MONOGRAF

TRISAKTI HANDAYANI

CULTURE STUDIES AND GENDER PROBLEMS

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FOREWORD

Author praise to Allah SWT for His mercy and His grace, I can finish writing the bookwith the title " Culture Studies and Gender Problem". May the peace and blessings be upon my Prophet, my leader, Muhammad SAW with his family and his companions.

I would like to explain about Cultural Studies and Gender Problems. The status of women in a society is a significant reflection of the level of social justice in that society. A girl is disadvantaged from the time she is born. In most developing and under-developed countries today, the girl child has a lower status and enjoys fewer of the rights, opportunities and benefits of childhood than the boy child who has first call on family and community resources. The situation of the girl child results commonly from prejudices rooted in culture and customs. The birth of a daughter is unwelcome. Marked preference for sons has led to the neglect of the girl child. Improvements in literacy, fertility rate and greater workforce participation of women have not significantly improved the lot of the girl child.

Cultural Studies and Gender Problems be better understood through the mechanisms of sexism. Marginalization occurs because men and women are treated differently based solely on their gender. When men and women are framed in two dimensions of social cognition, sexism occurs. Discrimination also manifests itself through networking and preferential treatment in market economies. Men are more likely than women to hold positions of power in society.

Women have been marginalized for a long period of time. Due to marginalization women lack opportunities to learn learders skills. Women have be degraded and not respected for long. Women are discriminated in all areas of life and therefore there is need for a research an causes and the effects.Violence against women is the consequence of marginalization in the power distribution between men and women within society, both past and present, which if not properly and promptly tackled will remain a cause of future death among women.

The author recognize that there are still many shortcomings both in terms of technical writing and raw material that author has, given the capabilities of the author, but the author has tried incredibly hard to solve as expected. Criticism and suggestions from all parties are expected for the accomplishment of this writing. The authors hope this book be useful.

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SUMMARY

Formal education requires equal opportunity between the sexes. Differences between men and women in education can still be tolerated if the difference is about gender. However, such differences cannot be tolerated if it is due to the effects of gender discrimination. Gender discrimination in education leads to unequal opportunities in employment. Even with similar educational backgrounds, women's labor force earnings are consistently lower than men's in most countries. On the other hand, the higher the education level of the worker, the smaller the income difference between men and women. This shows that the longer the education intervention, the greater the impact in reducing the productivity divergence between men and women.

One of the countries in Europe that is experiencing a gender gap is Portugal. The country shows a twelve-place drop (from 35th place in 2011 to 47th in 2012) in the Global Gender Gap Index, mainly due to a decline in the ratio of primary and tertiary education and by the percentage of women in ministerial positions (from 31% in 2011 to 18% in 2012)(Hausman, 2012). One of the gender disparities in Portugal is in the field of education, especially higher education.

Indonesia ranked 90th in the 2012 Global Gender Gap Index, slightly down from the 89th rank it occupied in 2011. Although women and men in the country are enrolled in almost equal numbers in primary education, women still make up a fairly low percentage workforce, especially in senior and highly skilled positions. Higher education in Indonesia has not yet contributed significantly to a more equal situation in the labor market between women and men.

Gender disparities are present in the contents of Portugal and Indonesia. The disparities get a cleaner picture from student academic activities where these real inequalities exist, it is necessary to conduct research on "Gender-Based Marginalization in Student Academic Culture in Portuguese and Indonesian universities". examines several issues of gender equality comprehensively.

The research conducted by the researcher is "gender problem of student culture studies at the University of Minho, Portugal". This research was obtained from funding from the European Union's Postdoctoral One More Step Project Erasmus Mundus program. A researcher from Portugal became a mentor during the program.

Keyword: Gender, Culture, Studies.

CHAPTER I. INTRODUCTION

A. The Background

Formal education requires equal opportunity between the sexes. Differences between men and women in education can still be tolerated if the difference is about gender. However, such differences cannot be tolerated if it is due to the effects of gender discrimination. Differences in opportunity between men and women in the education system lead to inequalities between the sexes. Gender discrimination is caused by patriarchal cultural values that tend to be embraced by society (especially in Indonesia) in many ways. This is still accepted in policies, programs, rules, mechanisms and standard procedures(Novitasari, 2018; Nursaptini et al., 2020).

