

## STUDENTS' PERCEPTIONS OF THE CENTER FOR GENDER AND CHILD STUDIES (PSGA) IN HIGHER EDUCATION

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### Abstract

This research explores the students' perceptions of the Center for Gender and Child Studies (PSGA) at PTKIN, focusing on key dimensions such as awareness, confidence, frequency of engagement, and PSGA's impact on understanding gender and child-related issues. The study, conducted with 50 randomly selected students, employs a qualitative descriptive method to analyze the collected data. The questionnaire assesses students' knowledge about PSGA, confidence in its role, frequency of engagement, and perceptions regarding PSGA's contributions to understanding gender and child-related matters. The findings reveal a substantial awareness among students regarding gender and child-related issues, emphasizing PSGA's significant role in enhancing their understanding. Students exhibit varying levels of confidence in PSGA's ability to promote gender awareness within the PTKIN environment. The research also indicates diverse perspectives on the frequency of students accessing PSGA's information or participating in its activities, highlighting the importance of PSGA in providing a deeper understanding of gender and child issues. Moreover, students express a positive perception of PSGA's efforts in supporting women's rights within the PTKIN setting, emphasizing the pivotal role of PSGA in contributing to their understanding of women's rights issues. The study underscores the importance of PSGA in creating an inclusive and equitable educational environment at PTKIN, providing valuable insights for PSGA and educational institutions to refine strategies for impactful engagement with students on these critical topics.

**Keywords:** *Student Perception; Pusat Studi Gender dan Anak (PSGA); Gender and Child Issues*

### INTRODUCTION

The Center for Gender and Child Studies (PSGA) in higher education institutions plays a crucial role in addressing critical issues related to gender and children's rights. Students, as future agents of change, have a significant role in understanding and supporting PSGA's mission. This research aims to investigate students' perceptions of PSGA in higher education, exploring the urgency of PSGA's existence, and contributing to an understanding of how students view PSGA's role and activities within the academic scope.

In recent years, there has been a global increase in awareness of gender and children's rights issues. These issues have become a primary focus in efforts to create a more inclusive and fair society. Students, as change agents and future leaders, are increasingly aware of the importance of engaging in dialogue and advocacy related to gender and children's rights. The Center for Gender and Child Studies (PSGA) serves as a vital entity, providing a platform for in-depth exploration and understanding of these issues (Sen, 2001).

The Center for Gender and Child Studies (PSGA), as a dedicated institution to research and advocacy, offers a platform for students to expand their knowledge, explore new perspectives, and develop critical views on these complex issues (Tanzer, 2001). Through research and development activities, PSGA has the significant potential to shape students' views and attitudes towards gender and children's rights (WHO, 2014). Despite the crucial role of PSGA, unfortunately, there is a lack of literature specifically exploring students' perceptions of this institution in the higher education environment. Therefore, further research is needed to fill this knowledge gap and provide deeper insights into the extent to which students understand and appreciate PSGA's role in shaping their views on gender and children's rights issues.

This research holds significant relevance considering the central role played by students in driving social change (Dewantara, 2022). Students are often seen as powerful agents of change when addressing social issues (Hill Collins, 2000). Therefore, gaining a deeper understanding of students' perceptions of the Center for Gender and Child Studies (PSGA) will provide valuable insights into the potential support, challenges, and opportunities accessible to PSGA. By exploring students' views on PSGA, this study can identify the extent to which students comprehend PSGA's role and contribution in addressing gender and children's rights issues. This information can serve as a foundation for developing more effective strategies to engage students, raise awareness, and garner broader support for PSGA's mission and objectives. The research also has the potential to highlight areas where PSGA can improve or strengthen its approach to be more responsive to students' needs and expectations. Therefore, the findings of this research are expected to make a positive contribution to enhancing PSGA's impact and relevance among students, as well as improving students' understanding of gender and children's rights issues.

Based on existing literature, previous research has highlighted the role and impact of the Center for Gender and Child Studies (PSGA) in various contexts, especially within society and higher education (Acker, 2006). However, there is a tendency for research to focus more on the analysis of PSGA's contribution and effectiveness as an institution, with a lack of specific studies exploring students' perceptions of PSGA's presence (Kabeer, 2005). Previous studies have been more interested in evaluating the impact and success of the institution without providing in-depth insights into how students interpret and respond to PSGA's role in the context of campus life. (Tong, 2009).

