

Volume: 8 Nomor: 1 Tahun 2021

[Pp. 53-71]

STUDENTS' PERCEPTION OF FEMALE LECTURER CHARACTERISTICS IN TEACHING: A STUDY OF THE IDEOLOGY OF GENDER SEGREGATION AT STATE UNIVERSITIES IN PONTIANAK

Andina Nurul Wahidah

State Islamic Institute (IAIN) Pontianak, Indonesia

Email: andinanurulwahidah@iainptk.ac.id Hp: +6289693517418

Khairawati

State Islamic Institute (IAIN) Pontianak, Indonesia

Email: khairawati@iainptk.ac.id Hp: +6281257553995

ABSTRACT

This study seeks to examine students' perceptions towards the characteristics of female lecturers at State Universities in the city of Pontianak and identify the position of the ideology of gender segregation in the realm of the lecturer as an occupation. This quantitative survey research employed a closed-ended questionnaire as the primary data collection instrument. The questionnaire was administered to 286 students of faculty of education at the state Universities in the city of Pontianak. Pearson product-moment was used to test the validity of the items in the questionnaire by taking those of $r > 0.3$ as the valid question items. The reliability test using SPSS Statistics version 23.0 showed the Cronbach alpha value of 0.75. Descriptive statistics as a data analysis method was carried out using SPSS Statistics version 23.0. The results of this study highlighted female lecturers' characteristics and position in the ideology of gender segregation from the students' point of view. First, students' perception revealed (1) the characteristics of female lecturer namely popular sanguine personality type (33.98%), (2) the communication readiness dominated by the power factor (37.14%), and (3) personal-social characteristics at the negative extreme of easily offended (33.19%), at the central point of tolerance (14.13%), and at the positive extreme of attentiveness (26.13%). Second, the lecturer, as a profession in the public sector is suitable for women with a percentage of positive responses of 91.47% with the determinant factors for successful classroom teaching and learning comprising the quality cognitive, social, and personal characters of lecturers without gender segregation.

Keywords: *characteristics, female lecturers, gender segregation*

Tujuan dilakukannya penelitian ini adalah untuk, (1) mengetahui karakteristik dosen wanita dalam pembelajaran di Perguruan Tinggi Negeri Kota Pontianak berdasarkan persepsi mahasiswa, serta (2) mengidentifikasi kedudukan ideologi pemilahan gender dalam ranah pekerjaan pada dosen wanita. Penelitian ini menggunakan pendekatan kuantitatif jenis survey dengan lembar angket tertutup sebagai instrumen pengumpulan data utamanya. Angket ditujukan ke seluruh mahasiswa di fakultas kependidikan pada Perguruan Tinggi Negeri di

Kota Pontianak dengan jumlah sampel sebanyak 286 orang mahasiswa. Uji validitas angket dihitung menggunakan *pearson product moment* dengan mengambil butir dengan indeks >0.3 sebagai butir yang valid, sedangkan uji reliabilitas angket menunjukkan koefisien 0.75 menggunakan *cronbach alpha* pada perangkat lunak statistik SPSS versi 23.0. Analisis data menggunakan *descriptive statistics* dengan perangkat lunak SPSS versi 23.0. Hasil penelitian menunjukkan, (1) persepsi mahasiswa terhadap karakteristik dosen wanita dalam pembelajaran di Perguruan Tinggi Kota Pontianak adalah tipe kepribadian sanguinis populer dengan persentase sebesar 33.98%, sedangkan dalam berkomunikasi dosen wanita didominasi faktor kekuasaan/ *power* sebesar 37.14% serta karakter personal sosial pada titik ekstrem negatif yaitu mudah tersinggung (33.19%), pada titik tengah yaitu toleransi (14.13%), dan pada titik ekstrem positif yaitu perhatian (26.13%), selanjutnya (2) berdasarkan persepsi mahasiswa, pekerjaan dosen yang bergerak di sektor publik cocok dilakukan oleh wanita dengan persentase respon positif sebesar 91.47%, sedangkan faktor penentu keberhasilan pembelajaran di kelas adalah kemampuan kognitif, sosial dan karakter personal yang berkualitas dari dosen tanpa ada pemilahan gender.

Kata Kunci: *karakteristik, dosen wanita, pemilahan gender*

INTRODUCTION

Lecturers play an important role as facilitators in achieving the classroom's learning objectives. The multi ability that covers not only delivering the content in books but also motivating and inspiring students to apply their knowledge is expected from a lecturer¹. The lecturers' ability in managing classroom learning is influenced by the characteristics possessed by each lecturer. The lecturer's characteristics are certainly different making the quality of graduates produced varies. Lecturer's professionalism is the main consideration of the quality of a lecturer². Professional lecturers will produce quality graduates. Thus, the more professional lecturers in a university, the more qualified graduates will be³. A lecturer is expected to realize that his/her characteristics will influence the learning process.

The lecturer's characteristics are the individual complex psychophysical characteristics that appear to be unique as reflected in the behavior of a lecturer and are used in delivering lessons to the students⁴. The formation of the lecturer's characteristics is a combination of many different components. Hence, it becomes natural if the teaching patterns, assessment, time management, and class management are different among lecturers. Students also need to understand this difference and not regard it as a problem that hampers the success of the classroom learning process.

¹ Setioningtyas, W.P., & Widyatmika, S. W. (2017). Analisis Karakteristik Dosen yang Berpengaruh terhadap Motivasi Belajar Mahasiswa pada Perguruan Tinggi Swasta di Kota Surabaya. *Jurnal Studi Manajemen dan Bisnis Vol 4 No.2*. <https://doi.org/10.21107/jsmb.v4i1.3227>, p. 278.

² Mustomi, D. (2018). Persepsi tentang Karakteristik Dosen terhadap Motivasi Belajar Mahasiswa, *Jurnal Widya Cipta, Vol II No. 1*, <https://doi.org/10.31294/widyacipta.v2i1.2721.g2035>, p. 63.

³ Simarmata, J. (2016). Karakteristik Dosen Profesional menurut Mahasiswa: Sebuah Survei di FKIP Universitas Batanghari, *Jurnal Ilmiah Dikdaya, Vol. 6 No. 2*. doi: <http://dx.doi.org/10.33087/dikdaya.v6i2.5>, p. 40.

⁴ Saputra, V.D., & Yuniawan, A. (2012). Kepribadian Dosen yang Berpengaruh terhadap Prestasi Belajar, *Jurnal Dinamika Manajemen, Vol. 3 No. 2*. <https://journal.unnes.ac.id/nju/index.php/jdm/article/view/2437>.

