piety. 2. Pious people do not merely carry out His commands and avoid His prohibitions, but also protect humans as much as possible in terms of life, religion, honour, property and other matters based on rights and responsibilities. 3. The concept of akhlak is the teaching of virtuous behaviour that brings goodness to both men and women. 4. There is a universal value regarding people who not only perceive others as having minor or major sins but are also capable of guiding the behaviour of humanity, the most noble of creatures. 5. An example of this is the Sufi: women as the redeemers and embodyers of humanity, who become partners of high faith in the presence of Allah.
—	Presented in a university course (History of Islamic Civilisation)	1. The history of Arab women before Islam. 2. The history of the Prophet's struggle to free women from the inhumane culture of ignorance. 3. The enforcement of women's human rights in Islam. 4. Support for the struggle to protect women and children. 5. The history of Islamic progress during the Mughal Islamic empire and the policies of the Mughal emperor.
—	Presented in a university course	1. Examination of Makki and Madani verses related to gender.

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
	(Qur'anic Studies)	2. Exegesis of names in the Qur'an related to men and women. 3. The relevance of the Qur'an in the context of gender roles. 4. Textual and contextual analysis of verses. 5. Presentation of verses that are responsive to gender issues ().
—	Presented in a university course (Ulumul Hadith)	1. The Prophet emphasised equality between men and women. 2. Takhrij hadith related to gender issues. 3. Examples of women as narrators of hadith. 4. Textual and contextual understanding of hadith.
Faculty of Sharia and Law	Presented in the Sociology of Law course	The importance of gender analysis in law, rejecting wage gaps, empathy towards victims, understanding gender-based violence, masculine bias in the judiciary, criticism of patriarchal law.
Faculty of Sharia and Law	Presented in the Introduction to Legal Science course	Every legal subject is equal; women's experiences are important in the formulation of law; principles of Feminist Legal Theory.
Faculty of Sharia and Law	Presented in the course Islamic Civil Law in Indonesia	Islam's commitment to gender justice, the principle of monogamy, protection of women's and children's rights, and 'gender' issues in Islamic civil law.
Faculty of Da'wah and Communication	Presented in the course Islam and Gender Health	Qur'anic texts and hadiths on gender justice; rejecting discrimination; equal status; gender-just fiqh; critique of Jahiliyah patriarchal culture.
Faculty of Da'wah and Communication	Presented in the course on Fiqh Munakahat	1. Spousal relationships and gender bias. 2. Women- and child-friendly families. 3. The concept of a harmonious family. 4. Analysis of biased marriage hadiths. 5. Spousal justice. 6. Interpretation of gender-just household management.
Faculty of Islamic Economics	Presented in the	1. Islamic economic thought in

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
and Business	course on the History of Islamic Economic Thought	the 7th century promoted gender equality. 2. Reform of women's economic rights. 3. Equal economic rights for all human beings. 4. Equality in financial support. 5. Economic justice. 6. The impact of Islamic economic principles on modern policy.
Faculty of Islamic Economics and Business	Presented in the Cooperative Economics course	1. Equal gender relations in cooperatives. 2. Uncovering gender bias in organisational positions. 3. Socialising gender concepts. 4. Promoting equal representation of men and women.
Faculty of Islamic Economics and Business	Presented in the Gender Equality course e in Muamalah	1. Islamic perspectives on women. 2. Gender bias in muamalah. 3. Examples of gender bias.
Faculty of Islamic Economics and Business	Presented in the Organisational Behaviour course	1. Gender inequality in organisations. 2. The concept of gender equality. 3. Gender awareness as a pillar of organisations. 4. Ways to achieve gender equality.
Faculty of Tarbiyah and Teacher Training	Presented in the Islamic Education Philosophy course	1. The objectives of gender-responsive education. 2. Gender as an alternative paradigm. 3. Fundamental factors of gender inequality: participation, access, control, benefits.
—	Presented in the Educational Psychology course	1. Gender justice in educational psychology. 2. Gender bias in psychological processes.
—	Presented in the Educational Planning course	1. Gender-responsive vision and mission. 2. Gender-sensitive educational functions. 3. Gender SWOT analysis. 4. Gender barriers in schools. 5. Gender-responsive planning. 6. Gender monitoring and evaluation. 7. Reformulation of gender education policy.
—	Presented in the Early Childhood Education Classroom Management course	Gender-responsive APE; gender-responsive songs; gender-sensitive classroom management; character building for equality.