Gender discrimination in education leads to unequal opportunities in employment. Even with similar educational backgrounds, women's labor force earnings are consistently lower than men's in most countries. On the other hand, the higher the education level of the worker, the smaller the income difference between men and women. This shows that the longer the education intervention, the greater the impact in reducing the productivity divergence between men and women(Analytical et al., 2013; Anonymous, 2016; Novitasari, 2018; Rafni, 2016; Widnyana, 2020).

Higher education involves academic institutions that produce agents of change in all aspects of life. As agents of social and cultural change, universities are expected to be able to embrace the values of gender equality. However, the existence of gender inequality is often seen in real life, including in academic life. Gender inequality in academic life can be observed in several aspects, such as: activity, access, and control of academic resources in universities. The most important actors in the field of higher education and who need

academic world, students are also expected to become agents of change, making meaningful contributions to the social and cultural life of their educational institutions.(Cahyono, 2019).

One of the countries in Europe that is experiencing a gender gap is Portugal. The country shows a twelve-place drop (from 35th place in 2011 to 47th in 2012) in the Global Gender Gap Index, mainly due to a decline in the ratio of primary and tertiary education and by the percentage of women in ministerial positions (from 31% in 2011 to 18% in 2012)(Hausman, 2012). One of the gender disparities in Portugal is in the field of education, especially higher education.

Indonesia ranked 90th in the 2012 Global Gender Gap Index, slightly down from the 89th rank it occupied in 2011. Despite the fact that women and men in the country are roughly equally enrolled in primary school, women still make up a small part of the workforce, especially in senior and highly trained positions. In Indonesia, higher education has not yet made a significant contribution to a more equal labor market for men and women.

Gender disparities in Portugal and Indonesia, as well as to have a better understanding of student academic activities in areas where there is significant inequality, it is necessary to conduct research on "Gender Problem in Student Culture Studies in Portuguese and Indonesian universities". examines several issues of gender equality comprehensively.

The research conducted by the researcher is "gender problem of student culture studies at the University of Minho, Portugal". This research was obtained from funding from the European Union's Postdoctoral One More Step Project Erasmus Mundus program. A researcher from Portugal became a mentor during the program.

The research challenges are formulated as follows: (1) Is there gender problem in the culture studies of Portuguese and Indonesian students? (2) What forms of gender problem exist in the culture studies of students at universities in Portugal and Indonesia?

This study compares the gender situation in universities in partner countries (Portugal) and Indonesia. Therefore, it is necessary to conduct research in Portugal to learn the truth about the situation of gender issues there. The target for the first year is to focus on

scientific articles published in foreign journals. The target for the second year is publication in international journals. While the target for the third year to get a copyright.

This study is useful for comparing gender issues in Portuguese and Indonesian universities. Thus I aim to find out the similarities and differences in gender conditions between universities of the two countries. The results of this research will be presented in scientific papers for international journals and seminars. Another expected outcome is the potential for copyright acquisition.

B.   The Purpose and Benefits of Research

The purposes of this research is as follows: (1) to describe the gender problem in the students′ culture studies at Universities in Portugal and Indonesia; (2) to analyze the forms of gender problem in the students′ culture studies at Universities in Portugal and Indonesia and (3) if there is any gender inequality, is this due marginalization and which are the causes and the context of this marginalization?

This research is useful to compare the gender issues at the universities Portugal and Indonesia. Thus we aim to know the similarities and differences in gender conditions between universities both countries. The results of this research will be presented in the scientific papers for international journals and seminars. Another expected result is the potential acquisition of copyright.

C.   Research Design

Qualitative methods were applied in this study. This strategy was chosen because it was related to research challenges and was expected to provide superior results. By conceptualizing and collecting data from research findings, this research was intended to arrive at a generalization or conclusion that characterizes the general impact of cultural studies and gender problems on student academic culture.