These different characteristics among lecturers are interesting to be studied further through the study of the ideology of gender segregation. A study conducted by UNESCO in 2004 in Pakistan, India, China Latin America and Tanzania resulting implication of a hidden curriculum in learning media regarding a belief on gender segregation and its stereotypes⁵. On the same matter, the topic of gender segregation in education has become a debate among academicians, including Indonesia. Various studies related to the ideology of gender segregation in the Indonesian educational system have been carried out. Some research results still indicate gender inequality in education in Indonesia. One of them is the results of a study conducted by Rahmi Fitrianti and Habibullah in 2012 that gender inequality in education for women in Majalaya District, Karawang Regency, was still caused by access, participation, control, benefits and values for education. The results revealed that the main factor that drives the gender inequality in education is the value that forms negative stereotypes resulting in marginalization, subordination, and workload on women⁶. These negative stereotypes are detrimental to women in obtaining the education that should be equal without gender discrimination. In Islam, the Shariah and the laws governing the life of a Muslim apply equally without discrimination. As the word of Allah in the Koran Surah An Nahl verse 97,

مَنْ عَمِلَ صَالِحًا مِّنْ ذَكَرٍ أَوْ أَنثَىٰ وَهُوَ مُؤْمِنٌ فَلَنُحْيِيَنَّهٗ حَيَاةً طَيِّبَةً وَلَنَجْزِيَنَّهُمْ أَجْرَهُمْ بِأَحْسَنِ مَا كَانُوا يَعْمَلُونَ

Translation: Whosoever acts righteously - whether a man or a woman - and embraces belief, We will surely grant him a good life and will surely grant such persons their reward according to the best of their deeds. (An Nahl: 97)

The Quran Surah An Nahl verse 97 shows that men and women have the rights and obligations to worship Allah equally as His servants. Studying and acquiring an education is one of the services ordered to all Muslims. This is in line with the Koran Surah Al Mujadalah verse 11,

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

⁵ UNESCO. (2004). *Gender Analysis of School Curriculum and Textbook*. Unesco: Islamabad.

⁶ Fitrianti, R., & Habibullah. (2012). Ketidaksetaraan Gender dalam Pendidikan: Studi pada Perempuan di Kecamatan Majalaya Kabupaten Karawang, *Jurnal Sosiokonsepsia*, Vol. 17 No. 01. <https://doi.org/10.33007/ska.v17i1.809>.

Translation: ... Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (Al Mujadilah: 11).

Equality in obtaining an education is absolute freedom for every citizen of Indonesia, a country with freedom. Education in Indonesia should not take gender as a problem that violated human rights. As explained earlier, human has different characteristics. Likewise, male and female lecturers have their own respective characteristics. Therefore, this study seeks to identify the characteristics of female lecturers in state universities in Pontianak based on students' perceptions. The characteristics of the lecturers refer to the characteristics demonstrated by the female lecturers during the learning process in the classroom. Educational faculty students were chosen in this study since they, in theory, and practice study the science and teaching strategies as well as learning methods. The number of female lecturers in each faculty is presented in Table 1.

Table 1. The Number of Lecturer at State Universities in the City of Pontianak

No	Faculty / State University	Male Lecture		Female Lecture	
		Number	(%)	Number	(%)
1.	Faculty of Tarbiyah and Teacher Training (FTIK)/ State Islamic Institute (IAIN) Pontianak ⁷	33	56.9 0	25	43.1 0
2.	Teacher Training and Education Faculty (FKIP)/ Tanjungpura University (Untan) Pontianak ⁸	125	56.8 2	95	43.1 8

The number of female lecturers in Table 1 has the percentage of > 43% in each faculty, proffering that the number of lectures taught by female lecturers at State Universities in the City of Pontianak is considerably high. This suggests that the profession in the public sector is open for women specifically as lecturers reflecting from the number of female lecturers in each of these faculties. Furthermore, students' perceptions from each faculty in these two State Universities will be the primary data to identify the characteristics of female lecturers.

Student perception towards their lecturer becomes important since perception is one of the factors that influence students' cognitive development ⁹. This is in line with the results of a study conducted by Sutriningsih (2016) that students with good perceptions toward the

⁷ Surat Keputusan Rektor Institut Agama Islam Negeri (IAIN) Pontianak Nomor 444 Tahun 2019 tentang Distribusi Dosen Tetap Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pontianak.

⁸ <https://kepegawaian.untan.ac.id/data-dosen/>

⁹ Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.

teaching abilities of their lecturers possess a feeling of comfort and are increasingly interested in following their courses with enthusiasm. On the other hand, students who have poor perceptions of the teaching ability of their lecturers possess the feelings of dislike and even fear and are not motivated to attend the lecture¹⁰.

There is an innate difference between female and male lecturers in managing the classroom¹¹. It is undeniable that gender segregation occurs in the work within the public sector. Men are considered superior in the public sector, while women got a role in the domestic sector. This stereotype is still clearly illustrated in textbooks at school¹². The perceptions of students in the millennial era are compelling to study in order to examine the students' perceptions of the characteristics of female lecturers who have been attached to the domestic sector but are now dedicated to working in the public sector.

Therefore, this study sought to identify student perceptions in the teaching and learning process that are taught by female lecturers at State Universities in the City of Pontianak, namely (1) FTIK IAIN Pontianak and (2) FKIP Tanjungpura University Pontianak. The characteristics of lecturers in this study will be seen from the following three things, (1) dominant personality types, (2) readiness in communication, and (3) personal-social abilities. Further, the characteristics of the female lecturer resulted from data analysis was be explored further based on the ideology of gender segregation in the realm of work.

METHOD

Research Method and Approach

This quantitative study is survey research. The quantitative approach used in this study intends to obtain a comprehensive understanding and interpretation from the data that has been interpreted into quantitative form (numbers)¹³. Survey design is able to describe quantitatively the collection of data obtained and interpreted them in the form of numbers in order to obtain trends, behaviors, or opinions of a population through the sample and then

¹⁰ Sutriningsih, N. (2016). Persepsi Mahasiswa tentang Kompetensi Mengajar Dosen Pengampu pada Mata Kuliah Struktur Aljabar. *Jurnal e-DuMath*, Vol. 2, No.1. <http://garuda.ristekbrin.go.id/documents/detail/450528>, pp. 57-58.

¹¹Robertson. (2017). *What's the Difference Between a Man Teacher and Woman Teacher online*, tersedia <http://www/site101.com/articles/cfm/classroom-discipline>.