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
Faculty of Da'wah and Communication	Presented in the course Fundamentals of Counselling Guidance	1. Gender awareness in counselling services. 2. The social roles of men and women. 3. Gender-responsive interpersonal relationships. 4. Inter-gender collaboration. 5. Egalitarian relationships. 6. The political perspective of gender relations. 7. Gender-sensitive values.
—	Presented in the Family Counselling course	1. Cross-cultural counselling. 2. Women's experiences in socio-political relations. 3. Avoiding biological stigma. 4. Understanding the extent of women's issues such as domestic violence, sexual harassment, anorexia, bulimia, workplace discrimination, dual roles, and structural injustice.
Faculty of Da'wah and Communication	Presented in the Da'wah Psychology course	1. Gender-responsive psychology of da'wah. 2. Da'wah as gender-just social change. 3. Understanding gender-responsive behaviour. 4. Understanding cultural diversity in da'wah. 5. Da'wah considering the dynamics of gender-just psychological .
—	Presented in the Da'wah Methodology course	1. Da'wah in building a gender-just society. 2. Gender social equality. 3. Strategies and media for gender-responsive da'wah.
Faculty of Islamic Studies and Humanities	Presented in the Social Welfare course	1. Gender inequality. 2. Discrimination against women. 3. Gender as the foundation of social welfare. 4. The importance of gender justice in development.
—	Presented in the course on Interpretation of Aqidah Verses	1. Gender equality in the Qur'an. 2. Gender justice in creed. 3. Gender-responsive interpretation. 4. Methods of gender interpretation.
—	Presented in the Social Hadith course	1. Hadith is not gender biased. 2. Protection of women's rights. 3. Eliminating gender-based violence. 4. Hadith upholds the dignity of women. 5. Gender-responsive interpretation of

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
		hadith.
Faculty of Psychology and Health	Presented in the Social Psychology course	1. Gender formation theory. 2. Characteristics of gender roles. 3. Feminist movements.
—	Presented in the Ethics Philosophy course	1. Human beings as physical and spiritual beings. 2. Equality in the Qur'an. 3. Philosophical ethics of equality.
—	Presented in the Counselling Psychology course	Gender-responsive counselling ethics.
—	Presented in the Psychodiagnostics course	1. Ethics of gender psychology intervention. 2. Gender intervention approaches. 3. Ethics of gender assessment.
—	Presented in the Educational Psychology course	1. Gender-responsive social cognitive theory. 2. Factors of gender inequality in learning.
—	Presented in the Developmental Psychology course	1. Social and gender development theory. 2. Developmental disorders caused by gender inequality.
—	Presented in the Social Psychology course	(Content same as above; duplicate material as per image).
Faculty of Social Sciences and Political Science	Presented in the Family Sociology course	1. Gender-equitable marital relationships. 2. Marital adjustment. 3. The harmonious, loving, and compassionate family (sakinah–mawaddah–warahmah). 4. Non-violent conflict resolution (). 5. Equality of roles between husband and wife.
—	Presented in the Gender Sociology course	1. Gender and sex differences. 2. Social construction of gender. 3. Gender inequality. 4. Gender manifestations. 5. Gender mainstreaming.
Faculty of Science and Technology	Presented in the Human Anatomy and Physiology course	1. The role of female anatomy and reproduction. 2. Differences in gender roles and biological organs. 3. Biological understanding towards gender justice.
—	Presented in the Aquatic Ecology course	1. Gender-perspective ecology. 2. Eco-humanist-theocentric. 3. Biological-social gender identity

Faculty Name	How Gender Issues Are Integrated	Gender-Related Messages Taught
		and individual balance.
—	Presented in the Cosmetic Chemistry course	1. Cosmetic consumption is not limited to women. 2. Responsible cosmetic consumption. 3. Use of eco-friendly chemical ingredients.
—	Presented in the Food Chemistry course	1. Women are involved in the global food chain. 2. Gender-sensitive food policies, food stability, the role of women, and gender-perspective food security.

B. Centre for Integrating Gender Equality Issues

Centre name	How gender equality is integrated	Gender-related messages promoted
Workshop on Gender-Responsive Planning and Budgeting (GRPB)	—	1. Planning must be based on disaggregated data. 2. Budgeting must take into account aspects of gender equity. 3. Campus facilities and infrastructure, including learning facilities, places of worship, and public facilities, must take into account the biological needs of both women and men. 4. Campus facilities and infrastructure must be designed to support safety.
Workshop on developing gender-responsive semester teaching plans	—	1. Gender justice is in line with UIN's scientific vision of Unity of Sciences. 2. Gender messages must be integrated into learning materials and processes. 3. Gender justice is part of the justice envisioned by Islam. 4. The completion of the RPS instrument must take into account aspects of gender justice in terms of both material and teaching techniques. 5. Lecturers have a responsibility to realise gender justice in their teaching.
Workshop on pesantren mentoring based on Three	—	1. The importance of ending violence against women and children. 2. The importance of ending human trafficking. 3. The importance of ending economic inequality, especially for women.
The formation of gender vocal points in the environment of UIN Walisongo	—	1. Gender justice is the spirit of the struggle for justice for humanity. Without gender justice, justice for humanity cannot be realised. 2. The struggle to realise gender justice at UIN Walisongo must be carried out in a systematic, planned, integrated and coordinated manner. 3. The importance of gender injustice is a shared responsibility. 4. PSGA has a mandate to strive for gender justice. 5. It is very important to increase the capacity of gender vocal point members on gender issues.
The Organisation of the Central Java Women Ulama Forum	—	1. Realising gender justice is a fundamental teaching in Islam. 2. It is time for female scholars to rise up and take on the role of fighting for gender justice. 3. Female scholars need to strengthen their capacity. 4. Female scholars need to improve the quality