To fill this knowledge gap, research that specifically focuses on students' perceptions of PSGA is essential to understand the extent of students' understanding and support for this institution. A more in-depth analysis of students' responses to PSGA's role is expected to provide a more comprehensive perspective on PSGA's role in achieving gender equality and children's rights goals within the university environment.

Awareness of the research gap in understanding students' perceptions of the Center for Gender and Child Studies (PSGA) is central to driving this research. In the face of challenges in social change and a dynamic campus environment, a profound understanding of how students view and respond to the presence of PSGA is crucial for enhancing the institution's role (Kabeer, 2005).

This research is aimed at filling a literature gap by providing an in-depth analysis of how students perceive the role of PSGA. Thus, the study not only supplements the existing literature's understanding of the effectiveness and relevance of PSGA in the university setting but also opens space for better improvements in meeting the needs and expectations of students regarding gender and children's rights issues. The research is expected to contribute significantly to expanding our understanding of the dynamics of the relationship between students and PSGA, as well as driving improvements and the development of institutionally responsive policies to meet students' demands in achieving equality and human rights goals.

Situated in the corrective and contributive realm of existing literature, this research addresses a noteworthy gap. Although numerous studies have highlighted the role of the Center for Gender and Child Studies (PSGA), a specific focus on students' perceptions is an innovation that can provide a more comprehensive understanding. By exploring students' perspectives, the research seeks to complement and enrich the understanding of PSGA's role and impact in the university context. It is anticipated that the findings of this study will make a valuable contribution to the development of literature on this institution.

A striking innovation of this research lies in its precise focus, specifically exploring students' perceptions of the Center for Gender and Child Studies (PSGA). The study delves into the complex interaction between students and the institution, opening doors to a more in-depth understanding of PSGA's role and impact on students' thoughts and perspectives. By concentrating on the students' viewpoint, the research aims to present new, provocative findings that contribute to and enrich the literature on this institution.

## **METHODS**

The research method used in the study "Students' Perception of the Center for Gender and Child Studies in Higher Education" is a qualitative descriptive method.

According to (Miles, 2014) the qualitative approach is an appropriate method to gain in-depth understanding, particularly about how students perceive and respond to the existence of the Center for Gender and Child Studies (PSGA). Data were collected through questionnaires distributed for students at two different universities, namely UIN Alauddin Makassar and UIN Banten. After the questionnaire distribution phase, the data were analyzed using descriptive analysis as proposed (Creswell, 2013).

Several questions asked to students from these two Islamic Higher Education Institutions (PTKIN) include: How well do you know about the existence of the Center for Gender and Child Studies (PSGA) at your PTKIN? To what extent do you believe that the Center for Gender and Child Studies plays a crucial role in enhancing gender awareness in the PTKIN environment? How often do you access information or participate in activities organized by the Center for Gender and Child Studies at PTKIN? To what extent do you feel involved in activities or programs held by the Center for Gender and Child Studies at PTKIN? Do you believe that the Center for Gender and Child Studies at PTKIN has positively contributed to your understanding of gender and child-related issues? What is your view on the efforts of the Center for Gender and Child Studies in supporting women's rights in the PTKIN environment? What is your perspective on the efforts of the Center for Gender and Child Studies in creating an inclusive and equal environment at PTKIN? Do you feel that the Center for Gender and Child Studies at PTKIN provides space for students to express views or aspirations related to gender and child issues?