¹² Citra, L. (2015). Pembagian Kerja secara Seksual dan Peran Gender dalam Buku Pelajaran SD. *Jurnal Interaksi*, Vol.04, No. 1. <https://doi.org/10.14710/interaksi.4.1.11-21>, p. 14.

¹³ Fernandes, H. J. X. (1984). *Evaluation of Educational Program*. Jakarta: National Education Planning, Evaluation and Curriculum Development, pp. 9-10.

generalizing the results of the study through a questionnaire as the main data collection instrument¹⁴.

Research Setting

This research took place in the Faculty of Education at State Universities in the city of Pontianak. There are two State Universities in Pontianak, namely (1) State Islamic Institute that is located on Jalan Letjend Soeprapto, South Pontianak District, Pontianak City, West Kalimantan Province, and (2) Tanjungpura University of Pontianak which is located on Jalan Prof. Dr. H. Hadari Nawawi, Southeast Pontianak District, Pontianak City, West Kalimantan Province.

The research was conducted from February to April 2020. The instrument development was carried out in March 2020 and then tested for validity and reliability. In early April, the data collection were done using a questionnaire, all of which used an online application, namely Google Form, considering the social distancing conditions that were being implemented throughout Indonesia.

Population and Sample

The population in this study belongs to the infinite population¹⁵. They were all active students (above semester 2) in the Faculty of Education at State University in the city of Pontianak. Thus, the population in this study are, (1) the students of Faculty of Tarbiyah and Teacher Training (FTIK) of State Islamic Institute (IAIN) Pontianak, and (2) the students of the Teacher Training and Education Faculty (FKIP) of Tanjungpura University (Untan) Pontianak.

From the population, the research samples were taken using a random sampling technique where all members of the population have the same opportunity to be selected as a sample. The selection of the Faculty of Education as a sample for this study is due to the perspective of students being the main data source in this study. It is believed that students of the Faculty of Education have a deeper understanding related to teaching science, strategies, and methods of learning in the classroom that became the indicators of the construction of the items of the research instrument. The samples in this study were students who filled out the research questionnaire through the Google Form as presented in Table 2.

¹⁴ Creswell, J. W. (2016). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif dan Campuran Ed.4*. Yogyakarta: Pustaka Pelajar, p. 208.

¹⁵ *Infinite population is a collection of objects or individuals that we can not measure about the total number of individuals in certainty*. Khairawati., & Wahidah, A. N. (2019). *Menara Penelitian: Mudah Memahami dan Mengaplikasikan Rancangan Penelitian Cetakan Kedua*. Pontianak: IAIN Pontianak Press, p. 67.

Table 2. Research Sample

No	Faculty / State University	Number of Sample	Percentage
1.	The students of FTIK/ IAIN Pontianak	229 Students	80 %
2.	The students of FKIP/ Untan Pontianak	57 Students	20 %
Total		286 Students	100 %

Data Collection Techniques and Instruments

Data collection techniques used in this study were in indirect communication and documentation studies. The instrument used to determine the characteristics of female lecturers in the teaching and learning process from students' point of view was a closed-ended questionnaire. The results of the questionnaire analysis were further examined through relevant literature and documents to identify the position of the ideology of gender segregation in the realm of work on female lecturers.

Validity and Reliability Test

Pearson product-moment was used to test the validity of the items in the questionnaire. The items with an index of > 0.30 were taken as valid items. The number of statement items in the questionnaire tested was 47 statement items. The validity test results show seven statements should be deleted since they were in the index of < 0.30 . While the questionnaire reliability test showed a coefficient of 0.75 using Cronbach alpha on statistical software SPSS (Statistical Package for Social and Sciences) version 23.0. It showed that the questionnaire was reliable. The results of the validity and reliability test resulted in 40 statements to be used as the instrument for data collection in this study.

Data Analysis Technique

Descriptive statistics with SPSS 23.0 software was used as the data analysis technique. Quantitative data processed from the results of the questionnaire was used to determine the characteristics of female lecturers in the teaching and learning process at State Universities in the city of Pontianak. Then, the analysis of the questionnaire results was analyzed based on the ideology of gender segregation on the basis of Islamic education.

RESULTS AND DISCUSSION

The Characteristics of Female Lecturers in Teaching and Learning at the State Universities in the City of Pontianak

The characteristics of female lecturers in the teaching and learning process in this study were examined from three main components, namely (1) dominant personality types, (2) readiness in communication, and (3) personal-social character. These three indicators were formulated into a questionnaire to get answers on the characteristics of female lecturers. The questionnaire used a modified Likert scale with 4 scales that divide respondents' answers into positive responses (agree and strongly agree) and negative responses (disagree and strongly disagree). The results of the questionnaire from the 286 respondents were processed using descriptive statistics using SPSS 23.0 software.

1. The Dominant Personality Type

Lecturer personality types can be grouped into four¹⁶: (1) strong choleric, (2) perfect melancholy, (3) popular sanguine, and (4) peaceful phlegmatic. These four groups have different perspectives and characteristics that will affect the way they teach in the classroom. For this reason, this study tried to identify the characteristics of female lecturers by looking at the most dominant personality types in their teaching and learning process among the four personalities. The results of data analysis are presented in Figure 1.

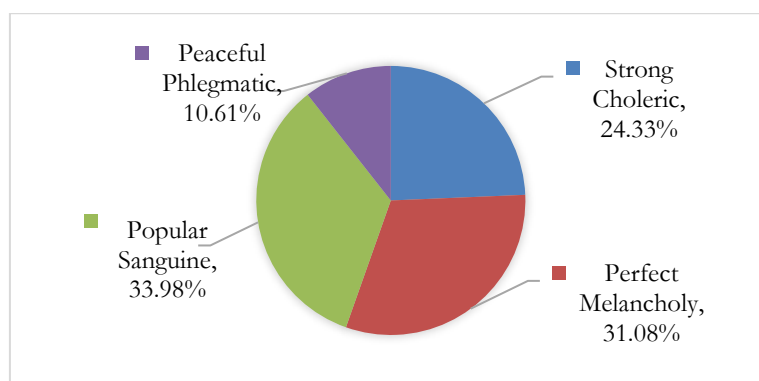


Figure 1. Personality Types of Female Lecturers at State Universities in the City of Pontianak

Figure 1 delineates that the most dominant personality type of female lecturers in the teaching and learning process at State Universities in the City of Pontianak was the popular sanguine personality type with a percentage of 33.98%. This type of personality likes to socialize, have fun, tell everything, and be friendly. A sanguine is always happy to interact with others and is able to create other people's interest in a problem, but is not always reliable to solve the problem. This type of personality is overflowing and has an innate desire to be the

¹⁶ Littauer, F. (2008). *Personality Plus: Bagaimana Memahami Orang Lain dengan Memahami Diri Anda Sendiri*. Jakarta: Binarupa Aksara.

center of attention. A popular sanguine in a group is usually the loudest person when talking and keeps chatting continuously¹⁷. In addition, the lack of people with this personality type is that they do not have more talent or opportunities than people with other personality types, but they look to have more fun¹⁸.