Centre name	How gender equality is integrated	Gender-related messages promoted
		of their synergistic networks. 5. Higher education institutions (especially UIN Walisongo) are very willing to collaborate with female scholars in carrying out movements towards the realisation of gender justice.
Gender-based community assistance	—	1. Fostering awareness of gender justice among the community, both men and women, from housewives to policy makers at the local level (neighbourhood associations, community associations, hamlet heads, village heads). 2. Providing examples of gender-responsive village programmes.
Regular Discussion of Gender Vocal Point Members	—	1. Gender review from various perspectives. 2. Gender mainstreaming in government policy. 3. Planning gender-responsive programmes within the community.
Islamic Legal Counselling, Consultation and Assistance Institute (LPKBHI) Faculty of Sharia and Law	- By providing legal consultation to clients. - By providing counselling to the community.	1. In law, men and women have equal status. 2. In the household, domestic work is not solely the responsibility of the wife but a shared responsibility. 3. Building a fair relationship between husband and wife is a commandment of Islam. 4. Domestic violence, whether physical, verbal, psychological, or sexual, is a violation of the law, both positive law and Islamic law.
Walisongo Mediation Centre	Through mediation practice	The perspective of gender equality and justice in mediation practice.
Centre for the Unity of Science	Through the establishment of a paradigm that forms the basis of UIN Walisongo's vision and mission	That the paradigm of the unity of sciences (the unity of religious and general knowledge) has led UIN Walisongo Semarang to take steps to improve its courses, including their methodologies, to align with the vision of UIN Walisongo as a campus based on humanity and civilisation (). The values of humanity that are upheld cannot negate the values of gender equality.

CHAPTER XI
RELATED MATERIALS
RELATED TO GENDER AT UIN WALISONGO SEMARANG

A. Materials Related to Gender at UIN Walisongo Semarang

Title of material	Type	Year of publication/release	Location	Who are the users?
Religious Coping Strategies of Women with HIV/AIDS at the Infectious Disease Clinic of Dr. Kariadi General Hospital and Their Relevance to the Development of Islamic Counselling in Health Services (Ema Hidayanti)	Research Report	2017	Semarang	Lecturers, students, community members, counsellors, medical personnel
Attitudes Towards Gender Equality Examined from Educational Background and Gender Among Students at PTKIN Central Java (Fihris)	Research Report	2017	Central Java	Lecturers, students, community members, university officials, PSGA
Characteristics of Muslim Entrepreneurs in Family Economic Empowerment (Case Study of BMT Gemi Yogyakarta Members) (Choirul Huda)	Research Report	2017	Yogyakarta	Lecturers, students, community, government
Gender Inequality in New Student Admissions (A Study of Factors Affecting Women's Success in the Selection of Prospective Students at UIN Walisongo) (Ibnu Hajar)	Research Report	2017	Semarang	Lecturers, students, community, university officials, PSGA
Construction of Muslim Women's Lifestyle in Coastal Areas: A Case Study in Tambak Lorok,	Research Report	2018	Semarang	Lecturers, students, community

Title of material	Type	Year of publication/release	Location	Who are the users?
Semarang City (Ririh Megah Safitri)				
The Trend of Women Filing for Divorce in Semarang City: A Feminist Sociological Approach (Umul Baroroh)	Research Report	2018	Semarang	Lecturers, students, community, Ministry of Religious Affairs, Semarang city government
Female Circumcision Practices Among Muslim Communities in Central Java (Sri Purwaningsih, Amelia Rahmi, Mahmuda)	Research Report	2018	Central Java Coastal Region	Lecturers, students, community, religious scholars, medical personnel, Central Java Provincial Government, Jepara, Demak, Kudus, Semarang Regency Governments
The Impact of Gender Diversity on the Disclosure of Social Responsibility in Islamic Banking in Indonesia (Dessy Noor Farida)	Research Report	2019	Semarang	Lecturers, students, community members, banking practitioners, economists, government
Analysis of Gender Variables, Religiosity, Emotional Intelligence and Allowances on Women's Decision to Become Leaders (Sokhikhatus Mawatdah)	Research Report	2019	Semarang	Lecturers, students, community, government, religious scholars
Inequality in the Fulfilment of Wives' Rights in Misyār Marriages (A Study Analysing Wahbah Al-Zuhaily's Opinions from a Gender Perspective) (Latifah Munawaroh)	Research Report	2019	Semarang	Lecturers, students, the public, religious scholars, religious organisations, Ministry of Religious Affairs
Transitional Justice for Jugun Ianfu: Efforts to Fight for Legal Justice for Victims of Sexual	Research Report	2019	Semarang	Lecturers, students, community, government, law enforcement, NGOs

