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Quality Management Development through Gender Equality Based Leadership in Nahdlatul Ulama Universities

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Abstract

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Keywords

quality management, leadership, gender equality, qualitative phenomenology

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There is still a wide quality gap between State Universities (SU) and Private Universities (PU) in Indonesia. This research aims to find the strategy pattern of Nahdlatul Ulama University (NUU) in the development of quality management through gender equality-based leadership. The pattern can be seen by using qualitative phenomenological research through interviews with the informants. Data analysis is done in five stages, namely writing all transcripts of interview results, finding statements about research focus, grouping these statements into meaningful units, and constructing all explanations about the meaning and essence of the informant's experience. The results showed that NUU implemented four strategies in the development of quality management through gender equality-based leadership, namely (1) Optimization of the functions of the Center for Women Studies (CWS) and comparative studies, (2) Providing equal opportunities for female and male lecturers to develop their careers, (3) Determining leadership through selection based on specified requirements, and (4) Providing opportunities and support to women to lead. Therefore, the right person would be elected as the leadership to further develop the quality management at NUU. The findings of this study suggest that this strategy pattern can be applied to other private Islamic universities, especially at other NUUs.

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Introduction

Leadership efforts in improving the quality of education have a strong legal basis. The foundation of the quality management policy for higher education in Indonesia is stipulated in Law Number 12 of 2012 concerning Higher Education to strengthen the Higher Education Quality Assurance System (HEQAS). Article 51 of the Higher Education Law states that quality higher education must produce graduates who are able to actively develop their potential and produce knowledge and/or technology that is useful for society, the nation, and the state. Furthermore, in article 3 paragraph 1 of the Regulation of the Minister of Education and Culture No. 50/2014 describes the HEQAS which consists of the Internal Quality Assurance System (IQAS) and the External Quality Assurance System (EQAS). IQAS in paragraph 1 letter (a) must be planned, implemented, controlled, and developed by universities. It is because IQAS is a systemic activity of higher education quality assurance performed by each university autonomously to control and improve the implementation of higher education in a planned and sustainable manner. For this reason, a university is obliged

to establish an institution or body that is responsible for carrying out quality management. Thus, since education is considered a system, quality management must evaluate inputs, processes, and outputs in terms of quality.

Unfortunately, the condition of some of the quality of higher education institutions in Indonesia is still concerning. Based on data from the National Accreditation Board for Higher Education (NABHE) as of January 2016, only 26 (0.66%) out of 4300 higher education institutions universities in Indonesia obtained an A (accreditation score) as an institution. Most of these universities are state universities, especially those with legal status. Meanwhile, out of 3,181 private universities (PU), only 5 PU were accredited A. Two main problems faced by universities in Indonesia, including the the quality of higher education and the relevance of the qualifications of higher education graduates with the needs of the workforce (Republika Online, 2017). The large number of universities in Indonesia has produced many graduates as well. This fact is not accompanied by good quality management, which causes the two problems above which then results in a widening quality gap (Cristianingsih, 2011).

There is also a quality gap between the State Islamic Religious Higher Education (SIRHE) and the Private Islamic College (PIC). Almost SIRHE are synonymous with large institutions whose quality is guaranteed compared to PIC. Moreover, this stereotype is formed from society's siding with SIRHE (such as State Islamic University or State Islamic Institute) and public SUs (such as University of Indonesia, Gadjah Mada University, or Bandung Institute of Technology) rather than PU and PIC. Whereas, if seen from the point of view of cost, facilities, or quality, PIC is not much different from SIRHE. The former may even exceed the latter (Bunyamin & Alamsyah, 2013).

Johns states that one of the five ways for leaders to improve the quality of higher education is to be proactive in responding to diversity. The intention is to give good treatment to women who are still considered as minorities. The leader's proactive attitude aims to avoid discriminatory attitudes. If necessary, leaders can be affirmative to agree on the required quota of women's leadership. This is because the determination of leadership positions based on diversity can create good and more productive collaboration (Wahab, 2019). Other research has also shown that there are benefits when it comes to increasing diversity in different domains, including gender. One of the benefits is that there is an increase in quality, innovation, and creativity in multicultural work teams (Berglund et al., 2020).

The quality of education demands an analysis of gender dynamics in a broader social context from the lives of men and women. Gender equality is seen as an integral aspect of the quality of education (Aikman et al., 2011). Gender equality is one of the seven dimensions of quality, namely justice. Justice in this dimension does not only emphasize concern for access but also emphasizes the quality and potential of education to correct social injustice. For that, a leadership role is needed to internalize the value of justice for all members one leads without questioning gender differences (Ansary et al., 2014; Mukhlis, 2019).

