



# Understanding the Functions and Objectives of Women's Human Resource Management in the Higher Education Sector: A Study of the Workplace Gender Approach



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## Abstract

This research was carried out to obtain scientific evidence showing the development of female human resources in the context of education and also the world of work. Today, gender balance is still an issue that gets the parties' attention. We have obtained data from several journals and books published between 2010 and 2022, which we obtained electronically by searching for us to review in establishing findings as answers to studies and hypotheses. We carry out the research process under a phenomenological approach, namely a method for getting answers from several existing data to obtain phenomenal findings in a study context. The review involves, among other things, the data coding system, the interpretation of the data, and the conclusion drawn on the principles of high validity and reliability. After discussing the results, we understand that the goals and functions of developing female human resources at the higher education level are mandated by the constitution of the republic of Indonesia following the declaration of world nations where the study of gender equity is ongoing. Hopefully, these findings will benefit efforts to develop studies on gender equality in education and will help develop similar studies in the future.

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## 1 Introduction

In Indonesia, the issue of gender inequality in the workplace and tertiary education is still a concern. Gender inequality is evident in higher education because of the few female professors and lecturers in the most senior positions. Even though there is not much of a difference between male and female lecturers overall (44 percent are female and 56 percent are male), female lecturers only make up about 20 percent of academic staff compared to male professors, who make up 80 percent (Alsarhan et al., 2021). In public and private universities, there is a higher representation of men than women in administrative positions like dean, vice-chancellor, and others. Gender inequality still requires serious attention, even though gender equality-related government policies have been implemented at all levels and included in the National Medium-Term Development Plan. This is because women's representation in all fields can benefit development. Higher education institutions are advised to implement gender equality policies to increase women's representation in tertiary institutions through a study of gender equality policies in several universities around the world and the internal policies of Indonesian higher education institutions. Policies for gender equality can be implemented (Mastracci & Arreola, 2016).

By issuing Presidential Instruction Number 9 of 2000 concerning Gender Mainstreaming, which directs that gender mainstreaming be integrated into the entire development process and become an essential component of government agencies and institutions, the government has taken the appropriate action (Chant, 2012). In addition, Regulation of the Minister of National Education Number 84 of 2008 was issued by the Ministry of National Education in 2008 to bolster the ministry's commitment to creating gender-balanced educational institutions (Vinovskis, 2015). For gender mainstreaming to be implemented according to the mandate of Presidential Instruction 9/2000, the government should continue to evaluate whether the policies made by the public and private sectors are gender friendly. Government intervention will lead to gender balance in all industries to positively impact the nation's progress. As stated by an Australian National University researcher, Veronica Taylor, using all available human resources, including women, will drive economic growth because the best talents are employed on all fronts regardless of gender. Provision of disaggregated data to support gender studies and gender-equitable policies in higher education (Williams et al., 2012).

Along with the existence of women's study centers or gender study centers in tertiary institutions and to support the research activities of these study centers, the availability of disaggregated gender data in the more specific Database of the Ministry of Research, Technology and Higher Education is urgently needed (Salik & Zhiyong, 2014). The data can be in the form of disaggregated data for academic staff (lecturers), non-academics, and students so that gender studies in higher education are more accessible. The segregated data referred to is not limited to the number of lecturers or students based on gender but also data on lecturers based on position, employment status, years of service, and age, as well as student data based on study programs, faculty, and others. With the Kemenristekdikti Database that can be accessed widely by the public, the availability of disaggregated data will assist gender studies by domestic and foreign researchers. Thus, the study's results can be used to advance tertiary institutions, including in formulating gender-just policies in higher education. Accommodate issues of gender equality and balance through affirmative action in human resource management policies (Ncube, 2016).