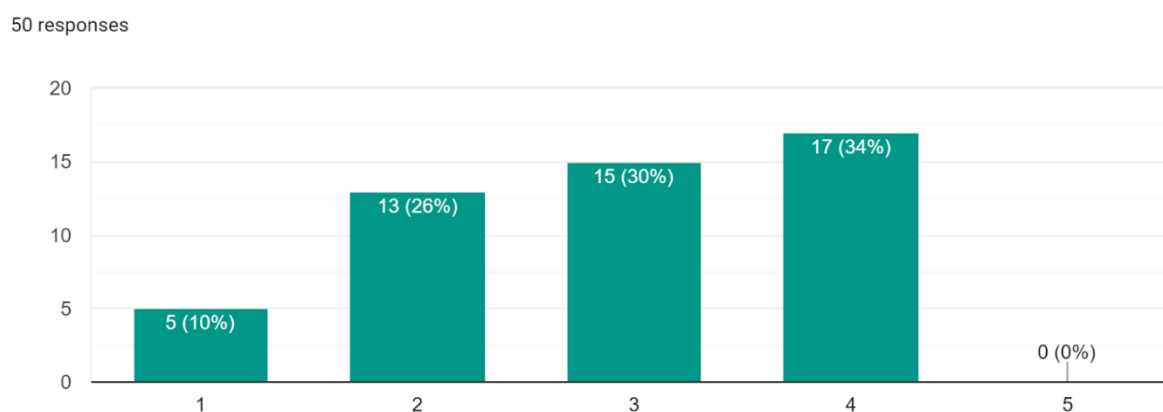
Through the submission of questions to 50 randomly selected students, the gathered data is then presented through diagrams and analyzed using a descriptive analysis method. This analysis aims to gain comprehensive insights into students' perceptions of the existence of the Center for Gender and Child Studies (PSGA) at their respective universities. The descriptive analysis method is employed to provide a clear and detailed overview of the extent to which students understand the role and contribution of PSGA. By detailing the data through diagrams and utilizing a descriptive approach, this study aims to provide an in-depth understanding of how students perceive the institution in their university environment.

## **RESULTS AND DISCUSSION**

The collected data is then analyzed using qualitative descriptive methods to gain a profound understanding of students' perceptions regarding the existence of PSGA in PTKIN. The information obtained from this data analysis is expected to contribute significantly to the evaluation of all PSGAs operating in various PTKIN throughout Indonesia.

## 1. Students' knowledge about PSGA

The importance of students' knowledge about PSGA lies in enhancing their awareness and understanding of gender and child-related issues. PSGA plays a crucial role in providing information, resources, and support in these areas. Students' knowledge about PSGA can contribute to fostering a more inclusive and informed campus community. It empowers them to engage in meaningful discussions, advocacy, and activities related to gender equality and child rights. Additionally, being aware of PSGA's existence and functions enables students to access relevant programs and initiatives, thereby enriching their educational experience.



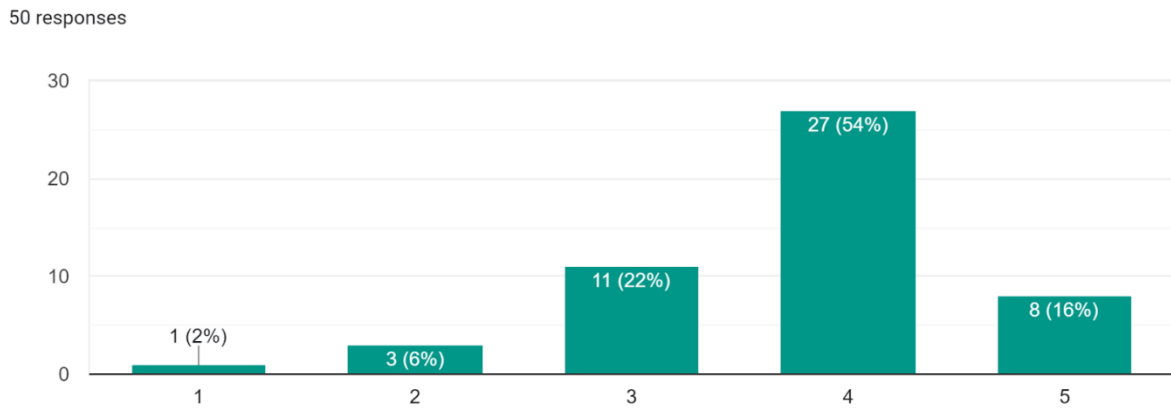
Graphic 1.