In Indonesia, based on the Higher Education Database (PD Dikti), there is still a gender gap in human resources in Higher Education, either in SU, SIRHE, PU, or PIC (Kusmanto, 2017). Judging from the quantity, the number of male lecturers is 56.56%, higher than the number of female lecturers, which is 43, 44%. Although based on certain faculties or fields, the number of female lecturers is greater than that of their male counterparts. However, the inequality in terms of numbers still causes a wide job gap. There are still very few female lecturers who have achieved functional positions (as head lector or professor) as well as institutional structural positions (Marcoes, 2018; McNae & Vali, 2015). According to Morley (2005), this is due to the lack of research done by female lecturers. Women are more inclined to the teaching aspect only, while men are more actively involved in the quality of research. Whereas research has a greater value in getting a promotion.

From the description above, the issue of gender inequality needs to be a priority to be resolved. Higher education leadership needs to take affirmative steps to accept women's leadership (Isnaini, 2021). If there is no acceptance of women's leadership, it will have serious impacts that can damage the effectiveness of educational institutions and prevent students from getting a high level of education and economic prosperity in the future (Aikman et al., 2011, p. 48).

Educational leadership based on gender equality could promote social justice which will have a positive impact on: (1) Equitable distribution of high-quality education access, (2) Actively increasing educational achievement, and (3) The formation of an organizational culture that internalizes the values of equality, diversity and realization that respects the potential personality of everyone (Dantley & Tillman, 2009). Especially considering that equality is the foundation of the higher education philosophy which has the responsibility to model social justice and gender equality. Four fundamental reasons why gender equality-based leadership representation in higher education is important (Burkinshaw, 2015) are (1) Social justice, to change institutions and society to be more just, (2) Equity and parity, to overcome the gender opportunity gap, (3) Quality, to improve the quality of leadership in higher education, while not to neglecting the female academic population, and (4) Economy and business because nationally there is a growing urgency to talk about gender equality in leadership, diversity and inclusion.

Literature Review

In the context of higher education, quality is defined as absolute quality which refers to all policies, procedures, activities, and results of an agency's operational system (Kinser, 2011). In terms of results, quality is defined as a consideration of the value given by each stakeholder. Meanwhile, in terms of process, quality emphasizes more on the aspects of how to change input into good output. Therefore, leadership in the higher education sector has a challenging role (Arar, 2018). At present, the leader in leadership must work to direct his institution to a changing world, be it local, national, international; or formally and informally (Taylor & Brownell, 2017).

Operationally, the focus of the job of higher education leadership is the effective implementation of the three dharma of higher education (education, research, and community service) and of quality so that it can be a competitive advantage. To achieve an effective and high-quality implementation requires a strong foundation in influencing members of the organization. This foundation includes integrity, trust, and credibility. These foundations can facilitate leadership in creating a fair organizational structure (Suharsaputra, 2015).

A leader's fair attitude is reflected in his behavior and actions towards his followers. A study mentions that gender equality can only be successfully promoted through egalitarian organizations (Rao & Kelleher, 2005; Tiessen, 2007). When it comes to gender equality-based leadership, the study focuses exclusively on women's leadership. The main motive for incorporating more women into leadership positions at universities is the right step to take. Women have the same rights as men to be leaders. It aims to develop quality management through gender equality-based leadership. Increasing diversity in different domains, including gender, provides benefits for improving the quality of higher education (Berglund et al., 2020).

Therefore, leaders as decision makers in higher education must intentionally do the following actions (Redmond, 2016):

1. Fostering female leader candidates
2. Provide direct leadership opportunities or pathways to them

3. Establish formal support structures, such as leadership programs and formal mentoring programs
4. Encourage and enable women to take advantage of this structure.

So, the leadership in question is leadership based on gender equality, which is leadership that can be fair in fulfilling the rights for all its members both men and women in achieving leadership positions. Exclusively, this leadership is also defined as leadership that can facilitate, accommodate, and provide opportunities for women to be able to lead and engage to the maximum without being hindered by the negative “stereotype” from the society (Zippel et al., 2016). The success of this leadership has an impact on the sustainability of the institution including in developing its quality management.

Research Question

The question to direct this research is: How is the development of quality management through gender equality-based leadership at NUUs?