The government must consider gender equality and fairness in human resource management to ensure that women are represented in higher education. For instance, in legislative elections, the requirement that political parties nominate at least 30% of female candidates is part of the gender requirements for lecturers and non-lecturers hired and promoted (Krook, 2010). At the time of hiring, implementing leadership and development programs, and promotions, the University of Canberra and the University of Oslo, for instance, stipulate gender parity and equality in human resource management policies. Ultimately, this will make it more common for women to hold office at all levels, including lecturers and non-lecturers (Subrahmanian, 2005; Unterhalter, 2005). To achieve women's representation in Indonesia, where most of the population adheres to a patriarchal culture, quotas for women are required. To prevent gender discrimination in tertiary education in Malaysia, quotas for women's representation have increased the number of senior women. According to Hays & Morrow (2013), this is an efficient method for reducing gender discrimination in the workplace. According to Sardjunani (2001), one of the conditions for reducing gender disparities in education is the inclusion of gender in the selection of structural officials at the education unit level within ministries, agencies, provinces, districts, and cities.

According to Atuahene & Owusu-Ansah (2013), it is anticipated that the National Accreditation Agency will include affirmative policies in its evaluation of tertiary institutions, providing opportunities for specific groups to obtain equal positions in the same field. Universities in Indonesia may also want to consider evaluation strategies like "achievement relative to opportunity," or ARO, which require lecturers and researchers to take on additional social responsibilities in addition to their academic commitments to be evaluated. This evaluation policy considers the dual

roles that lecturers and researchers play in the household, cultural, social, and religious spheres in addition to measuring the research output and publications produced, which serve as an assessment in the lecturer and researcher evaluation system. The "Athens SWAN Charter," a program designed to increase gender equality in the fields of science, technology, engineering, mathematics, and medicine in Australia, must also be initiated by academics in Indonesia to increase the number of female lecturers in tertiary institutions (Sukirno & Siengthai, 2011).

Other gender equality initiatives, such as those carried out by the Australian Academy of Sciences through the SAGE program, which adopted the "Athens SWAN Charter," also need to be initiated—extending the range of available support facilities. Universities and the government should provide gender-friendly support facilities so lecturers can work more freely (Sherf et al., 2017). For instance, the government or universities offer childcare facilities so that lecturers, men and women alike, can feel secure leaving their children at work. A subsidy model can fund the daycare, making it affordable. The Australian government has offered parents who want to use childcare services a 50% subsidy. With the assistance of grants from the government, child care can be provided by the community, non-profit organizations, or the government. Support for gender-sensitive infrastructure should also be provided. For instance, secure and comfortable transportation so women can feel at ease on their way to work (Sietchiping et al., 2012).

Various studies aiming to understand and make gender equality education successful in various contexts, including research literature review, are critical and exciting studies to continue (Unicef, 2010). This is none other than because gender equality is an effort to strengthen our education system to continue to develop where, for example, women are synonymous with powerlessness and underdevelopment, which is inherently weak; the presence of the state and universities gives equal priority so that this country can prosper all groups without differentiating women and men so that Indonesia's human resources become equal and equitable regardless of gender differences (Pucciarelli & Kaplan, 2016; Graham et al., 2013). In connection with the issues described, we feel it is essential to continue to study and understand the goals and roles of developing women's human resources at the tertiary level and how gender can be implemented in various contexts, including n jobs. For this reason, we will carry out studies and studies that address the issue of understanding the objectives of developing women's human resources in higher education by examining several pieces of scientific evidence that have been applied in various contexts for youth and women (Kelly et al., 2013).

## 2 Materials and Methods

In this section, the study will describe the method of carrying out this literature review, the purpose of which is to obtain some evidence of scientific data on understanding the goals and functions of developing female human resources in higher education (Aveyard, 2018). This in-depth understanding of the purpose of developing female human resources in various contexts is an effort to gain a new understanding of how to create equal and fair opportunities to learn and also work, especially the conditions and regulations of the Indonesian government, which have an understanding and equality in obtaining education and also employment opportunities (Jesson et al., 2011). To discuss the issue of equality in the context of learning, especially in tertiary institutions, we have carried out a series of searches and data collection online by developing searches by embedding keywords such as educational goals for empowering female human resources, governance of higher education human resources and gender equality indications and various keywords identified with functions and objectives of managing women's workforce in developing skills and knowledge to be able to maximize roles and responsibilities as individuals and society—after a series of data collection activities, then reviewing to obtain data that respond to research questions based on high validity and reliability we involve a data coding system evaluating in-depth data interpretation of high data and drawing data that becomes a conclusion answering the problems and research hypotheses (Booth et al., 2021).