Students' knowledge about PSGA

The graphic depicts the level of students' knowledge about PSGA based on their responses to the question "How well do you know about the existence of the Center for Gender and Child Studies (PSGA) at your PTKIN?" The respondents, totaling 50 students, were given options ranging from "Very Unaware" to "Very Aware". The distribution of responses indicates that 5 students (10%) were unaware, 13 students (26%) had little knowledge, 15 students (30%) were neutral, 17 students (34%) were aware, and no students (0%) were very aware. The graphic provides a clear visual representation of the varying degrees of awareness among the surveyed students regarding the existence of PSGA at their respective PTKIN. This information is crucial for understanding the baseline knowledge and awareness levels among students, allowing for targeted efforts to enhance awareness and engagement with PSGA initiatives.

## 2. The level of students' confidence in PSGA in enhancing gender awareness in the PTKIN environment

The level of students' confidence in PSGA is crucial for enhancing gender awareness in PTKIN. High confidence indicates positive perceptions and active engagement with PSGA programs, fostering inclusivity. Low confidence may hinder student participation, emphasizing the need to address and improve confidence through effective communication and transparent reporting of PSGA's achievements.



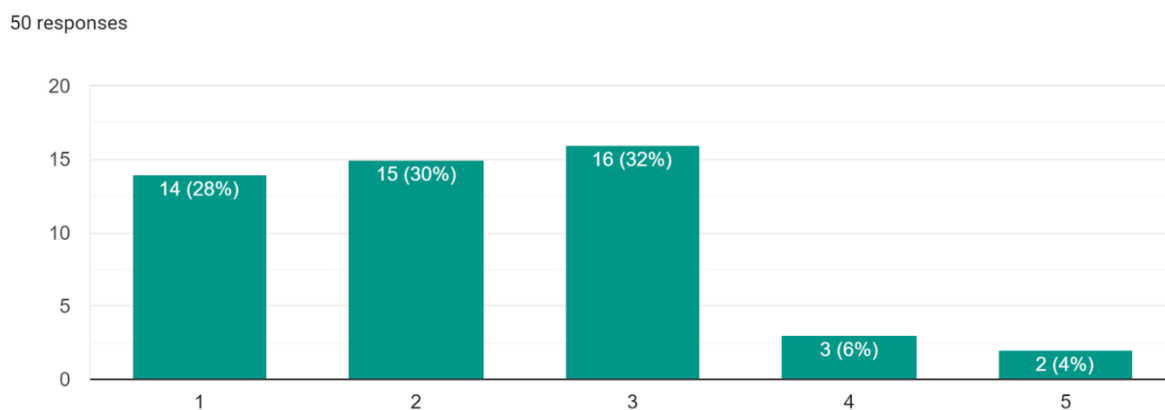
Graphic 2.

The level of students' confidence in PSGA in enhancing gender awareness in the PTKIN environment

The graphic illustrates students' confidence levels in PSGA's role in enhancing gender awareness in the PTKIN environment based on responses to the question "To what extent do you believe that the Center for Gender and Child Studies plays a crucial role in enhancing gender awareness in the PTKIN environment?" The responses, ranging from "Very Disagree" to "Very Agree", are as follows: 1 respondent (2%) Very Disagree, 3 respondents (6%) Disagree, 11 respondents (22%) Neutral, 27 respondents (54%) Agree, and 8 respondents (16%) Very Agree. The majority of students express confidence in PSGA's significant role in fostering gender awareness. These findings suggest a predominant positive perception among students regarding the vital contribution of PSGA to gender awareness within the PTKIN environment. The graphic underscores the importance of PSGA's role as perceived by students, emphasizing the need for continued efforts in fostering gender awareness and advocacy within the academic community.

### 3. The frequency of students accessing information or activities organized by PSGA at PTKIN

The frequency of students accessing PSGA information or participating in activities at PTKIN is pivotal for measuring the success of PSGA initiatives. It indicates the level of student engagement and awareness regarding gender and child-related issues. Higher frequency suggests effective outreach and positive influence, fostering increased awareness and support. Conversely, lower frequency may signal a need for PSGA to adapt strategies for broader engagement. Understanding this importance guides PSGA in tailoring programs for a more inclusive and informed academic environment.