Research Purpose

This research aims to find the pattern of gender equality-based leadership that can have an impact on NUUs quality management. This pattern is derived from the experiences expressed by the leaders responsible for the development of quality management at NUUs.

Role of Researchers

The researchers in this study have their respective roles tailored to their competencies on three themes: leadership, gender equality, and quality management. The first and third authors are academics and researchers in the field of education management who master the field of quality management and leadership in higher education, while the second researcher is an academic and researcher who is active in research activities related to gender equality. The results of this scientific study are expected to be useful for private universities similar to NUU in order to make this gender equality-based leadership pattern for the development of better-quality management.

Research Objective

This study focuses on Nahdlatul Ulama University (NUU), a private university founded by the largest Islamic organization in Indonesia. NUU has a management foundation that prioritizes the values of justice (Chamidi, 2018). NUU was chosen as the focus of the present study based on the quality award given by the Ministry of Research, Technology and Higher Education to 9 biggest NUUs in different parts of Indonesia in 2019. However, not all NUUs can be used as research subjects. Therefore, to represent the 9 NUUs, the researcher chose the oldest NUU in Indonesia, namely UNU Surakarta and the relatively young NUU, UNISNU Jepara. These two NUUs are in the city of Surakarta and the city of Jepara in Central Java Province.

This is based on the attitude of NU which has begun to open a discourse to accommodate aspirations of religious critical thinking. This thinking accommodates the development of science which aims to build religious traditions that are responsive to the changes and challenges of the times. This is in line with the discourse related to women's leadership discussed at the 30th Congress in Lirboyo, East Java in 1997. NU believes that the

occurring gender inequality is not in accordance with the spirit of Islam which upholds the value of justice (Asmani, 2015). Therefore, the leadership at NUU has begun to accept female leadership to occupy important structural positions responsible for developing quality management. Both the positions of Deputy Chancellor 1 at UNU Surakarta and Chair of the Quality Assurance Agency at UNISNU Jepara are occupied by females.

This is the first extraordinary circumstance in NUU's history. Because when viewed from a long historical background, NUU cannot be separated from the NU culture itself. NU's culture is heavily influenced by traditions in pesantren which are very much dominated by kyai leadership which is often associated with patriarchal culture and gender injustice (Dhofier, 1999; Kholifah, 2014; Naili, 2008). The leadership of the kyai is formed from a tradition in pesantren that makes learning and understanding the kitab kuning as the spirit of his thoughts (Sugiri, 1997). So far, textual learning and understanding of the kitab kuning still tends to maintain and perpetuate a patriarchal culture and discriminatory understanding of religion in NU. Some of the works referred to are *Uqud al-Lujjayn fi Bayan Huquq az-Zawjayn* (Book of Marriage) written by Syekh Nawawi al Bantani (Muttaqin, 2008) and *Qurratul 'Uyun* (Naili, 2008).

For this reason, in accordance with one of the foundations of NUU management, namely the value of justice, the researcher described the major changes that have occurred at NUU in accepting female leadership to be responsible for quality management. So, so that it can be used as a technical benchmark from other agencies, researchers specifically emphasize how NUU's strategy is in developing quality management through gender equality-based leadership. From this value of justice, it can be seen from the manifestation of "gender equality" which subsequently plays a role in the development of quality management at NUU.

Research Design

This research is qualitative research with a phenomenological approach. This approach was chosen as a scientific approach that examines how informants describe their everyday life, especially how individuals with their awareness construct meaning from interactions with other individuals (Creswell, 1998). This is because the purpose of this research is to gather information from informants (who are responsible for quality management at the NUUs) regarding gender equality-based leadership which can have an impact on the development of quality management.

Data obtained from informants through interviews focuses on finding answers about the meaning of a phenomenon. Initially, we determine the scope of the phenomenon under study regarding gender equality-based leadership that can have an impact on the development of quality management.

We understand very well about the philosophical view of the background using the approach taken, especially concepts related to the study of how informants experience this phenomenon (Moustakas, 1994). Furthermore, the researcher compiled a list of questions that could potentially reveal the meaning of the experiences of individual research subjects so that important daily experiences that they had experienced so far could emerge. Through this interview process, we tried to explore the experiences of research subjects regarding gender equality-based leadership that can have an impact on the development of quality management. This process was carried out for 5 months, from August - December 2020.

Participants and Procedures

Purposive sampling is used in the present study to select the informants. This technique is used so that the answers from the informants can be in accordance with the expected objectives and research focus and can produce accurate data (Sugiyono, 2014). The informants in this study consisted of 19 quality management leaders including 12 informants from UNU Surakarta and 7 informants from UNISNU Jepara. The descriptions of the informants are shown in Tables 1 and 2.

