

Career Success, Participation And Representation Of Women Academic Lecturers As Leaders In An Indonesian Tertiary Institution

Hamida Syari Harahap¹, Wichitra Yasya^{2*}, Ika Dewi Sartika Saimima³

^{1,2} Faculty of Communications, Bhayangkara Jakarta Raya University, Jakarta, Indonesia.

³ Faculty of Law, Bhayangkara Jakarta Raya University, Jakarta, Indonesia.

*Corresponding Author:

Email: wichitra.yasya@dsn.ubharajaya.ac.id

Abstract.

The role of women in academic and structural positions in tertiary institutions is an important part of achieving gender equality, particularly in the educational sphere. The purpose of this research is to investigate the perceptions of women lecturers' career success, participation, and representation, and to determine the factors that impede them or serve as barriers for women's career success, participation, and representation in tertiary institutions. The research used a mixed methods approach, namely quantitative surveys that were analyzed using descriptive statistics, while qualitative data and descriptive statistical results were used to carry out model gender analysis of Sara H. Longwee's "Women's Capability Framework," which emphasizes the importance of development for women. Respondents were selected from Bhayangkara Jakarta Raya University, a private university based in Jakarta, Indonesia. Results show that women perceived that their career success, participation, and representation in tertiary institutions were adequate. On the other hand, the barriers that impede the women's career success, participation, and representation in tertiary institutions were both internal and external barriers, with internal barriers such as domestic affairs, psychological and emotional, ego and arrogance, and time management, playing a bigger role as impediments. Hence, it is recommended that tertiary institutions in Indonesia develop and enforce firm gender mainstreaming policies to support women in the workplace to overcome these barriers that hinder their career success, participation and representation.

Keywords: *Women's participation, women's representation, gender mainstreaming, tertiary education, and women lecturers*

I. INTRODUCTION

Women in leadership has become common overtime, especially in Indonesia. Recognition of women's leadership also gets support from men [1] and even has good performance [2], even in a crisis situation [3]. It is hoped that women's leadership will have an impact on businesses and institutions in Indonesia in particular. In Indonesia, the presence of women as leaders, particularly in the cabinet, has been increasing since the administration of President Soeharto to President Jokowi. There were two female cabinet ministers in President Soeharto's administration, one in President Habibie's administration, two in President Gusdur's administration, and two in President Megawati's administration. The number increased to four and five during President Susilo Bambang Yudoyono's two administrations. There were eight people during President Jokowi's administration [4]. Aside from careers as public officials in cabinets, women have many career options in higher education or tertiary institutions. Women also hold the positions of dean, deputy dean, head of study program, and head of the lab, in addition to their duties as academic lecturers. This article focuses on academic lecturers as actors and a type of profession that is directly related to the educational process in higher education. According to the Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, lecturers are professional educators and scientists whose primary responsibility is to transform, develop, and disseminate science, technology, and art through education, research, and community service. Academic qualifications are required for one of the types of professions that women are interested in and pursue, namely that of a professional educator, competence, educator certification, physical and mental health, and meeting the qualification requirements of the higher education unit to which they are assigned. The contribution of women in carrying out their roles as leaders is undoubtedly difficult to balance, especially in domestic affairs.

Their full potential can be hampered by excessive workload, cultural and social norms, family and parenting responsibilities, and so on [5]. It quantitatively explains why women are a minority group in strategic staffing positions. This is evidenced by the low number of female lecturers having high academic

ranks. This inequality in academic ranks between female educators and male educators, deemed it necessary to conduct an in-depth study of what factors hinder female lecturers' success, participation, and career burden in achieving the highest academic rank as full professors and other managerial positions such as at the faculty level: namely the dean, deputy dean, head of department, secretary of department, or head of laboratory. Meanwhile, at the university level, there are rectors and vice-chancellors, and other heads of units or directorates [6]. The difficulty for women in climbing the leadership ladder due to the many factors as explained before is often described as a "glass ceiling" [7]. Women in leadership frequently face obstacles as a result of patriarchal culture; where women are looked down on as second-class citizens, and their leadership is constantly questioned, judged as insufficient and feminine [8], [9]. Hence, the purpose of this study is to investigate the perceptions of women lecturers' career success, participation, and representation, and to determine the factors that impede them or serve as barriers for women's career success, participation, and representation in tertiary institutions.