The research was carried out at the University of Minho in Portugal. The universities have large number of students which influence the student's academic profile. The data was collected in this study was both quantitative and qualitative. The quantitative

information was gathered by the application of questionnaires. Meanwhile, the qualitative data was obtained by semi structured interviews with the academic staffs. Besides, qualitative data was obtained by and analysis of documents with data about student' profile in the universities such as: the numbers of student and their gender, age and the academic activities.

In this research two sources of data was used, namely primary and secondary data. The primary data was derived from interview to academic staff and questionnaires to both male and female students. Meanwhile, the secondary data was obtained from the documents whether on the level of study program, institution, or academic administration bureau. In addition, the secondary data also was obtained from previous research which was relevant to the problems of this present research.

The population in this research consists of 177 students of the University of Minho. The sample was based on the presence of sharp gender gap in some departments.

The data were collected from various reseaurces: 1) desktop study; 2) questionnaires; 3) interview; and 4) documents. The interview was performed to obtain a comprehensive opinion about gender gap in the student´ academic culture from academic staffs in the University of Minho and University of Muhammadiyah Malang. Then, the questionnaires was distributed to the research sample to obtain the information about the students academic culture. This data was used to provide details about Minho University's academic activities. Documentation includes notes, quantitative data, and research results that have been previously published, all of which are relevant to this research.

There were three stages to the data analysis: (1) open coding, (2) axial coding, and (3) selective coding. In the note book, data from research activities were recorded (log book). To make the analysis easier, the abstract description was divided into thematic parts, each of which was given a title or a code. The open coding step was the evaluation stage, with the goal of obtaining more detailed information in response to an occurrence or circumstance in the field, As a result, it may contribute to a better understanding of the phenomenon under investigation. The data from the interviews with Portuguese

and Indonesians were translated into English in this phase to make it easier to understand. To make it valid, some dubious data was compared to the sources (or refuriate). The data from the survey was chosen based on the criteria.
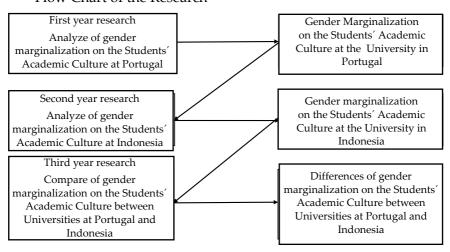
The development of open coding began with the axial coding phase. The researcher had a transformational role at this point, which was dependent on the definition of transformative role. This phase addressed the role of assisting change, hence the categories and theory were defined based on facts seen in the field. The data from the interviews were grouped in this phase based on similar responses and reasons for responding.

The final phase was selective coding. Because it focused on the overall category's relationship, this stage was the more complete step. The collecting of empirical data was still required at this level. This level emphasized the importance of reaffirming the potential of accuracy by using relationship statements between categories and the sample. After the conceptual descriptions were verified and changed, the selective coding phase came to an end. The data from the interview was prepared in this phase to support the research findings. Furthermore, the percentage data was converted to a parity index.
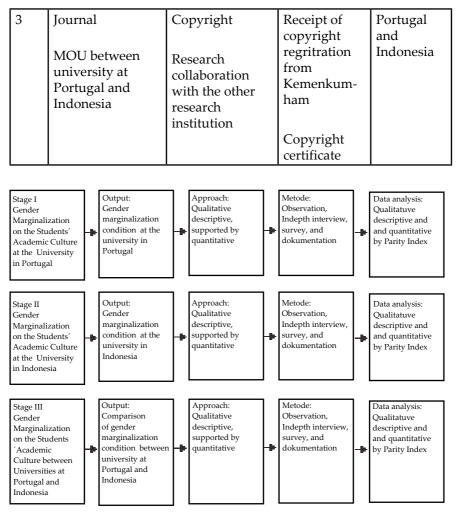
Based on the stages, a simple statistical analysis was performed using the parity index, which was then interpreted and summarized to gain a better understanding of the problem. The findings of the qualitative analysis were presented in the form of a description.

The results of data analysis based on the problems and objectives of the research were presented in the form of narratives, tables, and other forms of data presentation. The data presentation was created in a systematic and efficient manner in order to be understood and provide optimal clarification for the readers.