Data search electronically in several publications, both in the context of human resource development and human resource development in tertiary institutions, we carry out with literature sources, book publications, and various academic works discussing gender equality in education and employment. After analyzing the data, we design the report in descriptive qualitative by relying on exposure to the findings of the data to provide a deep understanding of the core issues. The publications that we prioritize are several books and journal articles released between 2010 and 2022, bearing in mind that the development of development studies in the workplace and higher education continues to develop. Such are the essential points of the methods and materials that we carried out in the study, starting from problem identification, data search, data review, and final reporting under the phenomenological approach and literature review design earlier (Kim et al., 2017).

### 3 Results and Discussions

#### 3.1 Higher education for women

Education is essential for everyone, male and female alike. The acquisition of a broad knowledge base is the common objective of education (Becker et al., 2010). However, in today's society, gender stereotypes implying women should not pursue higher education are common. Women who will only take care of the household face a stigma that says they do not need a college degree. In addition, it is not uncommon for a woman to become less motivated, lose confidence in her ability to take advantage of opportunities, and place less importance on obtaining a higher education for herself (Jamjoom & Kelly, 2013). So, why is a woman's education so important? Women need to get a higher education because a woman's job is to take care of the house and be their children's first madrasah. The next generation of an educated nation is influenced by women. Because the family provides the majority of education. Ladies with advanced education foundations will bring forth the up-and-coming age of the country who are described, have great ethics, and are proficient. As a result, women who will only take care of the household without requiring a college degree are stigmatized in the wrong way. Higher education is crucial to success and prosperity in this era of rapid change, particularly in the digital realm. Indeed, higher education is crucial to women's roles (Perez, 2015).

Aside from that, as a woman, having a wide range of knowledge is essential because women have the same opportunities in life as men. This is especially true in today's technologically advanced world, where everyone, including women, needs to know everything (Hakim, 2016). Women must also have much knowledge to keep up with the changing times, which requires women to be even more self-reliant in carrying out various life activities. In addition to fulfilling formal obligations, education is beneficial for mental growth. Women who pursue higher education may acquire a critical mindset. Women will be able to think more freely about a variety of issues from a variety of perspectives. As a result, they can make sound decisions without being easily influenced by negative factors. Aside from that, women need more education to get a better job or career. During this time, it was undeniably challenging for alums of low-level training to find a new line of work (Chambers et al., 1996; De Groot et al., 2002). Regardless of whether there were, they were frequently unfit to satisfy their everyday requirements. Hence, a higher instructive foundation is a reference that incredibly decides valuable open doors for ladies to have the option to contend like men to land safer positions (Davies, 2010).

Like that, ladies can likewise empower their family's economy for a superior life. Additionally, it can assist in resolving financial issues that parents and partners face. Women's futures will be determined by their access to higher education (Conner, 2013). Women's access to higher education is crucial because they are the primary educators of their children's moral, religious, and other life values. In addition, women have equal access to higher education, allowing them to develop critical thinking skills that will help them make better decisions and take better actions. Next, women need higher education to get a better job or career, be more dedicated to their parents, and help the family business succeed. Women play various roles in this life, including those in the family, community, and workplace, particularly for women who work. Women play the roles of mother and wife in the family. Women play a part in supporting the husband's work and educating the next generation. Women also hold important positions in the public sphere based on their potential and skills. Women can play essential roles in both social and institutional organizations. Women's fundamental traits, such as motherhood, gentleness, conscientiousness, diligence, and others, are considered suitable for public service. Learning and motivation are needed to meet high expectations for women's balanced and influential roles in the family and public sphere. Because most of the time is spent in the formal education environment, it is hoped that the involvement of educational institutions from elementary school to tertiary level will be optimal (Durillo & Nebro, 2011; Arnold & Pérez, 2001).