II. METHODS

This study used a mixed methods approach, namely quantitative and qualitative methodologies. The purpose of using mixed methods is to fill in the blank space in quantitative research where a qualitative approach can explain in more detail related to operational aspects [10]. In this study a quantitative approach was used to measure perceptions of success, participation and representation of women who act as lecturers and structural officials in university. The research used a survey method, namely by taking a sample from one population and using a questionnaire as the main data collection tool [11]. Measurements of career success was based on Riordan & Louw-Potgieter [12] while indicators for participation was derived from Sofiani [13]. To measure representation, we used the dimensions or women representation from the World Development Report 2012 on Gender Equality and Development by the World Bank [14]. Respondents were taken from 7 faculties at Bhayangkara Jakarta Raya University, a private university based in Jakarta, Indonesia. In total, 16 respondents were included for the data analysis which employed descriptive statistical analysis. In this study, to find out in depth the factors that impede the success, participation, and representation in the position of women as lecturers as well as structural officials, qualitative in-depth interviews were conducted on informants who serve as permanent lecturers and structural officials.

There were 3 informants chosen with different characteristics in terms of structural positions, academic ranks, age, and marriage status. The research location was conducted at Bhayangkara Jakarta Raya University, a private university based in Jakarta, Indonesia, although the interviews were conducted from their B Campus in Bekasi, West Java. The location selection was made with the consideration of the large number of female lecturers holding structural positions from all its seven faculties, all of which were filled with female lecturers serving structural positions. Data analysis techniques include interactive analysis and gender analysis using the Sara H. Longwee model with the "Women's Capability Framework" which is based on the importance of development for women. Women's empowerment includes three things: (1) capacity building means building women's abilities; (2) cultural change, namely cultural change that favors women; (3) structural adjustment is a structural adjustment that favors women. Empowerment efforts are directed at achieving social welfare through gender equality. The analysis criteria used in this method consist of 5 (five) criteria, namely: (1) welfare; (2) access; (3) awareness; (4) participation; and (5) control [15].

III. RESULT AND DISCUSSION

Women's Career Success, Participation and Representation

In this study, 16 female respondents who held structural positions were asked how they felt about the career success, participation, and representation of female lecturers who were also structural members. The survey was conducted to learn about the identities of women lecturers who were structural officials, by asking questions of which faculty they are based from, how long they have been in structural positions, how long they have worked in the institution, and their perceptions of career success, participation, and representation. The results show that respondents came from all the seven faculties of the university, namely the Faculty of Economics and Business (12,5%), the Faculty of Law (12,5%), the Faculty of Computer

Science (12,5%), the Faculty of Communications (18,8%), the Faculty of Education (12,5%), the Faculty of Psychology (12,5%), and the Faculty of Engineering (18,8%). Most of them have been in their recent structural positions for 1 to 4 years (43,8%) while 25% have been in position for more than 4 years, and 31,3% in just less than 1 year. As part of the organization, 56,3% have pursued their career in the institutions for more than 4 years, while the rest (43,8%) joined the organization for 1 to 4 years. In terms of their career in university as lecturer and structural positions, the respondents were asked their perceptions of career success, participation, and representation. Career success is defined the result of what has been attempted. A person is considered successful if he or she has reached a goal as a result of studying, working, or practicing skills in a certain field. There are both subjective and objective ways to measure success [12]. Subjective success is an individual's subjective evaluation of his or her success. It is a function of the individual's perception of career progression and may include achieving a high level of competence, gaining a sense of personal accomplishment from work, receiving recognition for tasks performed, exercising influence at work, enjoying work, acting with integrity, and efficaciously balancing home and work responsibilities [12].