Flow Chart of the Research

First year research Analyze of gender marginalization on the Students´ Academic Culture at Portugal	→	Gender Marginalization on the Students´ Academic Culture at the University in Portugal
Second year research Analyze of gender marginalization on the Students´ Academic Culture at Indonesia	→	Gender marginalization on the Students´ Academic Culture at the University in Indonesia
Third year research Compare of gender marginalization on the Students´ Academic Culture between Universities at Portugal and Indonesia	→	Differences of gender marginalization on the Students´ Academic Culture between Universities at Portugal and Indonesia

Year	Research Title	Outcomes	Performance Indicator	Research Place
1	Gender marginalization on the Students´ Culture Academic at the University in Portugal	Scientific report Research network from the other abroad researchers	Receipt publication report from the international journal editorial MOU between university at Portugal and Indonesia	Portugal
2	Gender marginalization on the Students´ Culture Academic at the University in Indonesia	International journal Research network from the other abroad researcher institution	Journal MOU between university at Portugal and Indonesia	Indonesian

3	Journal MOU between university at Portugal and Indonesia	Copyright Research collaboration with the other research institution	Receipt of copyright regritration from Kemenkum-ham Copyright certificate	Portugal and Indonesia

Stage I Gender Marginalization on the Students´ Academic Culture at the University in Portugal	Output: Gender marginalization condition at the university in Portugal	Approach: Qualitative descriptive, supported by quantitative	Metode: Observation, Indepth interview, survey, and dokumentation	Data analysis: Qualitatuve descriptive and and quantitative by Parity Index
Stage II Gender Marginalization on the Students´ Academic Culture at the University in Indonesia	Output: Gender marginalization condition at the university in Indonesia	Approach: Qualitative descriptive, supported by quantitative	Metode: Observation, Indepth interview, survey, and dokumentation	Data analysis: Qualitatuve descriptive and and quantitative by Parity Index
Stage III Gender Marginalization on the Students ´Academic Culture between Universities at Portugal and Indonesia	Output: Comparison of gender marginalization condition between university at Portugal and Indonesia	Approach: Qualitative descriptive, supported by quantitative	Metode: Observation, Indepth interview, survey, and dokumentation	Data analysis: Qualitatuve descriptive and and quantitative by Parity Index

Picture 1.1. The Research Stages for three years

CHAPTER II.
REVIEW OF RELATED LITERATURE

A. Previous Research

Some departments at the University of Minho have an unequal number of male and female students. Female students are overrepresented in some departments, such as education, sociology, and psychology. While some areas, like as engineering, have a large number of male students, physics, communication. However, the opportunity female students to continue higher education is still overshadowed by the perceived the field of study more suitable for women (Handayani & Widodo, 2017)

According to the Position Paper of the Department of Education and Culture of East Java (2009), the school participation rate for women is lower than that of men from year to year, except for the age group 7-12 years. When comparing the school enrollment of girls ages 7 to 12 between 1999 and 2004, it can be noted that enrollment of girls ages 7 to 12 increased dramatically. Girls' school enrollment, on the other hand, fell substantially in 2005-2006, a period when male enrollment was higher than female. The school participation parity index (PI) at the age of 7-12 years and 13-15 years tends to maintain gender disparities from year to year, while at the age of 16-18 years there tends to be a disparity where women are in a disadvantaged position. with a PI range of 0.90. This suggests that as women age, so does their gender inequality.

Handayani and Widodo (2016) conducted a study entitled The Effectiveness of Permendagri No. 15 of 2008 concerning Gender Mainstreaming at the Elementary Education Level in East Java Province, which showed that education policies on the issue of access and equity in basic education have an explicit gender perspective. . However, due to the lack of understanding and understanding of at

the implementation level. The problems of gender mainstreaming in education are not a priority of the dissemination of basic education gender policy. It is evident, for example, from the number of cities/regencies that do not have a working group of gender in education, gender education profile, or data disaggregated by sex. Otherwise, the communication, information and education are not optimally conducted regularly due to the limited funding, lack of facilities and supporting infrastructure, and lack of human resources as a vocal point at the city/regency. All of these problems led to gender disparities in education. In general, in the basic education, gender equality can be noted in the aspect of access and equity. In the issue of the education quality and relevance, gender inequality occurs that disadvantage the men. While in the issue of the education accountability and governance occurs gender inequalities that disadvantage the women. This study is useful since it makes us aware of a gender gap in education. As to some indicators, it benefits men and in other indicators it is disadvantageous to women.