Table 1

Description of Informants at UNU Surakarta

No.	Name	Gender	Length of work (year)	Length of leadership service
1.	NN	L	1	5 months
2.	Ts	L	3	2 years
3.	A	L	5	4 years
4.	SA	L	12	2 years
5.	S	L	10	8 years
6.	M	L	11	10 years
7.	D	L	8	-
8.	F	L	5	-
9.	LP	P	5	3 years
10.	M	P	26	23 years
11.	Z	P	15	10 years
12.	E	P	17	7 years

Table 2

Descriptions of Informants at UNISNU Jepara

No.	Name	Gender	Length of work (year)	Length of service
1.	AN	P	21	18 years
2.	Y	L	8	3 years
3.	HS	P	7	5 years
4.	EZ	P	4	1 year
5.	NR	P	3	1 year
6.	AY	L	6	-
7.	FR	L	6	-

The data collection procedure at NUU begins with sending a research permit from UNY (as research organizer) addressed to the Chancellor of NUU. From the Chancellor, the letter is distributed to the head of the Quality Assurance Agency to determine the appropriate informants to be interviewed. Before starting the interview, the researcher asked about the ability of the selected informants to be interviewed in this study. Then, the researcher introduced herself and briefly explained the objectives and research topics. Broadly speaking, the core question during the interview is (1) How is the subject's experience regarding gender equality-based leadership that can have an impact on the development of quality management at NUUs? The interview process was carried out for 30-60 minutes for each informant. All interview activities are recorded and documented to obtain complete data. After that, all

recorded interviews are transcribed to get an inventory of important statements and classify them according to the theme. The transcription is then followed by constructing the essence and meaning of the experiences of the informants (Creswell, 1998).

Data Analysis

The stages of data analysis techniques in phenomenological studies are important procedures that must be carried out systematically (Creswell, 1998). First, we fully described all the recordings in the interview transcripts from the experiences of the 19 informants regarding the strategies NUU has implemented in developing quality management through leadership based on gender equality. Second, from the transcript, we obtained a statement about the focus of the research and details the statement so that there is no repetition. Third, we grouped the statements in meaningful units. Fourth, we began to reflect our thoughts and constructed the entire meaning of the informant's experience and essence. Fifth, we started to write the research report by providing an understanding that all experiences have important structures (Dewanti et al., 2020). After all of this process, we focus on the four research problems which include how quality management leadership at NUUs fosters female leaders' candidates, provide leadership opportunities or direct pathways to them, establish formal support structures, and encourage women to take advantage of these structures (Redmond, 2016).

The interpretive results of phenomenological analysis are intended to obtain depth of meaning from the personal subjective experience (interview results) expressed in various aspects of life (Bhanot & Verma, 2020). Thus, by understanding the principles of data analysis techniques above, researchers can analyze research data that has been transcribed into a description or table in the context of phenomenology (Hasbiansyah, 2008). Qualitative data analysis is the stage of the researchers in compiling data systematically from interviews, observations, and document searches. The data can be then displayed and analyzed into simpler and more meaningful data (Cohen et al., 2018). To avoid mistakes in drawing conclusions, the researchers cross-checked the answers from informants that are not directly in line with the research focus, and after that we draw the research conclusions carefully and thoroughly (Fadlillah et al., 2020).

Results

The results of the interviews indicate that the pattern applied by UNU Surakarta and UNISNU Jepara are different. The following will explain those differences:

Theme 1. Development of Quality Management Through Gender Equality-Based Leadership at UNU Surakarta

The informants explained that the development of quality management through gender equality-based leadership at UNU Surakarta is carried out in three ways, namely:

(1) Optimization of the Center for Women's Studies (CWS) and Comparative Studies; (2) Determining the standards of leaders based on education, achievement, competence, performance, dedication, loyalty, and morals; and (3) Provide the widest possible opportunity for women to occupy leadership positions.

Optimization of the Center for Women's Studies (CWS) and Comparative Studies

Several informants said that CWS is the place to implement leadership based on gender equality at UNU Surakarta. According to NN and Ts, "Yes, one of the strategies is CWS. That's all. There may be provision for female leadership" This opinion was also confirmed by LP:

Yes, one of them is CWS. In CWS, we can move around even though I am in the position or capacity of the vice chancellor, but there can be double functions when there is this CWS, we can develop here. Then there are also activities with students and human resources, our lecturers, we can do several activities that involve the community, I am very responsive towards community service. The existence of this CWS is one of the efforts we have made.