Measurements of these 7 indicators were done using a 5-scale Likert questionnaire indicating perceptions from Never (1) to Always (5). The total score for subjective success is 3,89, showing that they most often felt a high sense of subjective success. The respondents felt strongly about their integrity (4,38) and generally enjoy their job (4,19) but may feel struggling when balancing domestic life and professional duties (3,81). Other measurements included were include achieving a high level of competence (4,00), gaining a sense of personal accomplishment from work (3,75), receiving recognition for tasks performed (3,56), and exercising influence at work (3,56). On the other hand, objective success is measured by observable career accomplishments, both for personal or institutional gains. This is measured by indicators such as administrative ranks or structural positions obtained, highest education accomplished, academic ranks, professional educator certification, salary, and performance in conducting *tridharma* of education and teaching, research, community service and publication. The results show that the most dominant administrative rank is vice dean (31,3%) followed by faculty dean (18,8%), head of university-level unit/directorate (18,8%), quality assurance officials (18,8%), and head of department (12,5%). There were equal proportions of respondents with master's degree (50%) and doctoral degree (50%).

Their academic ranks are all Assistant Professors, with 37,5% as lower Assistant Professor (*Asisten Ahli*) and 62,5% as upper Assistant Professor (*Lektor*), making them more in the lower-middle academic rank. Professional education certificate (*Sertifikasi Dosen*) has been obtained by only more than half of respondent (56,3%). In terms of salary, 62,5% felt their salary is adequate, while 37,5% felt their salary is satisfactory. They rated their academic responsibilities performance as satisfactory for teaching and community service, and adequate for research and publication. Participation is a person's mental and emotional involvement in achieving goals and being responsible for them. In the context of organization development, women's participation is how women are given room to have a say and do something for the advancement of their organization and their personal career. Sofiani [13] suggested that measurements of women participation as actor/executor, controller, decision maker, advisor, and beneficiaries. The participation of female respondents in the organization is the actor/executor of various activities that advance the organization in general (93.8%), female respondents are the actor/executor of various organizational activities that advance the careers of female lecturers (93.8%), women are directly involved in the control of implementation of organizational development activities (75.0%), women are directly involved in controlling the implementation of career development activities for female lecturers (75.0%), women are directly involved in making important decisions related to organizations (75.0%), women are directly involved in making important decisions related to the career development of female lecturers (75.0%). Women's participation in organizational development is not only limited to actors, controllers and decision makers but even higher as advisors in the process of organizational development (43.8%).

Women's participation in lecturer career development not only limited to actors, controllers and decision makers but even higher as advisors in the career development process lecturers (56.3%). Planned organizational development has considered women as beneficiaries of organizational development (62.5%), development planned lecturer careers have considered women as beneficiaries of lecturer career development

(68.8%). Representation in the context of gender is related to how women are made present in the organization to be able to make an impact for themselves, their female counterparts, and the organization itself. Representation includes representation in organization and representation in the profession. Representation in the organization means that they felt that women are adequately represented in important positions in the organization (56,3%), although the respondents felt that it was not enough to make the organization policies to be in favour of women with explicit gender mainstreaming and gender equality policies in effect (43,8%). In terms of their profession as academic lecturers, the respondents felt that the authority has made it possible for them to be represented well in their profession (62,5%).

Barriers of Achieving Career Success, Participation and Representation for Women

According Napasri et al's [16] study, barriers to women's career success are associated with interpersonal, organizational, and societal factors. A more intriguing research finding is its relationship to individual personality traits such as emotionality, problems with family division of labor, and low career aspirations. This has something to do with the findings of this study, which is divided into internal and external obstacles. The factors that impede the career success, participation, and representation of female lecturers are based on the results of in-depth interviews with informants from internal and external factors of lecturers. From the 16 respondents who filled out the survey, 3 lecturers with varying characteristics were chosen as informants in the qualitative approach. Informant TW (40 years old, married) and OD (31 years old, unmarried) are vice dean of their respective faculties, TS (60 years old, married) is acting as a dean of faculty. From the results of qualitative data processing obtained through in-depth interviews, the inhibiting factors for achievement, participation and representation experienced by three informants, namely TW, TS, OD in pursuing their careers as structural and as lecturers, arose because of self-obstacles, as said by TS:

"Yes, there are no gender differences that hinder me, but rather it's women who like to hinder themselves"

From the results of research on internal barriers were related to domestic affairs, psychological and emotional, ego and arrogance, and time management.