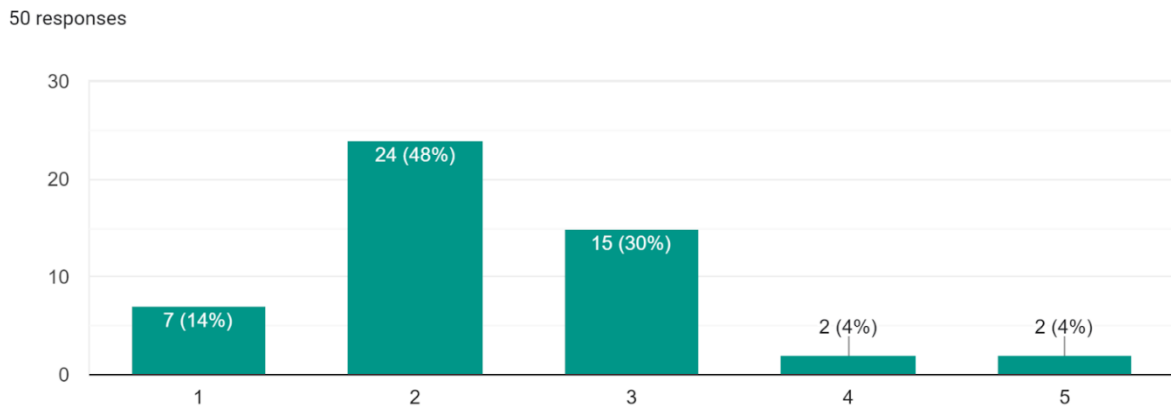


Graphic 3.  
The frequency of students accessing information or activities organized by PSGA at PTKIN

The graphic illustrating the frequency of students accessing information or participating in activities organized by PSGA at PTKIN reveals diverse responses. A significant portion, 14 students or 28%, expresses disagreement with the statement, indicating a substantial number of students who may not actively engage with PSGA initiatives. On the other hand, 3 students or 6% agree and 2% strongly agree, suggesting a smaller but positive engagement. The majority, 16 students or 32%, remain neutral, indicating an opportunity for PSGA to enhance communication and promote participation. Analyzing this data is crucial for PSGA to refine strategies and encourage greater involvement, fostering a more inclusive and informed academic community.

#### 4. Student involvement in programs or activities organized by PSGA at PTKIN

Student involvement in programs or activities organized by PSGA at PTKIN is crucial for fostering a sense of community, promoting awareness, and creating an inclusive environment. Active participation allows students to gain valuable insights into gender and child-related issues, contributing to their overall education and social development. Moreover, students' engagement enhances the effectiveness and impact of PSGA's initiatives, making it more responsive to the diverse needs and perspectives within the PTKIN community. Therefore, the significance of student involvement lies in its potential to amplify PSGA's role in shaping a more inclusive and equitable educational environment.



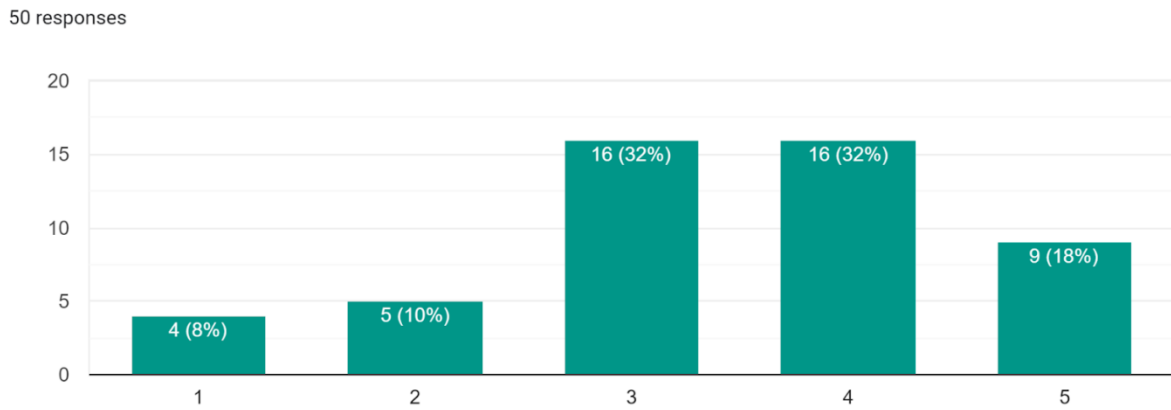
Graphic 4.  
 Student involvement in programs or activities organized by PSGA at PTKIN