According to A, CWS can "embrace female students to conduct Islamic studies related to female jurisprudence. Besides that, it can also be used for women's leadership. In the past, I also had a comparative study from CWS here to other CWS." The form of comparative studies for the development of quality management as an institution is also carried out for the purpose of opening up and building a wider network. The strategies that must be carried out according to D are:

More comparative studies, more opening up, opening more broad horizons, discussing a lot, seeing market segmentation. Because UNU is usually the last choice, among other campuses. Because it is [a] private [university]. At least how UNU becomes a magnet is not only the last choice. It takes openness, to build a network. Self-reflection, self-understanding, and so on.

Thus, there are more and more descriptions of quality management in various established universities, which can adopt their management system to be implemented at UNU Surakarta.

Determining the Standards of Leaders Based on Education, Achievement, Competence, Performance, Dedication, Loyalty, and Morals

S argues that "to become a leader, both men and women, there are standards, measurements. That measure is achievement, dedication, loyalty, good deeds." This effort has been carried out by UNU Surakarta as a strategy to determine leadership by paying attention to standards and measurements, namely achievement, dedication, loyalty, and good attitude. AMM added, in addition to these criteria, the election of a leader at UNU Surakarta was also determined by the level of education, competence both in their and other fields, and broad *networking*.

UNU chooses a leader, first and foremost, based on the education criteria. Second, maybe their capacity, the competence in other fields, what I see here, [they also have to] have extensive networking. So, for example, there is a woman who does have high mobility which can be useful for the survival of a higher education institution. Therefore, her personal closeness to several parties will help.

Likewise, with M's opinion, who said that women who can become leaders because they meet these standards. A measure of achievement, cooperation. Because of her achievements, women can become leaders. The rank is also considered, as well as their loyalty and dedication. This is also emphasized by E that women are chosen to be leaders because of their abilities:

It's because she has the ability to, that's why she's been chosen as the first vice chancellor, or head of department, or dean, something like that, miss, depending on their performance. We have the same main duties and functions here, like Mrs. Mardiyah, for example, she used to be only a lecturer, but in terms of leadership, it seems like she can lead as the new dean.

This means that women leaders who can occupy structural positions are women who meet the standards set at UNU Surakarta.

Provide the Widest Possible Opportunity for Women to Occupy Leadership Positions

This strategy has been implemented by UNU Surakarta. Although there are still many obstacles along the way. According to SA, the central leadership has provided opportunities for women to occupy leadership positions. However, it is women themselves who often don't want to [take on the leadership position].

If specifically [a leadership position is] already opened, but sorry to say, [the women] are busy with themselves, for example, we have just offered Putri, a female lecturer, to fill the position as the head of a department because there is a position opened up, but sorry to say, she answered that she wanted to get married and follow the husband, something like that. We have tried that, and that was the answer. So, we invited them in. And then we visited their house, to ask whether they want the job or not. We have done that. But mostly their answer is that they are newlyweds [so they won't take on the job]. Whereas from his family or father has allowed [them to do the job].

Personal approach is a strategy carried out by the central leadership to female lecturers so that the leadership at UNU Surakarta can be gender equal. The same is said by LP. According to him, "the leadership and foundation have given me an opportunity to become a vice chancellor at UNU Surakarta by giving their full support." So, there is no discriminatory attitude towards women's leadership at UNU Surakarta.

Theme 2. Development of Quality Management Through Gender Quality-Based Leadership at UNISNU Jepara

Meanwhile, there are 3 strategies applied at UNISNU Jepara, namely: (1) Institution leadership provides equal opportunities for both female and male lecturers to pursue further study, (2) Choosing leaders in UNISNU Jepara through appointment and selection based on competence and quality of individual performance, and (3) Considering women for leadership positions.

Institution Leadership Provides Equal Opportunities for Both Female and Male Lecturers to Pursue Further Study

In the development of quality, especially in improving the quality of human resources, the institution has provided equal opportunities for both female and male lecturers to pursue further studies. The most important thing is to have fulfilled the requirements on a working period and other applied rules. AN argues:

The university does not discriminate lecturers who ask permission to study or are assigned to study to improve their competence. Regardless of whether it is female or male, it is considered the same. Our basis is fixed that is giving permission or study assignments based on the period of work, because we already have rules for employees who ask for study permits or study assignments.