Domestic affairs [17] is an important role to be the responsibility of a woman even though there is no guarantee of recognition of appreciation for it even though she gives birth and even leaves her social status. As stated by the informant OD (32 years):

"Maybe it has something to do with the role of a woman completely, when she is married, when she already has children, it means that she has other responsibilities that she also has to complete so that it impedes her efforts in getting higher academic ranks. That could be one of the factors, maybe because she gave birth or because she was busy with domestic affairs at home, in my opinion, it could be one of the inhibiting factors for the advancement of academic ranks."

Informant TW who was currently pregnant said the obstacles were due to childbirth:

"We just don't have the awareness that we need to have a target but also we have to be able to achieve that target"

Someone's psychological and emotional state could also be a barrier in achieving career success. Psychological problems related to individual personality traits in achieving the target which is the demands of the job. Lack of employee support as a result of a lack of self-confidence is also a pressure for female leaders in tertiary institutions, such as the statement by TS regarding psychological and emotional problems:

"Psychological and emotional states are directly proportional... when there is a target from our higher official that we have to achieve excellent accreditation in our departments, the psychological pressure is huge... sometimes it makes us emotional because we need to regulate our emotions and that is physically tiring so the working dynamic performance lessens and we find it hard to concentrate... that sometimes happens when we're busy at work then there's a phone call from home that I have to attend to. So it's difficult (managing emotions). Especially when we come home we have to separate our work life because kids don't like me to bring work emotions home, that's hard because we have to be level-headed, especially my kids are teenagers so it's a challenge to switch like that."

Arrogance is a trait of someone's attitude towards another. This attitude is frequently seen in leaders. The style of behaviour can also be seen in how to do a job, including how to give orders, push tasks,

communicate, make decisions, encourage subordinates, provide guidance, enforce discipline, supervise subordinates' work, request reports from subordinates, lead meetings, reprimand subordinates for mistakes, and so on [18]. TW stated that when she became a leader, there was bigger access, which influenced how she behaved, namely being arrogant and egotistical:

"We are aware that we are structural officials so sometimes that boosts our ego so we feel that we have this entitlement and higher access than our regular lecturer counterparts, so that became a boomerang for us because it makes us be arrogant sometimes... sometimes we are also egoists like we feel this isn't our responsibility, so we don't realize that we are a team, we're still working as individuals because of our ego."

Time management is also a factor that hinders women in achieving career success, participation and representation. As explained by TS and OD, TS stated:

"Then suddenly the clock shows that it's time to teach, so we switch to be a lecturer, then there's a case in the faculty such as a student's parent comes to see us so we change to be the dean, if I have to say it is really complicated and difficult and we really need to manage our emotions too as well as time."

Meanwhile, OD said time management capabilities in work commitments can affect external commitments outside of work:

"I have a problem in managing my time for internal activities (at work) and external activities (outside work) becomes hard but in terms of welfare since I am still single now it is enough to pay for myself."

External barriers to women's career success, participatio and representation in tertiary institutions include seniority, high work load, and lack of awareness. Seniority reflects years of working experience in the field, as well as a commitment to the organization [19]. In relation to seniority as an external barrier in structural official women advancing their career, TS said:

"There is this discrepancy in academic ranks, sometimes those with high academic ranks such as full professors, are difficult to be managed (by the faculty), because they feel they are higher as professors so they don't listen to us (as the faculty officials) and bypass us to complain directly to our superiors. For example, the professors protest that they do not want their salary to be taxed because they pay higher taxes as their salary is higher, but you know that paying tax is mandatory as an Indonesian citizen."