Title of material	Type	Year of publication/release	Location	Who are the users?
Slavery During the Japanese Occupation (Siti Rofiah)				
The Role of Women in Fishing Families (A Study of Living Hadith in the Jobokuto Jepara Fishing Family) (Sri Purwaningsih)	Research Report	2019	Jepara	Lecturers, students, community
The Marriage Guardianship System in Islam (A Study on the Legitimacy of Male Guardians in Socio-Historical Studies) (Ade Yusuf Muhajiddid)	Research Report	2019	Semarang	Lecturers, students, community
Women in Fatwas of Indonesian Ulama: Legal Characteristics and Feminist Muslim Perspectives () (Anthin Latifah)	Research Report	2019	Indonesia	Lecturers, students, community, legal practitioners, government
Protection of Women and Children Facing Legal Proceedings in Divorce Cases in Religious Courts (Achmad Arief Budiman)	Research Report	2019	Semarang	Lecturers, students, the public, law enforcement and legal practitioners, religious scholars, the Ministry of Religious Affairs, the government, universities

CHAPTER XII

PSGA EXPERT PANEL

A. PSGA Expert Panel of UIN Walisongo Semarang

No	Expert Name	Gender	Faculty/Centre	Role/Responsibilities
1	Titik Rahmawati, M.Ag	Female	FITK	Gender Equality in the Perspective of Education
2	Dr. Misbah Zulfa Elisabeth, M.Hum	Women	Faculty of Social and Political Sciences	Gender Justice from a Social and Political Perspective
3	Dr. Lift Anis Ma'sumah, M.Ag	Women	Faculty of Islamic Studies	Gender Justice from an Educational Perspective
4	Dr. H. Moh. Fauzi, M.Ag	Men	Faculty of Social and Political Sciences	Gender Justice in the Field of Islamic Communication
5	Anthin Lathifah, M.Ah	Women	Faculty of Sharia and Law	Islamic Family Law
6	Dr. Hj. Arikhah, M.Ag	Female	FUHUM	Gender Justice in Tafsir Studies
7	Nur Hasyim, M.A	Men	Faculty of Social and Political Sciences	Gender Justice in the Study of Masculinity
8	Siti Rofiah, LL.M	Women	Faculty of Health Sciences	Gender Justice from a Legal Perspective
9	Akhriyadi Sofyan, M.Sc	Men	Faculty of Social and Political Sciences	Gender Justice from a Sociological and Political Perspective
10	Lucky Ade Sesiani, M.Psi., Psychologist	Women	FPK	Gender Justice from a Psychological Perspective

CHAPTER XIII ACCOUNTABILITIES

A. Women's/Gender NGOs or NGOs Advocating for Gender that UIN Has a Relationship With

Name of NGO	Department/Centre that has a relationship with the NGO	Nature of relationship	Since when
LRC KJHAM	PSGA	Collaboration	1995
LBH APIK	PSGA	Collaboration	1995
YPK ELSA	PSGA	Collaboration	2010

CHAPTER XIV

GENDER-RESPONSIVE FACILITIES AND INFRASTRUCTURE

1. Buildings (does the construction of new buildings take into account the interests of women, such as ensuring that steps are not too high). YES.
2. Learning and working facilities and infrastructure (are they provided?) YES.
3. General facilities (toilets, breastfeeding corners, childcare facilities, etc.) are not yet fully available, and some are still under development.

The following documents are required if available:

1. Legal documents issued by the leadership of the relevant institution on Gender Mainstreaming (not yet available).
2. Planning documents (Strategic Plan and Work Plan). (AVAILABLE).
3. Gender-responsive budget documents (AVAILABLE).
4. Institutional structure of organisations/institutions promoting Gender Mainstreaming (ADA).
5. Disaggregated data available from higher education institutions (partially available).
6. Documents of cooperation with other institutions in Gender Mainstreaming activities (ADA).
7. Gender-integrated curriculum (ADA).
8. Gender research roadmap (not available).

Figure 13.1 Socialisation of the Guidelines for the Prevention and Handling of Sexual Violence organised by PSGA UIN Walisongo Semarang.