Figure 1 shows that the percentage between the popular sanguine personality types and the perfect melancholy in a close difference, only a difference of 2.9%. However, the researcher concludes that the popular sanguine personality type can be said to be more dominantly owned by female lecturers in learning based on differences in the results of the frequency distribution of student answers presented in Figure 2.

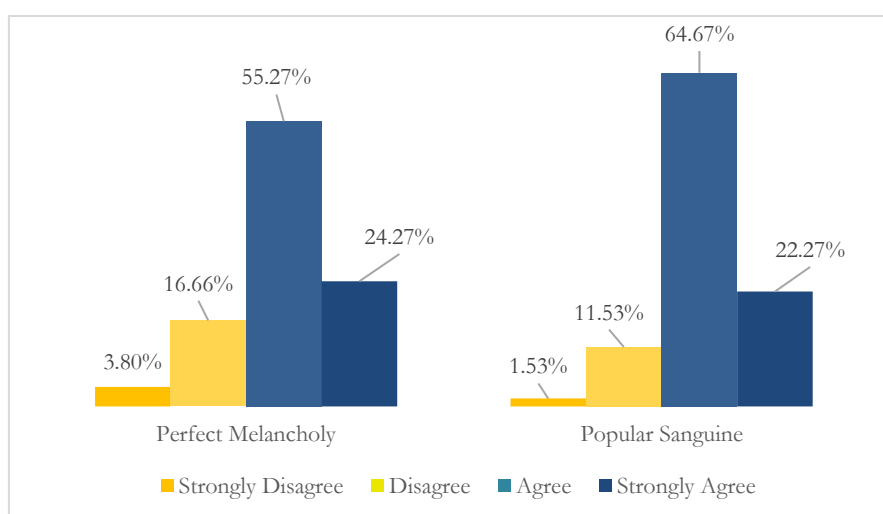


Figure 2. The Percentage of Frequency Distribution from Two Types of Dominant Personalities

Figure 2 shows the percentage of the frequency distribution of the two most dominant personality types of the female lecturers during the teaching and learning process, which are perfect melancholy and popular sanguine. The students' positive response (agree and strongly agree) on the popular sanguine personality was 86.94%, while that of the perfect melancholy personality was 79.54%. This difference between the two was 7.4%. This concludes that the most dominant one is the popular sanguine personality type.

The strengths of the popular sanguine personality type in teaching and learning process are the ability to creating fun and interactive learning. A study at Diponegoro University in 2011 showed that lecturers with sanguine personality type were preferred by students since many students preferred their lecturers to have enthusiasm in teaching. The sanguine personality that is expressive in providing course material and has a great curiosity towards

¹⁷ Littauer, F. Op. Cit.

¹⁸ Setioningtyas, W.P., & Widyatmika, S. W. (2017). Analisis Karakteristik Dosen yang Berpengaruh terhadap Motivasi Belajar Mahasiswa pada Perguruan Tinggi Swasta di Kota Surabaya. *Jurnal Studi Manajemen dan Bisnis Vol 4 No.2*. <https://doi.org/10.21107/jsmb.v4i1.3227>, p. 279.

students can encourage students' willingness to learn¹⁹. Despite sanguine lecturers are loved by many students, the personality type was found not be able to encourage students to achieve better learning achievement than the other three personalities²⁰. If students are able to understand the strengths and weaknesses of their lecturer's personality type, this can indirectly, support the learning process to be more effective and efficient.

2. Communication Readiness

The ability of lecturers to communicate influences the way lecturers deliver the learning materials and their classroom interactions with students. For this reason, communication readiness becomes an important thing to understand in exploring the characteristics of the lecturer. Communication readiness in this study was measured based on the theory of Communication Readiness proposed by Albert Mehrabian which refers to three dimensions: (1) liking, (2) power, and (3) responsiveness²¹. The results of the questionnaire data analysis of 286 students are presented in Figure 3.

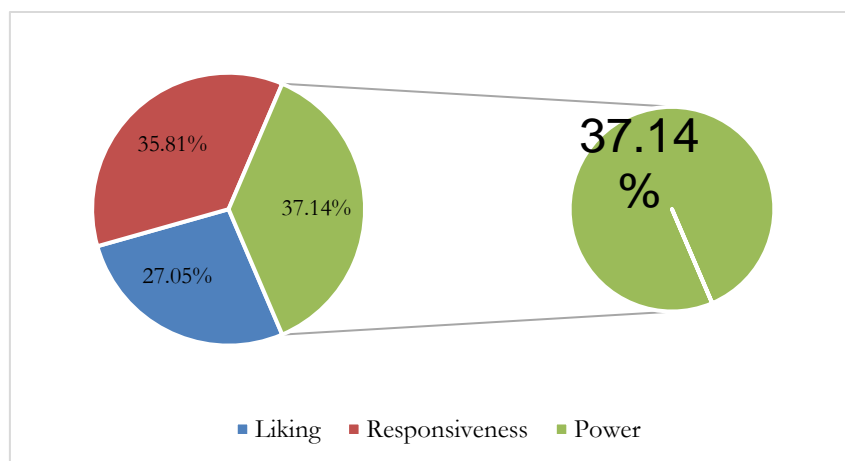


Figure 3. Communication Readiness of the Female Lecturers

The pie chart shown in Figure 3 describes that in communication; the “power” factor becomes the most dominant factor seen in female lecturers during the teaching and learning process with a percentage of 37.14%. Power factor refers to the condition in verbal and non-verbal communication, humans show their power, which is strongly influenced by culture. In the learning process, the power factor includes non-verbal communication that complements or reinforces verbal communication that is the message or material delivered by female

¹⁹ Saputra, V.D., & Yuniawan, A. (2012). Kepribadian Dosen yang Berpengaruh terhadap Prestasi Belajar, *Jurnal Dinamika Manajemen*, Vol. 3 No. 2. <https://journal.unnes.ac.id/nju/index.php/jdm/article/view/2437>, pp. 97-98.