The graphic illustrating "Student Involvement in Programs or Activities Organized by PSGA at PTKIN" reflects responses from 50 participants based on the question "To what extent do you feel involved in activities or programs held by the Center for Gender and Child Studies at PTKIN?" Using the scale of "Not involved at all", to "Very involved", the data shows diverse levels of participation. Seven students (14%) expressed they are not involved at all, 24 students (48%) reported being not involved, 15 students (30%) remained neutral, 2 students (4%) felt involved, and 2 students (4%) considered themselves very involved. This distribution highlights varying degrees of student engagement, signaling the need for targeted efforts to enhance participation and create a more inclusive atmosphere within the PSGA activities at PTKIN.

## 5. PSGA can provide understanding of gender and child issues to students

PSGA is crucial for providing students with insights into gender and child-related issues. Serving as a vital platform, PSGA has the potential to shape students' perspectives and attitudes through research and development activities (WHO, 2014). Despite this importance, there is a lack of literature exploring students' perceptions of PSGA, highlighting the need for further research to understand the extent to which students comprehend and appreciate PSGA's role in shaping their views on gender and child-related issues.



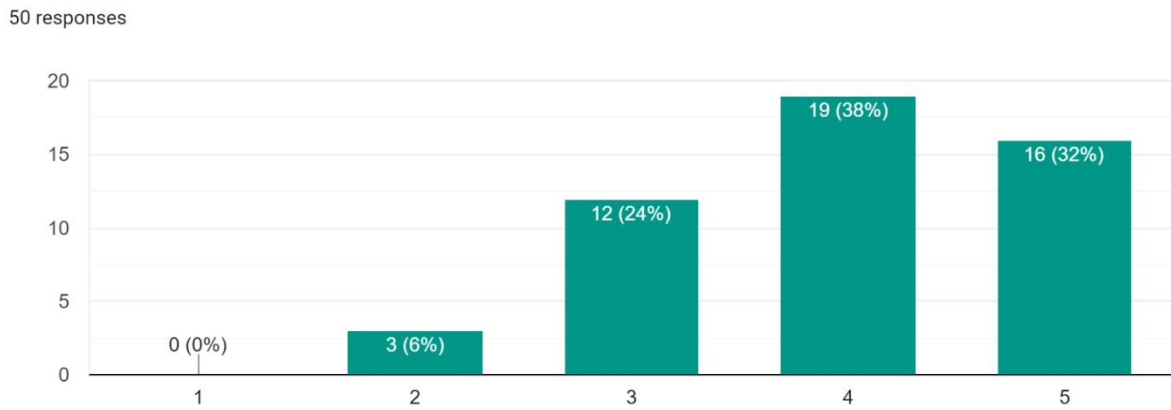


Graphic 5.  
 PSGA can provide understanding of gender and child issues to students

The graphic depicting "PSGA's Contribution to Understanding Gender and Child Issues" is based on responses from 50 participants. The question, "Do you believe that the Center for Gender and Child Studies at PTKIN has positively contributed to your understanding of gender and child-related issues?" reflects varying opinions. Out of the participants, 4 students (8%) strongly disagree, 5 students (10%) disagree, 16 students (32%) are neutral, 16 students (32%) agree, and 9 students (18%) strongly agree. The data illustrates diverse perspectives on PSGA's impact on students' comprehension of gender and child issues.

## 6. Students' perceptions of PSGA's efforts in supporting women's rights in the PTKIN environment

Understanding "Students' perceptions of PSGA's efforts in supporting women's rights in the PTKIN environment" is crucial for evaluating the effectiveness of the Center for Gender and Child Studies (PSGA). Positive perceptions indicate successful advocacy, aiding strategic planning and program refinement. These insights enhance student engagement, as positive perceptions encourage active participation and support. Negative perceptions highlight areas for improvement, helping PSGA address challenges and correct misconceptions. Overall, students' perceptions guide PSGA in staying relevant, ensuring its continued influence and respect in advocating for women's rights within the PTKIN environment.