There is evidence that the role of education in gender issues is changing. Take England as an example. Girls in the country appear to be strengthening their economic and social status by gaining access to the traditionally higher status male subjects and being seen as excelling in them. This has sparked media panic and egalitarian social movements seeking to redistribute male power. However, according to Arnot and Allison (2003), there is no guarantee that the academic capital obtained by women will be converted into academic and economic privileges. Until now, male dominance of academic capital still seems to be intact. The conditions for sustaining gender inequalities, although different, are still in place (Arnot and Alison, 2003).

Segregation among fields of study, for example, is easier to reconcile with "equal but different" cultural ideas (espoused even by some feminists) than segregation across a tertiary level hierarchy. Men and women's distributions throughout fields of study are extremely gendered, even in the most egalitarian of cultural situations. The extent to which these distributional inequalities reflect expected work/family conflict, assumed gender designations, or deeply established curricular choices has yet to be determined empirically. Economic

and social modernization-related structural features-in particular, Some forms of sex segregation in higher education are exacerbated by the diversified tertiary system and high employment rates of women, which partially offset the equalizing effect of egalitarian ideals. Surprisingly, neither the tertiary participation rate of women nor the size of the tertiary system have a direct effect on gender distribution. The "masification" and feminization of higher education appear to be less relevant to tertiary sex segregation structures than to the specific form this trend takes. The sex segregation will be more extreme where large size is achieved through a disproportionate growth of non-university institutions and women's "access" is achieved through the concentration of women in vocational colleges or stereotypical female fields of study (Charles and Karen, 2002).

B. Gender Situation in Portugal

The Third National Plan for Citizenship and Gender Equality was launched in 2007 and will run through 2010. The Citizenship and Gender Equality Commission (CIG) coordinates the implementation of the plan in collaboration with various government agencies. In the field of culture, a working group was formed consisting of several members of the MC body under the leadership of GPEARI. In the cultural sector, the following goals were set for 2008:

1. To maintain equilibrium in the awarding of scholarships and grants, favoring the under-represented gender;
2. To ensure that criteria for awarding prizes in the cultural arena reflect a balance between genders;
3. To include the gender perspective in training cultural agents; and
4. To use the state TV channel to promote the visibility of women's contributions in various areas of life.
5. To raise awareness of the need for equal representation of men and women in public collections; and
6. To add value to written works and creative and cultural productions that respect the human rights of men and women (Anonymous, 2012a).

When discussing the main challenges of democracy in the modern era, the issue of gender equality in decision-making must be addressed. Gender inequality persists in many aspects of society. While the political arena has received much attention, the lack of representation of women in the bureaucracy has largely gone unnoticed. The purpose of this study was to examine the representation of women in the highest public servants in Portugal who were freely appointed by the political field.

Ferdous (2019) finds the persistence of certain levels of horizontal segregation (in terms of job areas) and vertical segregation in the first step of his analysis (in terms of hierarchical levels). As progress in these two domains has been slow, Ferdous (2019) selects and examines several variables commonly used in political representation research. Social and economic determinants appear to have a greater impact on women's uptake than political determinants in this area. The appointment of women is also significantly related to the percentage of women in government and the position of parties on the left-right political spectrum. However, our variables only explain a small part of the representation of women. The omission of explanatory variables or unmeasured variables can of course explain this. Variables such as cultural issues, restrictive religious doctrines, and the existence of long-standing authoritarian regimes can influence women's tendency to "reach the top." The Ferdous (2019) model does not reflect women's activism within parties, although some research suggests that women can increase their representation through party channels.