As an institution, UNISNU Jepara has set rules in determining human resources that are allowed to conduct further studies. Because in this case, the institution realizes that improving the quality of human resources has a huge impact on improving the quality of institutions. This is also experienced by HS as a female leader in the institution, "I have been given the opportunity for further study. Because the leadership considers I was qualified based on the existing rules." From this statement, we can conclude that there is no difference for men and women in taking further studies at UNISNU Jepara.

Choosing Leaders in UNISNU Jepara Through Appointment and Selection Based on Competence and Quality of Individual Performance

On the other hand, gender equality-based leadership in the development of quality management has also been shown by the leaders in their strategy of choosing leaders in UNISNU Jepara, which is through appointments and open recruitment based on the quality of individual performance. According to Y:

The one who decided whether someone was put here and there for the first time (2015 - since becoming a university) was the Vice Chancellor 2, this is what I know from my observations. So, the strategy is to "appoint," such as my appointment to work at LPM. But certainly, also previous performance in each faculty is also assessed. The second strategy is recruitment by open recruitment. So, after UNISNU Jepara was established, we tried to improve the procedure so that the quality of education and administration at UNISNU Jepara would get better.

This statement was also confirmed by a statement from NR who asserted that the university has been implementing a strategy of choosing leaders in UNISNU Jepara based on competence, regardless of their gender. NR also gave an example of women's leadership in Islamic Studies study program that successfully achieved an accreditation title.

The strategy used by the university is to choose a leader who has the competence to carry out the leadership mandate in question. So, there is no discrimination based on gender. I think it is to implement a strategy by choosing a competent leader in the field. Exemplified in the Islamic Studies study program, the leadership is held by a woman. In this case, the Islamic

Studies study program in her leadership had obtained accreditation status A, which is the only one in UNISNU Jepara. So, I think one of the criteria in choosing a female leader is their competence.

So, both men and women if they do not have competence then will not be chosen to occupy leadership positions in UNISNU Jepara.

How to choose a leader based on competence is described in detail by AY. So far, the selection of leadership selection or appointment is based on ability, working period, and functional position.

There is a selection based on ability, working period and functional position, so that anyone can enter the open recruitment, both male and female. The LPM is currently led by a woman who is responsible for quality assurance at UNISNU.

This recruitment process is open to anyone, both male and female. The most important thing is that the conditions are met.

Considering Women for Leadership Positions

Female leadership in LPM is the first in history at UNISNU Jepara. Women's leadership has been considered to occupy many important positions because women are considered worthy and capable in terms of skills and competencies to be given this task. According to AN, "I was elected as the chairperson of the LPM because the leadership saw the quality of my performance so far. The good performance of women at UNISNU Jepara can be a consideration to place them in a leadership position." As also happened in the Islamic Studies study program, although the number of male lecturers is higher than that of female, a woman was elected as the head of the study program. This was conveyed by FR as the following:

About the gender equality-based quality assurance strategy, I cannot answer much about this strategy. Well, it's just because. Because in our campus, gender issue is not an issue that is often discussed. So, it is true that none of us have never even discussed gender status at the leadership level. So as long as a person is deemed worthy, that is who might later be chosen to occupy which position, to carry out such a task, and indeed I said earlier that there is no gender study center on our campus. So, gender issues in our campus have not become a focus of attention. So, for example, for the development of gender-based quality assurance, I also cannot talk much. Because so far, for example, to improve the quality of lecturers, for example, to improve the quality of study programs, for example, the leadership never leaves women. So, the gender factor is not a consideration in deciding whether someone is worthy or not. Indeed, in our own study program in the Islamic Religious Education study program, the lecturers are dominated by men, but that is not a gender factor, but because of the need factor and the feasibility factor, while in other study programs many are inhabited by women and only a few men, such as in the Early Childhood Education study program. Many of the lecturers are female, only one male. So just go figure for the development of gender-based quality or quality assurance. I only disclose the data and what the facts are.

According to FR, gender issues are not an issue that is often discussed at UNISNU Jepara. The gender factor is not a determining factor for a person to be appointed to a position. There has not been a specific portion given by the leadership for women's leadership. Women who enter the ranks of structural positions are women who are worthy and capable in terms of ability and competence to be assigned this task. The increasing number of women's leadership in UNISNU Jepara is an increase in the ability of the woman herself. Therefore, from the point of view of the potential of women at UNISNU Jepara, they are starting to be deemed worthy to occupy leadership positions.