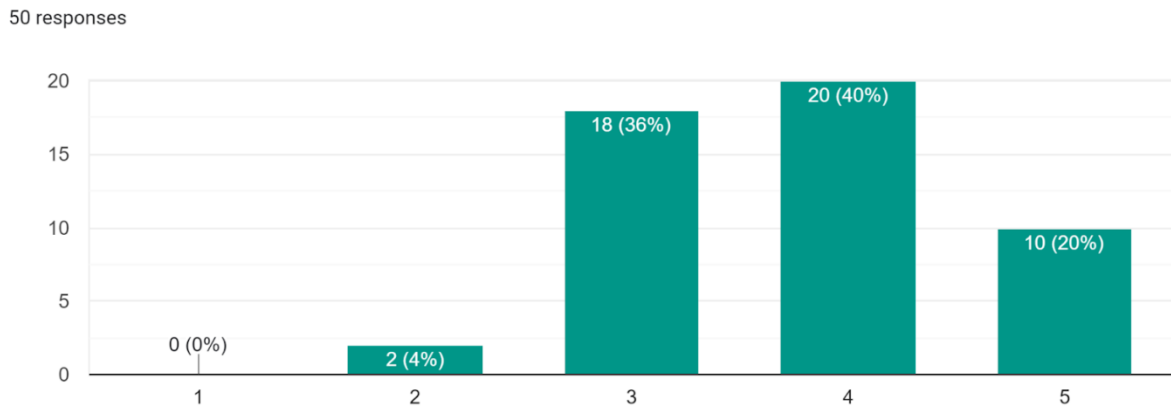
Graphic 6.

Students' perceptions of PSGA's efforts in supporting women's rights in the PTKIN environment

The graphic representing "Students' perceptions of PSGA's efforts in supporting women's rights in the PTKIN environment" illustrates diverse opinions among the 50 respondents. No students strongly disagree, constituting 0%, while 3 students (6%) express disagreement, and 12 students (24%) remain neutral. On the positive side, 19 students (38%) agree, and 16 students (32%) strongly agree with PSGA's efforts in supporting women's rights. The distribution demonstrates a predominantly favorable view among respondents, with a substantial 70% (35 students) acknowledging and strongly supporting PSGA's impactful initiatives in championing women's rights within the PTKIN environment.

## 7. Students' perceptions regarding whether PSGA can create an inclusive and equitable environment at PTKIN

Students' perceptions regarding whether PSGA can create an inclusive and equitable environment at PTKIN are crucial for several reasons. Firstly, these perceptions offer insights into the effectiveness of PSGA's initiatives and programs in fostering inclusivity and equity within the academic environment. Secondly, understanding how students perceive the efforts of PSGA provides valuable feedback for continuous improvement and adjustment of strategies. Thirdly, positive perceptions indicate a successful alignment of PSGA's goals with the expectations and needs of students, fostering a supportive atmosphere for gender-related issues. Lastly, these perceptions are indicative of the potential impact PSGA has in shaping a more inclusive and equitable educational space, contributing to the broader goals of promoting diversity and equality in higher education.