Nonetheless, these findings have implications for Portuguese political parties and government, as well as for research in general. First, the discrimination of political recruiters plays an important role in selecting individuals for positions in the upper echelons of the civil service. Since women in government positions are positively correlated with women's appointments, we can conclude that an increase in the proportion of women in parliament and political positions is likely to result in women's representation in bureaucratic structures and, consequently, decision-making. Gender quotas can thus increase the percentage of women in government, and women will eventually be recognized politically as part of the "eligible group", which could indicate that women can be followed (Silva, 2021).

However, further research is still needed, especially with regard to the inclusion and discussion of the variables mentioned above. Like Rato et al. (2005) point out that future studies should consider gender disparities in their availability for the position. In fact, because this position is associated with very demanding tasks and deadlines, women may face additional challenges as a result of the difficulty of balancing work and family life.

According to a study conducted in Portugal in 2001, 43.5 percent of people working in scientific research are women (OCT, National Scientific and Technological Survey). These data, together with the rise of women in scientific research, place Portugal in a unique position within the EU, where the number of female scientists has steadily increased since the 1980s (Talapessy, 1993 and the ETAN report cited by Anonymous, 2001). However, the data should not obscure the existence of gender disparities in terms of representation of men and women in various fields, as well as their position in scientific careers.

The high number of female scientists in Portugal may be due to two historical reasons connected to social and political aspects of Portuguese society. The first was brought to light by some early sociological studies of university students in the late 1960s (Nunes, 1968ab). According to these surveys, the percentage of women studying traditionally "feminine" fields like literature and languages was extremely high, but the percentage of women studying exact and natural sciences (especially mathematics and biology) was also significantly higher than in most developed countries. The reason for this was due to the socioeconomic selectivity of the Portuguese higher education system, which favored the entry to university of the more privileged young, regardless of gender. As a result, until 1974, Portuguese society was highly stratified, and science was nearly unnoticed. Women's access to higher education was made easier because of their social position. During that time, gender discrimination was especially obvious in the professional sector, as women dominated the teaching profession at all levels except university. These studies suggest that a degree in literature, in the 1960s to prefer teaching careers (even at university) over technological or liberal professional positions. Since the National Agency for Scientific

and Technological Research (JNICT, the predecessor of FCT) was only established in the late 1960s, there has been some research in the field of exact science and technology both at universities and in (one) state laboratory, which is mainly supported by private institutions (such as the Foundation Gulbenkian).

The democratization of the educational and vocational systems, as well as the advancement of research, were aided by the establishment of democracy in 1974. Women now make up the majority of higher education applicants and university graduates as a result of these changes. Due to historical developments in Portuguese society, we can argue that the recent development of the Portuguese scientific community in the previous 20 years has been aided in part by the contributions of women, as concluded by Amâncio and Vila in 1995. This is evidenced by the large number of women who have advanced in their academic careers.

Women have worked hard to advance in academia, as evidenced by the number of women who have earned PhDs and other academic credentials since the 1980s. The first comprehensive analysis of this problem dates from the 1990s, and it was published by Amânco and vila in 1995 under the title "Gender in Science" (O género na ciência). "Both sexes contributed to the development of Science in Portugal in the last 20 years," according to this report. This contribution on the part of women was the consequence of a concerted effort, visible throughout the 1980s, to reduce disparities in educational attainment. This effort and evolution, is not enough to prevent them from being relegated to the periphery." According to these scholars, neither socioeconomic class nor individual achievement fully explain the condition of women in science. The study reveals the existence of "invisible" barriers to women's access to the science and technology sector, as well as to top-level professional careers and positions related to scientific power and impact. Despite the fact that barriers to women's development in science exist across all fields, they are especially evident in the exact and natural sciences. The gender differences can be explained by the fact that some scientific professions have a longer history in Portugal and are more competitive.

However, the most current data suggests that the situation has improved significantly. Women currently account for 17 percent of all professional positions, up from only 6 percent in 1995. Portugal is currently participating in a European policy initiative aimed at improving women's engagement in science. Nonetheless, as previously said, the Portuguese scenario has certain unique aspects. Women are well-represented in the scientific community in Portugal. This should not, however, preclude an examination of barriers to scientific and academic advancement in their professional careers, as well as engagement and involvement in research teams, as well as project research and administration. More detailed research on institutional cultures would aid in understanding women's participation in science (Amâncio & vila, 1995).