Gender equality must be a reference in various fields, departing from the feminism paradigm, which already has in-depth studies. Gender generally refers to the apparent difference between men and women in behavior and values. In the Ladies Studies Reference book, it likewise made sense that orientation is a social idea attempting to affect conduct, mindset, and close-to-home qualities among people who foster in the public eye. In practice, gender equality is about giving everyone the same opportunities at work and in society and giving them a sense of fairness. Because every aspect of the mind based on equality needs to continue to be echoed, universities are considered to have made a significant contribution. Women are frequently the targets of gender-based violence. Women are also frequently portrayed as weak beings who cannot defend themselves. Naturally, this implies that danger can occur anywhere, but it does not rule out the possibility of open harassment or even sexual violence. Gender equality must be observed with awareness by students as agents of change with extensive knowledge. Not only should media and content be able to

address issues of gender inequality in order to promote gender equality, but they should also be able to categorize men and women separately.

Some content about what gender is, how to achieve gender equality, and how to improve the quality of human resources (HR) can be used in content that students and the community can access. Because sexual harassment has occurred, there needs to be more discussion about the shame and the fear of reporting inappropriate incidents, given that this has real implications that can disrupt everyone's daily activities. Students' concrete education and the content strategy can help prevent barriers and campus walls, which should be part of the community and integral to all the problem's root causes. Collaborating with several government agencies, such as the National Commission on Human Rights and the National Commission on Violence against Women, is another step students can take toward becoming trustworthy advocates for gender knowledge. We can be sure that the campus dares to open up and become an honest pioneer on gender equality issues by consolidating.

### *3.2 Equal opportunity*

Equal opportunities numerous studies examined whether government programs for equal opportunity have a positive impact on women's professional development. These programs influenced HRM policies and procedures that incorporate the diversity management concept. Additionally, studies have demonstrated that these programs increased the number of women and members of other social groups employed in Canadian organizations that employed more women, particularly women from minority ethnic groups and women with disabilities when they implemented extensive equal opportunity programs. Research conducted in the United States has demonstrated that, compared to businesses that are unaware of the potential repercussions, those businesses employ more members of minority social groups and have a higher proportion of women in leadership positions. In addition, organizations with a positive attitude toward equal opportunity programs frequently employ mentorship and networking to develop gender-specific strategies for overcoming prejudice. According to numerous studies, proper training and career development significantly impact women's career development (Cobeña et al., 2021; Sintani et al., 2021).

Fritsch (2015), found that women managers in Europe perceive a lack of opportunities to network with senior management as a significant obstacle to their career advancement, supporting this study's findings. The progress of women managers' careers is positively impacted by formalizing the decision-making process for employees. In addition, numerous studies indicated that formalized recruitment methods, particularly job advertisements and the use of recruitment agencies, are more common in businesses. The degree of formalization in the compensation process facilitates equal pay for women (Hirsh & Lyons, 2010). However, research in the medical field found that an informal compensation system resulted in lower salaries for female doctors when combined with a broader range of salaries (Konrad et al., 2012). In conclusion, research demonstrates that women in organizations benefit from formalizing the HRM decision-making process. Maintaining a work-life balance According to numerous studies, two-thirds, if not more, of women worldwide take care of family members and perform household chores; adjusting one's work and individual life is pivotal to ladies' expert turn of events (Abendroth et al., 2017).

In various social orders, the beginning of a family influences ladies' vocation improvement. As per Raley & Sweeney (2020), marriage doesn't impact the number of ladies utilized in the US, yet the introduction of youngsters controls the number of hours ladies work. Conversely, marriage and kids affect the number of ladies used in numerous nations. Ladies seek a better balance between fun and serious activities by offsetting professional development with family obligations. Carnevale & Hatak (2020), organizations are endeavoring to conform to the progressions by executing new strategies, especially for youthful representatives attempting to achieve harmony. Research shows that the upsides of balance between fun and serious activities positively influence women and various agents. Work fulfillment emphatically corresponds with more broadened maternity leave, flexible working hours, and the chance of telecommuting. A positive connection existed between the number of ladies in senior administration positions in 1999 and the benefits of balancing strenuous and fun activities in 2010. All in all, the advantages of balancing fun and serious activities positively affect ladies' work fulfillment and the hands-on completion of different representatives. They can likewise help organizations that decrease labor force channel (Cahill et al., 2015).