Other external barrier is the high work load of women who has to be academic lecturer and at the same time has responsibilities in campus as a structural official with administrative rank, as TW stated:

"Sometimes the high work load given to us by the faculty makes us hard to focus on our academic ranks because we focus more on our responsibilities in the faculty than our responsibilities as academic lecturers to do tridharma so it's like we are going after 2 differet things, one is achieving success for the faculty, the other is achieving personal success... so, I don't know."

In regards to women in general achieving career success, informants felt that sometimes the barrier is lack of awareness, as noted by TW:

"In the team it is still lacking cooperation, so sometimes there's no awareness to move forward for the team because we just feel we're doing our job if it doesn't work, oh well, too bad, and that's it."

Furthermore, TS stated:

"Some are very hard to be give feedback so we have to know different approaches to persuade them to want to work with us to advance together"

Discussion

Even though the declaration of gender equality has been made a requirement at the global and government levels, it has not met expectations in practice. Existence of the impartiality of various sectors towards the existence of women persists in our society. This influences conflicts in the public sphere, particularly in the workplace. Women continue to be underrepresented as leaders. Requirements such as not being married, having an attractive appearance make it difficult for women in this [20]. Women regarded as emotional creatures pose a further barrier to the advancement of women's careers, as women are deemed

incapable of leadership and the formulation of firm policies [21]. This indicates that women are incapable of making logical decisions over emotions [22]. Currently, there are more women in academia, despite the fact that they continue to face obstacles in terms of work organization. The increase in women's representation is evidenced by research demonstrating graduates from tertiary institutions, specifically the plastics faculty and the environmental faculty [23], [24]. In addition to the increase in women's education that has undergone changes, it turns out that they still do not have a place in professional work, especially in positions of leadership, and in addition to cultural factors, women themselves face additional obstacles [25]. It is increasingly challenging for women to break the glass ceiling due to cultural, social, economic, and legal factors, as well as their domestic role [26]. Pertaining to female lecturers' perceptions of achievement, participation, and career representation at Bhayangkara University Jakarta Raya, it is seen that in tertiary institutions, women in structural positions may find it difficult to advance their academic career in terms of getting to a higher academic rank. Women's leadership is a barrier to women's careers in several tertiary institutions, including at the level of gender and cultural differences [27], underestimating the field of women's education [28]. Obstacles to advancement as leaders include a lack of mentors, discrimination, gender bias, and local cultural setting [29].

In regards to the factors hindering female lecturers' achievement, participation, and career representation at tertiary institutions include internal and external factors. This is in line with Maheshwari's [30] findings where the obstacles and factors that support female leaders at the university level include a lack of work-life balance, subordinates' perceptions of female leaders, social networks and personal factors, and factors that support women in career advancement such as family support, ongoing mentoring, and changing mindsets. Lack of confidence is another barrier that women face when pursuing a career [31]. Women's advancement to the professoriate level through research activities is still considered a workload [32]. According to the findings of this study, personal factors are one of the obstacles to leadership as structural officials and lecturers. The fact that Bhayangkara Jakarta Raya University has filled the positions of head of study program, vice dean, dean, and even vice chancellor with women demonstrates the university's support for the existence of women as leaders. This means that there is already a balance in the placement of women's leadership in each faculty, with positions occupied by women who also teach as lecturers. The primary barrier for female officials who serve as structural as well as lecturers is their own selves. This is supported by previous studies where lecturer careers are hindered by personal factors, specifically the mindset of women themselves and also lack of self-assurance [30], [31]. This present study found that personal factors that become barriers to the careers of female lecturers who serve as structural members come from the women themselves. Internal factors and external factors are the two types of inhibiting factors. Domestic affairs, psychological and emotional, ego and arrogance, and time management are examples of internal factors. While external challenges include seniority, lack of awareness, and high workload.

Despite the fact that there is no visible balance in the placement of women at leadership levels in the academic field as a result of the bureaucratic system in Indonesia tertiary institutions, efforts are being made to achieve harmony as has been previously seen in the West. In Indonesia, career as a lecturer are currently regarded as family-friendly [33], hence it is still attractive for women to pursue career in this field.