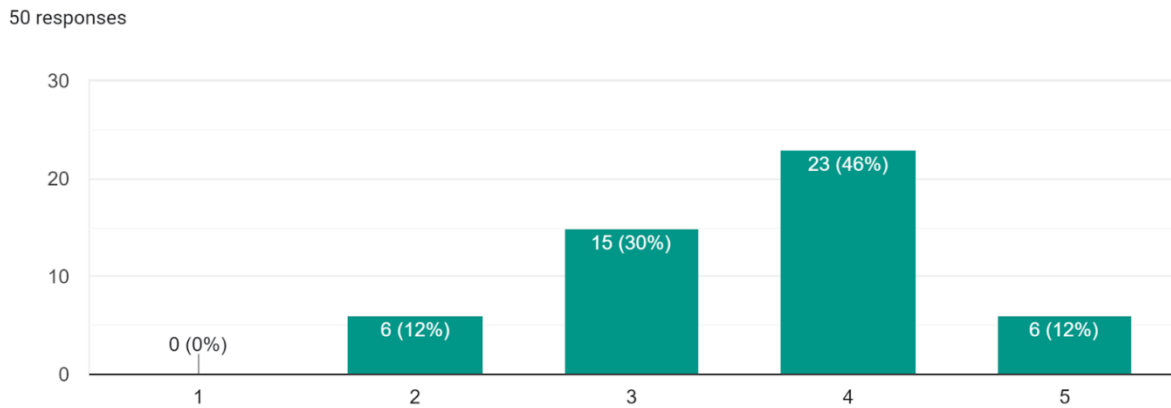


Graphic 7.  
 Students' perceptions regarding whether PSGA can create an inclusive and equitable environment at PTKIN

Based on the questionnaire responses from 50 participants, the graphic depicting students' perceptions regarding whether PSGA can create an inclusive and equitable environment at PTKIN shows that none strongly disagree, 2 students disagree (4%), 18 students are neutral (36%), 20 students agree (40%), and 10 students strongly agree (20%). This distribution indicates a diverse range of perspectives, with a substantial portion of students expressing neutrality and a balanced distribution between agreement and disagreement. The feedback collected from these responses provides valuable insights into areas where PSGA's efforts may be refined to better align with students' expectations and contribute to the creation of a more inclusive and equitable environment at PTKIN.

#### **8. Students' perceptions regarding PSGA's openness to views or aspirations related to gender and child issues**

The importance of Students' perceptions regarding PSGA's openness to views or aspirations related to gender and child issues lies in fostering an inclusive and participatory environment at PTKIN. By understanding how students perceive PSGA's receptiveness to their views and aspirations, the institution can adapt its approach to better engage with students and address their concerns. This feedback serves as a crucial gauge of PSGA's effectiveness in providing a platform for students to express their perspectives on gender and child-related matters. Additionally, it contributes to the enhancement of PSGA's role in facilitating meaningful dialogues and collaborations, promoting a campus atmosphere that values diverse opinions and actively involves students in shaping initiatives related to gender and child issues.



Graphic 8.  
 Students' perceptions regarding PSGA's openness to views or aspirations related to gender and child issues

The graphic illustrating "Students' perceptions regarding whether PSGA can create an inclusive and equitable environment at PTKIN" is based on responses from 50 participants. The question asked was, "What is your perspective on the efforts of the Center for Gender and Child Studies in creating an inclusive and equal environment at PTKIN?" The distribution of responses is as follows: 0 students strongly disagree, 6 students disagree, 15 students are neutral, 23 students agree, and 6 students strongly agree. This represents 0% strongly disagree, 12% disagree, 30% neutral, 46% agree, and 12% strongly agree. The data indicates a considerable positive perception of PSGA's efforts in fostering an inclusive and equitable environment at PTKIN.

## CONCLUSION

In conclusion, the research on "Students' Perceptions of the Center for Gender and Child Studies (PSGA) at PTKIN" sheds light on crucial aspects of students' views regarding PSGA's role and impact. The findings indicate that there is a significant awareness among students about gender and child-related issues, with PSGA playing a pivotal role in enhancing their understanding. Moreover, students express varying levels of confidence in PSGA's ability to promote gender awareness within the PTKIN environment. The research also reveals insights into the frequency of students accessing information or participating in activities organized by PSGA. While a notable portion of students feels neutral about their involvement, a substantial number recognizes the importance of PSGA in providing a deeper understanding of gender and child issues.

Furthermore, students express a positive perception of PSGA's efforts in supporting women's rights within the PTKIN setting. The majority either agrees or strongly agrees that PSGA contributes positively to their understanding of women's rights issues. The research also emphasizes the importance of PSGA in creating an inclusive and equitable environment at PTKIN, with a considerable percentage of students acknowledging PSGA's efforts in this regard. Overall, the findings underscore

the valuable role PSGA plays in shaping students' perceptions, contributing to their understanding of gender and child-related issues, and fostering an inclusive and equitable educational environment at PTKIN. The research provides valuable insights for PSGA and educational institutions to enhance their strategies and initiatives for a more impactful engagement with students on these critical issues.

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