²⁰ Saputra, V.D., & Yuniawan, A. Op. Cit

²¹ Mehrabian, A. in Liliweri, A. (1994). *Perspektif Teoritis Komunikasi antar Pribadi*. Bandung: PT Citra Aditya Bakti, pp. 188-190.

lecturers in the teaching and learning process²². To illustrate, in communicating with students in the classroom, female lecturers at the State Universities in the city of Pontianak use non-verbal language such as gestures, eye contact, facial expressions, and emphasis on intonation and voice to reinforce the class delivery. This is in line with the popular sanguine personality types that are able to create an interactive learning atmosphere. However, they tend to have the desire to be the center of attention. In response to this, students need to show their enthusiasm and active involvement in the learning process in order to create a pleasant learning atmosphere.

Besides, responsiveness in communication was also shown by female lecturers during learning with a percentage of 35, 81%. The responsiveness of the female lecturers can be seen in terms of speed or loudness of voice in response to communication. This affects the female lecturers' methods of teaching such as lectures, discussions, and questions and answers sessions²³. Furthermore, the "liking" factor is the least dominant with a percentage of 27, 05%. The last one is "liking". This factor is demonstrated by someone to communicate by showing his abilities²⁴. It is also influenced by various personal and situational attractions such as physical attractiveness, rewards, familiarity, and proximity. However, this factor is not dominantly felt by students in response to their female lecturers

3. Personal-social Characters

The last component indicating the characteristics of female lecturers in the teaching and learning process is personal-social character. A lecturer whose a good personal-social character is able to create effectiveness in interaction as the result of a variety of regular behavior that meets the needs of the period of development both in the short and long term²⁵. The questionnaire was constructed by dividing the lecturers' characters into positive and negative characters in measuring this component. It is based on a continuum of the results of a study conducted by Yuliawati (2010)²⁶. The results of the data analysis regarding the positive personal-social character of female lecturers in the teaching and learning process at the State Universities in the city of Pontianak based on students' perceptions are depicted in Figure 4.

²² Purwaningwulan, M. M., Surya, D. A., & Rismawaty. (2013). Efektivitas Proses Belajar Mengajar Dosen Perempuan terhadap Atraksi Mereka pada Mahasiswa di UNIKOM Bandung, *JIPSI: Jurnal Ilmu Politik dan Komunikasi UNIKOM, Jilid 2 Tahun 2013*, p. 8.

²³ Purwaningwulan, M. M., Surya, D. A., & Rismawaty. Op. Cit.

²⁴ Mehrabian, A. in Liliweri, A. (1994). *Perspektif Teoritis Komunikasi antar Pribadi*. Bandung: PT Citra Aditya Bakti, pp. 188-190.

²⁵ Denham in Muawanah. (2017). Pentingnya Kompetensi Sosial bagi Dosen. *Jurnal Vijjajariya, Vol. IV, No. 1*. doi: 10.31219/osf.io/3ypu2, p. 18.

²⁶ Yuliawati, S. N. (2010). Karakter Dosen Wanita dalam Pembelajaran, *Proceedings of the 4th International Conference on Teacher Education Join Conference UPI dan UPSI*. Bandung, p. 109.

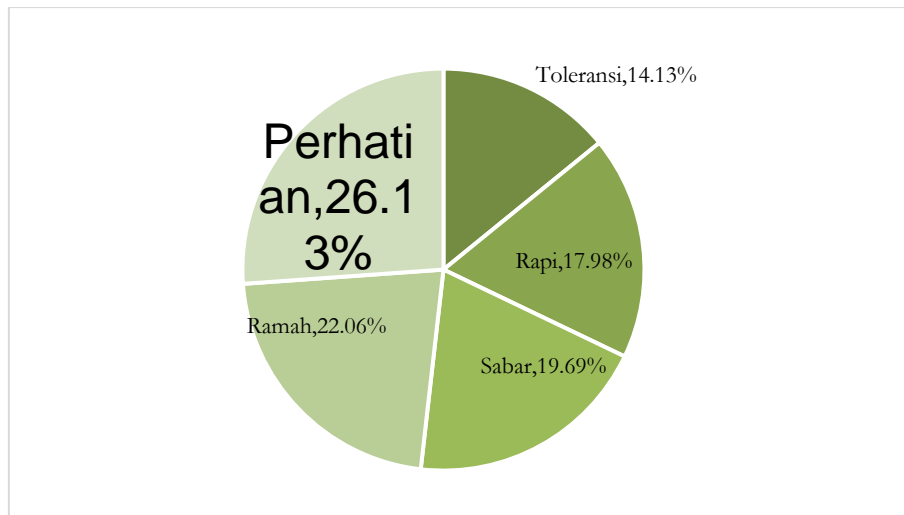


Figure 4. Positive Personal-social Character of the Female Lecturers

The highest positive personal-social character is “attention” at 26.13%, while the lowest is “tolerance” at 14.13%. Next, the results of the data analysis related to the personal-social character of female lecturers in the teaching and learning process are presented in Figure 5.

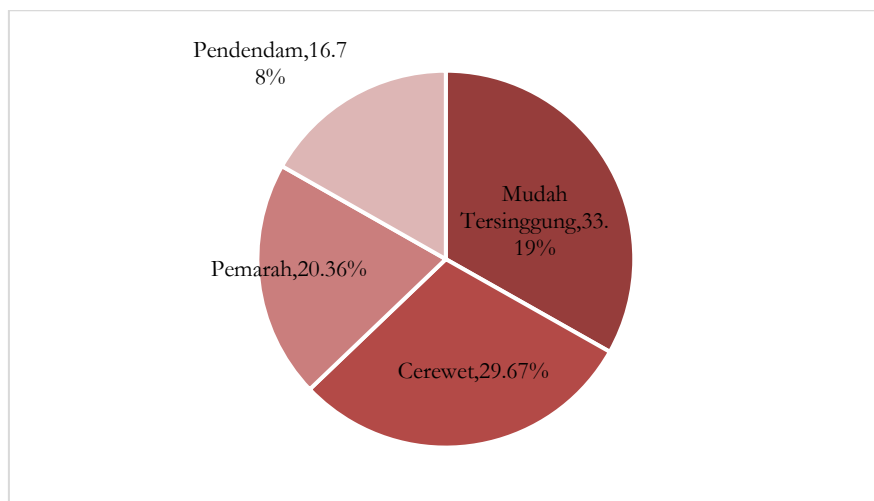


Figure 5. Negative Personal-social Character of the Female Lecturers

The most dominant negative personal-social character of the female lecturers shown in Figure 5 is “easily offended” by a percentage of 33.19%, and the lowest is “vindictive” by 16.78%. To be easier in understanding all personal-social characteristics of female lecturers in the teaching and learning process, a continuum of positive and negative characters is presented in Figure 6.