Discussion

The development of quality management through gender equality-based leadership has been carried out at NUUs. Even though the number of human resources and women's leadership is still minimal, the quality of women's leadership has begun to be accepted and is increasing (Miller et al., 2014). This consideration is based on the competence of the women that is increasing. The same happens to the number of female lecturers in positions. Although structural positions in NUUs are still mostly occupied by men, this situation can be considered as progress for NUUs which have begun to accept several female lecturers to occupy structural positions and place women in leadership positions, such as in the positions of vice chancellor, dean, head of Quality Assurance Agency, and head of study programs. There is also research data showing that in recent decades, leadership opportunities for women in the workplace have expanded, and there has also been an increase in the number of women in senior positions in higher education (Burke & Nelson, 2002; Gallant, 2014). New challenges during the university's transformation in quality management require the use of the skills and capabilities of all leaders, both male and female (O'Connor, 2015; Peterson, 2014).

The results showed that NUU implemented 4 strategies in the development of quality management through gender equality-based leadership. The first is optimization of the functions of the Center for Women Studies (CWS). CWS is a campus institution unit that develops women's leadership programs (Redmond, 2016). Formal and informal leadership development through in-organizational programs (such as CSW) is the most effective way to increase leadership capacity in any workplace, including universities. Madsen (2012) asserts that leadership development programs for women continue to be an important element in supporting women in higher education to prepare for, achieve, and maintain positions of influence within their institutions.

The second is providing equal opportunities for female and male lecturers to develop their careers. The supporting structure for the development of quality management includes support for career development, coaching, training, and support in the form of professional development, organizational changes such as equity policies, defense, and guidance (Morley, 2005). This organizational leadership development program builds the capacity and capability of a group of people to acquire leadership and problem-solving skills (Day, 2000). Meanwhile, such programs or structures enhance the development of quality management through equal leadership of both genders.

The third is determining leadership through open recruitment based on specified requirements. The selection of leaders within NUUs is carried out through appointments and selections based on the quality of individual performance. The consideration of women to occupy leadership positions is because women are considered worthy and capable in terms of skills and competencies to be given the task. By implementing the third strategy above, you can determine the right leader according to the competence in their field. Lumby (2018) in his

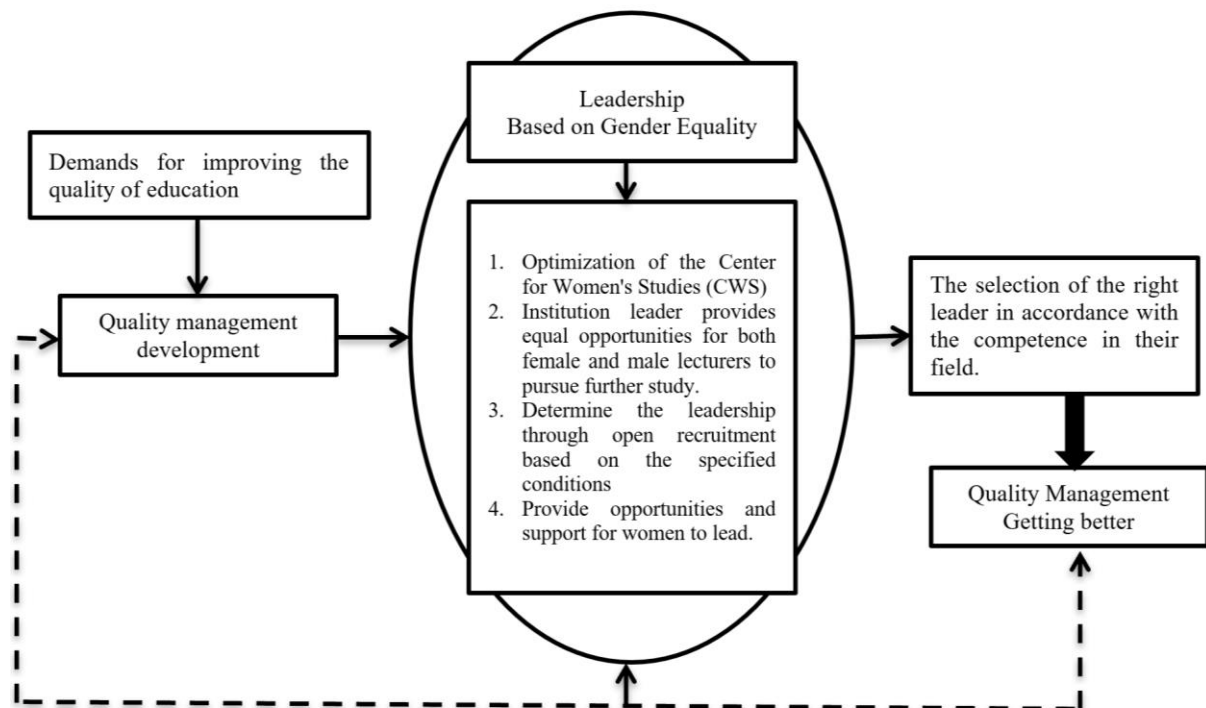
research said that an effective leader is a leader who is able to see and build strength as a prerequisite for competent leadership. So that the leader can carry out his duties according to the specified quality management targets.