IV. CONCLUSION

The decision to pursue a career as a lecturer or to hold multiple positions as a structural official is frequently met with challenges that originate from the individual themselves, such as when confronted with issues that are the result of problems in the family. When faced with these circumstances, women will put their feelings and the needs of their families before anything else. Otherwise, managing time and emotions become vital to achieve career success. External barriers were also found, but these were not felt as strongly as impediments compared to the internal barriers. In conclusion, the perceptions of female lecturers regarding career success, participation, and representation in the workplace is quite adequate, whereas as the factors that hinder the careers of female lecturers in terms of success, participation, and representation in the workplace are mainly from internal factors. Based on this, recommendations put forward is to have a firm

gender mainstreaming policies to support women in the workplace to overcome these barriers that hinder their career success, participation and representation in tertiary institutions in Indonesia.

V. ACKNOWLEDGMENTS

The authors are grateful to Bhayangkara Jakarta Raya University for the support of this research through University Competitive Grant Year 2022.

REFERENCES

- [1] L. M. Barrios, A. Prowse, and V. Ruiz, "Sustainable development and women ' s leadership : A participatory exploration of capabilities in Colombian Caribbean fi sher communities," *J. Clean. Prod.*, vol. 264, p. 121277, 2020, doi: 10.1016/j.jclepro.2020.121277.
- [2] S. Wilson and T. Newstead, "The virtues of effective crisis leadership : What managers can learn from how women heads of state led in the first wave of COVID - 19," *Organ. Dyn.*, vol. 51, no. 2, p. 100910, 2022, doi: 10.1016/j.orgdyn.2022.100910.
- [3] S. Maity and U. Rummana, "Socio-Economic Planning Sciences Women ' s political leadership and efficiency in reducing COVID-19 death rate : An application of technical inefficiency effects model across Indian states," *Socioecon. Plann. Sci.*, vol. 82, no. PB, p. 101263, 2022, doi: 10.1016/j.seps.2022.101263.
- [4] Vermonte PI, "Rekayasa politik untuk perempuan dalam tata kelola pemerintahan," *J. Peremp.*, vol. 19, no. 4, pp. 8–23, 2014.
- [5] B. Bahiru, "Journal of International Women ' s Studies The Challenges of Women Leaders of Business Organizations in Addis Ababa , Ethiopia , in Balancing Work-Family Responsibilities," vol. 19, no. 2, 2018.
- [6] R. L. Isnaini, "View of Women ' s Leadership in Quality Management Development and Gender Equality within the Context of Nahdlatul Ulama Universities in Indonesia.pdf." pp. 23–37, 2021.
- [7] O. O. Babalola and Y. Plessis, "Insight into the Organizational Culture and Challenges Faced by Women STEM Leaders in Africa," 2021.
- [8] T. Alqahtani, "Barriers to Women ' s Leadership Tahani Alqahtani," no. December, 2019.
- [9] I. W. Budiarta, "Kepemimpinan Perempuan dalam Sistem Kekerabatan Purusa : Legitimasi Sejarah atas Kepemimpinan Politik Perempuan," vol. 8, no. 1, pp. 23–33, 2022.
- [10] U. Islam and N. Walisongo, "METODE PENELITIAN GABUNGAN KUANTITATIF KUALITATIF / MIXED METHODS," vol. 04, no. 1, pp. 1–9, 2016.
- [11] U. Islam and N. Sumatera, "ALACRITY : *Journal Of Education*," vol. 1, no. 2, pp. 20–29, 2021.
- [12] S. Riordan and J. Louw-Potgieter, "Career success of women academics in South Africa," *South African J. Psychol.*, vol. 41, no. 2, pp. 157–172, 2011, doi: 10.1177/008124631104100205.
- [13] T. Sofiani, "Membuka ruang partisipasi perempuan dalam pembangunan," *Muwāzāh*, vol. 1, pp. 64–72, 2009.
- [14] World Bank, *World Development Report 2012: Gender Equality and Development*. The World Bank, 2011.
- [15] S. H. Longwe, "Education for women ' s empowerment or schooling for women ' s subordination ?," no. October 2014, pp. 37–41, 2010, doi: 10.1080/741922726.
- [16] T. Napasri, P. Group, and V. Yukongdi, "A Study of Thai Female Executives : Perceived Barriers to Career Advancement," vol. 4, no. 3, pp. 108–120, 2015.
- [17] D. Tuwu, "Peran Pekerja Perempuan Dalam Memenuhi Ekonomi Keluarga : Dari Peran Domestik Menuju Sektor Publik," vol. 13, pp. 63–76, 2018.
- [18] Sutarno, *Dasar-Dasar Kepemimpinan Administrasi No Title*. Yogyakarta: Gajah Mada University Press, 2012.
- [19] E. Zychlinski, D. Bar-Nir, and M. Kagan, "Social and Economic Exchange Between Social Workers and their Employers in the Context of their Sectorial Affiliation and Seniority," *Voluntas*, vol. 33, no. 4, pp. 708–719, 2022, doi: 10.1007/s11266-021-00427-6.
- [20] N. Puspa and A. Larasati, "L AW R Gender Inequality in Indonesia : Facts and Legal Analysis," vol. 7, no. 4, pp. 445–458, 2021.
- [21] M. M. Handayani, "Pengaruh self efficacy dan emotional intelligence pemimpin perempuan terhadap kepuasan kerja pegawai dengan leader member exchange (lmx) sebagai variabel pemediasi," *J. Ekon. Bisnis, dan Akunt.*, vol. 21, no. Lmx, 2019.
- [22] Putra D.K.S, *Media dan Politik*. Yogyakarta: Graha Ilmu, 2012.
- [23] Y. A. Aluko, "Career Progression and Satisfaction among Female Academics of Selected Universities in Southwest , Nigeria," vol. 15, pp. 63–86, 2017.
- [24] Y. Moraba and O. Babatunde, "Graduating Female Students' Long-Term Career Decisions and