### *3.3 Women HR promotion in the workplace*

Over the past few decades, numerous nations have faced difficulties due to globalization, the development of information technology, and a dynamic business environment (Sharma, 2016). Due to these changes and the global financial and social crisis, the workforce's demographic structure has changed, raising the issue of involving human



capital, particularly women, in social and economic development. The foundations of successful and enduring organizations are human capital and the participation of everyone, men and women alike. The publication "Workforce 2010: Diversity Management" centered primarily on diversity management. "Work and Workers for the Twenty-First Century," by [Piore \(2018\)](#), recommends that businesses adapt their human resources management policies and procedures to accommodate a diverse workforce if they want to remain competitive. Through diversity management-based policies and procedures, HRM can recruit, motivate, develop, and retain talented employees from all social groups, particularly women ([Mišić, 2013](#)).

The following four policies and procedures will be examined explicitly about their impact on women's professional development in organizations: equal opportunities, opportunities for career advancement, a formal HRM system, and a work-life balance. The road map for future research will be laid out after the paper. The most critical HRM policies and procedures in any organization are employee retention and selection, training and development, career growth, and recruitment ([Arulrajah, 2016](#)). These HRM activities can focus on women as employees and other social groups in the context of diversity management that can engage in various strategies to attract women and members of other social groups during the recruitment process. Employing recruitment firms specializing in the search for highly qualified women and other social groups, participating in job fairs, or placing advertisements in publications geared toward women are all options in this context ([Epstein, 2022](#)).

Organizations can make it attractive for women to work there in the future by having diverse recruitment teams, brochures, websites, and other promotional materials based on diversity management ([Wilson et al., 2013](#)). During the time spent on the decision, applicant associations can investigate whether women are typically employed in particular positions more frequently than people from other groups. If that is the case, companies can investigate the reasons for this and devise strategies to increase diversity in the hiring process ([Fitzgerald, 2013](#)). Commission on Opportunities for all additionally, associations can form enrollment groups with members from various groups to improve comprehension of how competitors respond to jumpers' working environment. In structured interviews, asking the same questions to all candidates helps future employees demonstrate their abilities and skills, which can also increase diversity. The ability to incorporate historically underrepresented social groups, particularly women, into various training and development programs makes human resource management an essential function. One of the programs is training in leadership skills. According to [Wyatt-Nichol & Antwi-Boasiako \(2012\)](#), it is a crucial step in the career development of employees with leadership potential and leads to diversity-based top management development.

## 4 Conclusion

We conclude that the study, which aims to gain in-depth resilience of women's HR governance in tertiary institutions, is a fascinating study with a literature search approach on several pieces of scientific evidence which we believe these findings have provided and answers to the problems of the study above. The findings include that the development of female human resources at the tertiary level is a commitment of the first parties of the government to equalize gender in educational practices and work following the declaration of women's equality carried out by the nations of the world. Then we also find that developing women's human resources to obtain equal rights and roles in higher education is part of the government's obligation to provide equal opportunities and impacts in the professional development of women's resources. Life, both education and work practices, are aligned with the demands and desires where the balance and roles of men and women are still an issue that has received attention, especially from researchers, academics, and predictors at the government level as the bearer policy ad.

In the final section, we see that the governance and promotion of female human resources in the world of work have continued to grow across countries across sectors and also cultures where experts provide views on human resource development and policy management data at the high level and also the world of work is a reference which must be applied to industry and other sectors so that efforts to equalize educational and employment opportunities and opportunities can be implemented equitably by the demands and expectations of all parties.

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*Conflict of interest statement*

The authors declared that they have no competing interests.

*Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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