The fourth one is providing opportunities and support to women to lead. The representation of women's leadership in higher education is important. This is because improving the quality of higher education leadership cannot ignore the female academic population (Burkinshaw, 2015). The results of other studies also state that one way for leaders to develop higher education quality management is to be proactive in responding to diversity. Determination of leadership positions based on diversity can create good and more productive collaboration (Wahab, 2019). Other research has also shown that increasing diversity leadership in different domains, including gender, can improve quality, innovation, and creativity in multicultural work teams (Berglund et al., 2020).

Visually, NUU's strategy in developing quality management through leadership based on gender equality can be described in the following pattern.

Figure 1

Development Strategy Patterns for Gender Equality-Based Leadership and Quality Management at NUU



From this strategy, it can be explained that in the development of quality management requires strategic leadership role in maintaining the sustainability of the institution. This can be done through its responsibilities as a person who sets goals, organizational values, and performance expectations. In fact, policies and strategies within higher education are implemented by leaders or members to commit to quality as the main strategy in supporting the efforts necessary to achieve the organizational goals (Sadeh & Garkaz, 2015).

The results of this study prove that the strategy implemented by NUU in the development of quality management is considered effective and getting better. It is proven that by the emergence of competent female leadership in NUU, the accreditation scores of study programs significantly improved. This can be seen in the Islamic Religious Education study program which is led by a woman. At the time of the writing, it is the only study

program in UNISNU Jepara that successfully obtained the title A from the National Accreditation Body for Higher Education (NABHE). Therefore, many women have been considered to occupy important leadership positions. Women who enter the ranks of structural positions are women who are worthy and capable in terms of ability and competence to be assigned this task. This statement is in accordance with the results of Kairys' research (2018) that gender affects leadership. Women's leadership focuses more on leadership skills for relationship development. Despite being in the sphere of male leadership dominance, female academics still choose to develop professionally and find their own ways to advance to several key leadership positions in their institutions (Dang, 2017).

On the other hand, women's leadership can reduce the hierarchical system in the work environment so that it can create a more participatory work environment (Cin et al., 2018; Rosener, 1997; Thiruvadi, 2012). Participatory leadership is basically leadership that provides equal opportunities for each member to participate in carrying out activities, responsibilities and main tasks that have been adjusted to their respective positions. So, the participatory function of leadership is the leader's effort to activate the members they lead to take part in planning, organizing, implementing, supervising, up to the decision-making stage (Machali & Hidayat, 2018).

Therefore, to develop quality management through gender equality based leadership in NUU, institutionally NUU has formed a support structure that is deliberately designed through the following steps, (1) Fostering female candidate leaders through women's empowerment institutions such as the Women's Study Center, (2) Providing leadership opportunities directly to women, (3) Providing pathways, (4) Creating support programs such as leadership programs and mentoring programs, and (5) Encouraging women to make the most of this structure (Redmond, 2016). The establishment of the support structure of this institution must involve men and women and decision makers in NUU. The aim is to reduce gender inequalities which can have a negative impact on quality management.

On the other hand, the results of this study have implications in which the pattern of developing quality management through gender equality-based leadership can be used as a reference in policy formulation for leadership at NUUs in promoting gender equality-based leadership in the workplace as an effort to develop quality management. In addition, this pattern can also be used as an illustration for NUUs in providing equal opportunities for women and men to lead based on competence, not because of their gender.

Research Limitations

The results of this study cannot be used in general for all tertiary institutions. This is because the research setting is still limited to two NUUs located in one province of Central Java, Indonesia. Researchers also could not interview all leaders at UNU Surakarta and UNISNU Jepara due to time constraints. Other limitations of this study are the lack of representation and the vulnerability of researchers to subjective judgments.

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