- Underrepresentation of Women in South Africa's Construction Industry BT - The Construction Industry in the Fourth Industrial Revolution," 2020, pp. 158–167.
- [25] F. T. Alotaibi, "Saudi Women and Leadership: Empowering Women as Leaders in Higher Education Institutions," pp. 156–177, 2020, doi: 10.4236/ojl.2020.93010.
- [26] W. Ensour, H. Al Maaitah, and R. Kharabsheh, "Barriers to Arab female academics' career development," *Manag. Res. Rev.*, vol. 40, no. 10, pp. 1058–1080, Jan. 2017, doi: 10.1108/MRR-08-2016-0186.
- [27] M. S. Khan *et al.*, "Health Policy More talk than action : gender and ethnic diversity in leading public health universities," vol. 393, 2019.
- [28] K. N. Smith, "' Girl Power ': Gendered Academic and Workplace Experiences of College Women in Engineering," 2018, doi: 10.3390/socsci7010011.
- [29] R. Butkus, J. Serchen, D. V Moyer, S. S. Bornstein, and S. T. Hingle, "Achieving Gender Equity in Physician Compensation and Career Advancement : A Position Paper of the American College of," no. February, 2018, doi: 10.7326/M17-3438.
- [30] G. Maheshwari, "Women leadership in Vietnamese higher education institutions : An exploratory study on barriers and enablers for career enhancement," pp. 1–18, 2020, doi: 10.1177/1741143220945700.
- [31] C. S. and D. F. Cannizzo, "Australian Women Screen Composers : Career Barriers and Pathways," *Res. Rep.*, 2017.
- [32] T. Khan, "Barriers to Career Progression in the Higher Education Sector : Perceptions of Australian Academics," 2021.
- [33] D. Toyibah, "Gender inequality in academia: A comparison of New Zealand and Indonesia," *New Zeal. Sociol.*, vol. 35, no. 1, pp. 25–48, Jun. 2020.