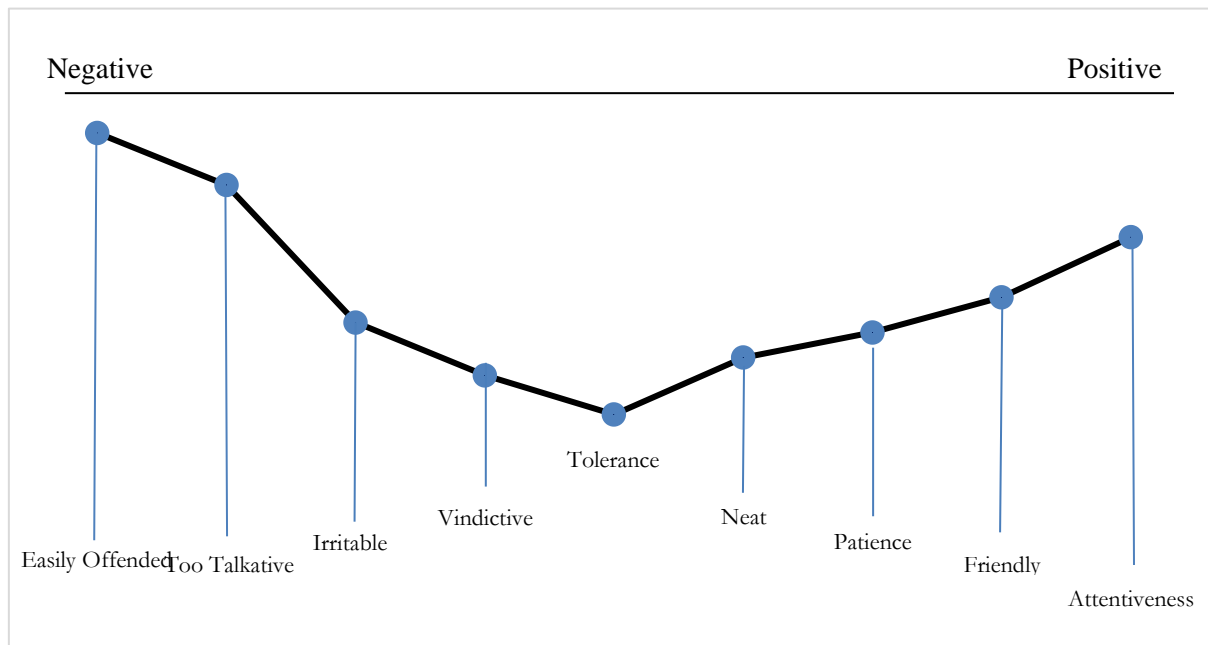


Figure 6. The Negative and Positive Continuum of the Personal-social Character of Female Lecturers

The personal-social character continuum in Figure 6 shows the most dominant negative character on the left side of the image that is “easily offended” to the most dominant positive character on the right side of the image, “attention”. It can be summarized that during the teaching and learning process that is taught by female lecturers, “irritability” becomes a negative extreme point of the character felt by students. This attitude is closely related to the sanguine personality type that is active, fun, and very sociable but likes to be the center of attention. The desire to be the center of attention becomes the weakness of the lecturers whose sanguine personality type in teaching classes with passive or hyper-active students. This can be the cause and effect of the “easily offended” characters in female lecturers during the learning process. Corroborated by the results of a study conducted by Musen (1980) that naturally, women have various inherent characteristics that characterize themselves, one of which is easy to become emotional²⁷.

The negative character of female lecturers that is easily offended is very contrary to the dominant positive character, “attentive”. The percentage of the attentive characters of 26.13% is a positive extreme point in the continuum of female lecturers at the State Universities in the city of Pontianak. This confirms the results of a study conducted at Bandung State Polytechnic and Bandung Polytechnic for Manufacturing in 2010, which also showed that the

²⁷ Musen, et.al dalam Ruseffendi. (1988). *Pengantar kepada Membantu Guru Mengembangkan Kompetensinya dalam Pengajaran Matematika untuk Meningkatkan CBSA*. Bandung: Tarsito.

attentiveness was the most dominant positive character of female lecturers²⁸. Both of these characters (easily offended and attentive) relate to each other, as well as other positive and negative characters such as too talkative but friendly, irritable and vindictive but patience and neat nonetheless. While tolerance is at the midpoint in the continuum shown in Figure 6. Student perceptions toward the learning process taught by female lecturers at the State Universities in the city of Pontianak indicate that tolerance is a positive character that approaches a negative character, as it is located in the middle of the continuum. Tolerance becomes a dilemma when it is not accompanied by the firmness of all parties. For instance, in giving remedial, it is actually an act of tolerance, however, it should be agreed upon from the beginning of the lecture. Conditions that allow remedial to be given should be regulated firmly as it can turn into a negative impact on the attitude of underestimation for some students who have low responsibilities. Otherwise, some students who have worked optimally will feel disadvantaged if remedial is given easily without assertiveness. Hence, the tolerance in the teaching and learning process must be accompanied by the assertiveness.

This study concluded that the characteristics of female lecturers in the learning process at the State Universities in the city of Pontianak were as follows, (1) the most dominant personality type of the female lecturers in teaching and learning process was popular sanguine, (2) communication readiness was dominated by the power factor, and (3) the most negative extreme personal social character was easily offended, at the positive point that is attentive and at the middle point that is tolerance. Those various characters inherent in female lecturers are seen in the lecture process. These innate characters inherited in women influence the way the female lecturers run the classroom. The trait or characters inherited are stable and do not change forever (Mussen, 1980). Therefore, it is crucial for various related parties, especially policymakers and stakeholders in tertiary institutions especially in the city of Pontianak, West Kalimantan province to consider the results of this research in the application of an effective and efficient learning process in achieving the learning objectives

The Study of the Ideology of Gender Segregation in the Realm of the Lecturer as an Occupation

²⁸ Yuliawati, S. N. (2010). Karakter Dosen Wanita dalam Pembelajaran, *Proceedings of the 4'th International Conference on Teacher Education Join Conference UPI dan UPSI*. Bandung, pp. 108-109.

Gender can be interpreted as a socio-cultural perspective on gender differences²⁹. The ideology of gender segregation has sorted out men and women. The term gender segregation in this study refers to the gender differences in the realm of the lecturer as an occupation for male and female lecturers at the State Universities in the city of Pontianak. The issue raises when this separation does not only disaggregate one group that has certain physical characteristics but also places the two in an unequal position. This inequality rests on the stereotype that women deal with the domestic realm as an object and passivity, while men stick with the public as a subject and activeness³⁰.

Lecturer as a profession is one of the jobs in the public sector. From the Islamic perspective, women have the right to work in whatever field is permitted by Islam and get the freedom to work as long as they meet the requirements³¹. After elaborating on several verses of the Koran, the results of a study conducted by Kusumayanti (2019) concluded that a woman has the right to work, as long as she needs it or the work requires it and as long as religious norms are maintained. For instance, at the time of the Prophet, many women engaged in various fields of business such as Khadijah bint Khuwaylid (the wife of the Prophet Muhammad) known as the company commissioner, Zainab bint Jahsh who works as an animal tanner, Ummu Salim bint Malham who works as a bridal makeup artist, the wife of Abdullah bin Mas'ood and Ailat Umm Bani Ammar known as a successful entrepreneur, and Al Syifa who was a secretary and had been assigned by the Caliph Umar as an officer in charge of the Medina City market³². These examples show that women can also work in the public sector as long as it fulfills Islamic law and does not overlook their main obligations as women as mothers and wives.

Thus, the lecturer as a profession for women at the State Universities in the city of Pontianak was further examined in this study. It was examined through the ideology of gender segregation, where the lecturer as a profession in the public sector is occupied by women who have been closely related to the domestic sector. The results of the questionnaire analysis

²⁹ Suprayitni., B & Nurseto, T. (2012). *Pengaruh Interaksi Jenis Kelamin Mahasiswa-Dosen dalam Pencapaian Hasil Belajar Mata Kuliah Kuantitatif dan Kualitatif di Jurusan Pendidikan Ekonomi FE UNY (Penggunaan Model Tobit)*, Penelitian Bidang Studi/ Ilmu/ Keahlian. Yogyakarta: Fakultas Ekonomi Universitas Negeri Yogyakarta, p. 4.

³⁰ Rahmawati, D., & Riyanto, G. (2016). Menjadi Wartawati di Ranah yang Maskulin: Telaah terhadap Ideologi Pemilahan Gender dalam Kerja Jurnalistik. *Prosiding Konferensi Internasional Feminisme: Persilangan Identitas, Agensi dan Politik (20 Tahun Jurnal Perempuan)*. Jakarta: Yayasan Jurnal Perempuan, p. 1471.

³¹ Kusumayanti, F. (2019). Dilema Ruang Perempuan dalam Keluarga dan Publik, *Rabeema: Jurnal Studi Gender dan Anak*, Vol. 6 No. 2, <https://doi.org/10.24260/raheema.v6i2.1514>, pp. 132-133.

³² Yafie, A. (2019). *Kodrat, Kedudukan dan Kepemimpinan Perempuan dalam Fitri* Kusumayanti, Dilema Ruang Perempuan dalam Keluarga dan Publik, *Rabeema: Jurnal Studi Gender dan Anak*, Vol. 6 No. 2. <https://doi.org/10.24260/raheema.v6i2.1514>, pp. 132-133.

according to the perceptions of 286 students who were the samples in this study are presented in Table 3.

Table 3. Students' Perceptions of Lecturer as Profession for Female Lecturer

NO	STATEMENTS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%
1	Public sector jobs are suitable for women	4	1.4	22	7.7	174	60.8	86	30.1
2	Lecturer is a suitable profession for women	5	1.7	15	5.2	159	55.6	107	37.4
3	Lecturer's job can be done by both men and women in equal portions	7	2.4	12	4.2	137	47.9	130	45.5
4	Students are able to comprehend the material delivered regardless the lecturer's gender	2	0.7	31	10.8	182	63.6	71	24.8
TOTAL		18	6.2	80	27.9	652	227.9	394	137.8
PERCENTAGE		1.55%		6.98%		57.00%		34.47%	

Table 3 highlighted the positive responses given by students regarding the women who work as a lecturer. Divided it into positive responses (agree and strongly agree), and negative responses (disagree and strongly disagree), the positive response obtained 91.47% and negative response of 8.53%. The range is very large; that is, according to the students' perception, the lecturer as one of the public sector jobs does not place gender in inequality as the theory put forward. Nevertheless, the results might be different for other occupational domains, but for female lecturers at the state Universities in the city of Pontianak, there is no gender segregation based on student perceptions.

As stated previously, students' perception is crucial since it affects student motivation, achievement, and interest in the learning process. This can be seen from the results of the questionnaire, which shows that students prioritize lecture's cognitive, social, and personal characters regardless of their genders. The results of the questionnaire are presented in Table 4.

Table 4. Students' Perceptions on Lecturer Ability in Teaching

NO	STATEMENTS	Strongly Disagree		Disagree		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%
1	The lecturer's cognitive ability is important (regardless the gender)	3	1	14	4.9	158	55.3	111	38.8

2	Excellent social character supports the learning process	2	0.7	2	0.7	98	34.3	184	64.3
3	The innate character in women does not affect the learning process	126	44.1	29	10.1	8	2.8	123	43
TOTAL		131	45.8	45	15.7	264	92.3	418	146.1

Table 4 shows that students at the State Universities in the city of Pontianak, especially faculty of education students, prioritize lecturers' cognitive and social character regardless of gender. The cognitive character of lecturers gets positive responses (agree and strongly agree) of 94.1%, while the social character of lecturers obtains positive responses of 98.6%. An intriguing result is shown in the result of the items related to the lecturer's personal character of the female lecturer's innate character that gets a positive response only by 45.8%. It is smaller than the negative response (disagree and strongly disagree) of 54.5%. It is implied that students feel that the innate character in this female lecturer influences classroom learning.

Female lecturer's personal-social characteristics such as irritability at the negative extreme and attentiveness at a positive extreme have an influence on the learning process. Therefore, the results of this study are fruitful for female lecturers to be used as a benchmark in improving their positive personal- social character regardless of their negative innate personal-social character. Reducing the tendency to be easily offended among female lecturers with popular sanguine is the first step to increase their personal-social character, which in turn will improve classroom learning.

Thus, it can be concluded that based on students' perceptions: (1) there is no gender segregation in the realm of work of female lecturers at the State Universities in the Pontianak city, lecturer as public sector job is suitable for women; and (2) the quality cognitive, social and personal characters are important for a lecturer without gender segregation in order to achieve the quality education objectives and positive synergy in developing this country, the Republic of Indonesia.

CONCLUSION

Based on the discussion presented in this study, it can be surmised that all research objectives have been achieved. The conclusions drawn in this study are divided into two, as in line with the research objectives. First, the characteristics of female lecturers in the teaching and learning process are (1) the most dominant personality type possessed by the female lecturers is sanguine personality type of 33.98%, (2) the communication readiness is

dominated by the power factor of 37.14%, followed by the responsiveness of 35.81% and liking of 27.05%, then (3) personal-social characteristics at the negative extreme of easily offended (33.19%), at the central point of tolerance (14.13%), and at the positive extreme of attention (26.13%). Secondly, based on students' perceptions, a lecturer, as a profession in the public sector jobs is suitable for women with a percentage of positive responses of 91.47%, with the determinant factors for successful classroom teaching and learning comprising the quality cognitive, social, and personal characters of lecturers without gender segregation. This suggests that the lecturer as a profession has enough space for women. By considering various characteristics that exist in women, the results of this study are expected to be a useful consideration for policymakers and stakeholders. It also provides effective advice for female lecturers to improve the quality of learning.

REFERENCES

- Citra, L. (2015). Pembagian Kerja secara Seksual dan Peran Gender dalam Buku Pelajaran SD. *Jurnal Interaksi*, Vol.04, No. 1. <https://doi.org/10.14710/interaksi.4.1.11-21>.
- Creswell, J. W. (2016). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif dan Campuran Ed.4*. Yogyakarta: Pustaka Pelajar.
- Fernandes, H. J. X. (1984). *Evaluation of Educational Program*. Jakarta: National Education Planning, Evaluation and Curriculum Development.
- Fitrianti, R., & Habibullah. (2012). Ketidaksetaraan Gender dalam Pendidikan: Studi pada Perempuan di Kecamatan Majalaya Kabupaten Karawang, *Jurnal Sosiokonsepia*, Vol. 17 No. 01. <https://doi.org/10.33007/ska.v17i1.809>.
- <https://kepegawaian.untan.ac.id/data-dosen/>
- Khairawati., & Wahidah, A. N. (2019). *Menara Penelitian: Mudah Memahami dan Mengaplikasikan Rancangan Penelitian Cetakan Kedua*. Pontianak: IAIN Pontianak Press.
- Kusumayanti, F. (2019). Dilema Ruang Perempuan dalam Keluarga dan Publik, *Raheema: Jurnal Studi Gender dan Anak*, Vol. 6 No. 2, <https://doi.org/10.24260/raheema.v6i2.1514>.
- Liliweri, A. (1994). *Perspektif Teoritis Komunikasi antar Pribadi*. Bandung: PT Citra Aditya Bakti.
- Littauer, F. (2008). *Personality Plus: Bagaimana Memahami Orang Lain dengan Memahami Diri Anda Sendiri*. Jakarta: Binarupa Aksara.
- Muawanah. (2017). Pentingnya Kompetensi Sosial bagi Dosen. *Jurnal Vijjacariya*, Vol. IV, No. 1. doi: 10.31219/osf.io/3ypu2.

- Mustomi, D. (2018). Persepsi tentang Karakteristik Dosen terhadap Motivasi Belajar Mahasiswa, *Jurnal Widya Cipta*, Vol II No. I, <https://doi.org/10.31294/widyacipta.v2i1.2721.g2035>.
- Purwaningwulan, M. M., Surya, D. A., & Rismawaty. (2013). Efektivitas Proses Belajar Mengajar Dosen Perempuan terhadap Atraksi Mereka pada Mahasiswa di UNIKOM Bandung, *JIPSI: Jurnal Ilmu Politik dan Komunikasi UNIKOM, Jilid 2 Tahun 2013*.
- Rahmawati, D., & Riyanto, G. (2016). Menjadi Wartawati di Ranah yang Maskulin: Telaah terhadap Ideologi Pemilahan Gender dalam Kerja Jurnalistik. *Prosiding Konferensi Internasional Feminisme: Persilangan Identitas, Agensi dan Politik (20 Tahun Jurnal Perempuan)*. Jakarta: Yayasan Jurnal Perempuan.
- Robertson. (2017). *What's the Difference Between a Man Teacher and Woman Teacher online*, tersedia [http://www/site101.com/articles/cfm/classroom-discipline](http://www.site101.com/articles/cfm/classroom-discipline).
- Ruseffendi. (1988). *Pengantar kepada Membantu Guru Mengembangkan Kompetensinya dalam Pengajaran Matematika untuk Meningkatkan CBSA*. Bandung: Tarsito.
- Saputra, V.D., & Yuniawan, A. (2012). Kepribadian Dosen yang Berpengaruh terhadap Prestasi Belajar, *Jurnal Dinamika Manajemen*, Vol. 3 No. 2. <https://journal.unnes.ac.id/nju/index.php/jdm/article/view/2437>.
- Setioningtyas, W.P., & Widyatmika, S. W. (2017). Analisis Karakteristik Dosen yang Berpengaruh terhadap Motivasi Belajar Mahasiswa pada Perguruan Tinggi Swasta di Kota Surabaya. *Jurnal Studi Manajemen dan Bisnis Vol 4 No.2*. <https://doi.org/10.21107/jsmb.v4i1.3227>.
- Simarmata, J. (2016). Karakteristik Dosen Profesional menurut Mahasiswa: Sebuah Survei di FKIP Universitas Batanghari, *Jurnal Ilmiah Dikdaya*, Vol. 6 No. 2. doi: <http://dx.doi.org/10.33087/dikdaya.v6i2.5>.
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.
- Suprayitni., B & Nurseto, T. (2012). *Pengaruh Interaksi Jenis Kelamin Mahasiswa-Dosen dalam Pencapaian Hasil Belajar Mata Kuliah Kuantitatif dan Kualitatif di Jurusan Pendidikan Ekonomi FE UNY (Penggunaan Model Tobit)*, Penelitian Bidang Studi/ Ilmu/ Keahlian. Yogyakarta: Fakultas Ekonomi Universitas Negeri Yogyakarta.
- Surat Keputusan Rektor Institut Agama Islam Negeri (IAIN) Pontianak Nomor 444 Tahun 2019 tentang Distribusi Dosen Tetap Fakultas Tarbiyah dan Ilmu Keguruan IAIN Pontianak.
- Sutriningsih, N. (2016). Persepsi Mahasiswa tentang Kompetensi Mengajar Dosen Pengampu pada Mata Kuliah Struktur Aljabar. *Jurnal e-DuMath*, Vol. 2, No.1. <http://garuda.ristekbrin.go.id/documents/detail/450528>.
- UNESCO. (2004). *Gender Analysis of School Curriculum and Textbook*. Unesco: Islamabad.
- Yuliawati, S. N. (2010). Karakter Dosen Wanita dalam Pembelajaran, *Proceedings of the 4'th International Conference on Teacher Education Join Conference UPI dan UPSI*. Bandung.