CHAPTER III.
GENDER PROBLEM IN CULTURE STUDIES OF MINHO UNIVERSITY STUDENTS

A. Student´ Academic Gender Profiles at University of Minho

According to information from the University of Minho, the University of Minho, which was founded in 1973, has two main buildings: the campus of Gualtar in Braga, and the campus of Azurém in Guimarães. The University of Minho is now one of the most prestigious higher education institutions in the country, and it is gradually establishing itself in the international academic world. The University of Minho is organized using a matrix-based organizational model that encourages interaction among its units in order to complete projects that embody the university's mission and objectives while making efficient use of its resources. The University of Minho is a legal person governed by public law, with the ability to create its own laws and enjoy scientific, cultural, administrative, economic, financial, and disciplinary autonomy.

The mission of the university is to create, disseminate and apply knowledge in the spirit of free thinking and plural critical judgment, through the promotion of higher education and the development of a paradigm of society based on humanistic principles, with knowledge, creativity, and innovation serving as springboards for growth, sustainable development, and well-being. The mission should be carried out within an international frame of reference, with a primary focus on research and its close relationship to teaching, achieving the following objectives:

1. Human training at the highest level, including ethical, cultural, scientific, artistic, technical and professional aspects through the provision of diverse education, creation of appropriate learning environments, enhancement of activities developed by teaching,

research, and non-teaching and non-research staff , as well as the personal, social, intellectual and professional development of its staff.

2. Development of research and involvement in scientific institutions and activities, supporting a constant desire for excellence, stimulating creativity as a source of new and distinctive solutions, as well as the search for solutions to society's significant concerns

3. Transfer, exchange, and growth of scientific and technological knowledge as a result of the development of applied solutions; community service; promotion of initiatives in the context of lifelong education; and development of supporting actions, all of which should be based on reciprocal development and entrepreneurship.Promotion of activities that provide access to cultural assets so that they can be enjoyed by every person and group, both internal and external to the University.

4. Cultural, scientific, and technical exchange with national and international institutions and organisms through student, teaching, and non-teaching and non-researching staff mobility; development of learning and research programs based on partnership formation; contribution to international cooperation, particularly with Portuguese-speaking countries

5. Interaction with society through contributions to public understanding of culture, analysis and presentation of proposals to address the most pressing issues of daily life, and the formation of partnerships to promote social and economic development at the regional, national, and international levels.

6. Contribution to the region's social and economic growth, as well as the discovery, preservation, and diffusion of the region's natural and cultural assets.

7. Institutional sustainability and competitiveness of the University in a global setting are promoted.

The University's organizational structure is adaptable and supportive of innovation and multidisciplinary collaboration, allowing for the investigation of new research topics. School of Architecture, Sciences, Health Sciences, Law, Economics and

Management, Engineering, Psychology, and School of Nursing, as well as Institutes of Social Sciences, Education and Arts, and Humanities, are the University's basic frameworks for teaching and research. The courses and research initiatives have attracted a lot of attention from around the world. The Institution of Minho is a research university dedicated to the advancement of knowledge via research, development, and innovation, as well as a focus on the socio-economic environment, with numerous successful research, cultural, and socio-economic development partnerships.

There are various types of units at the university, according to their objectives, structure, nature and degree of autonomy: a) teaching and research units, b) research units; c) cultural units; and d) service units. The University also comprises specialized units of a different nature and with objectives other than the above-described. They were created independently or by jointly with the external entities. These units get pleasure from autonomy and the self-structured under the respective statutes.

The Academic Division is responsible for academic tests and degrees, as well as ensuring the usual technical and administrative operations of the Academic Senate. There are two secretariats in the organization. The Secretariat of the Academic Division is responsible for organizing and supervising the conduct of full professorship and doctoral examinations, as well as regulating and overseeing the process of equivalence, recognition, and registration of academic degrees, and promoting and monitoring competition procedures for admission or career advancement. The Academic Senate Secratariat is responsible for the smooth operation of the Academic Senate and its three specialized committees (Scientific Committee, Pedagogical Committee, and Planning Committee), as well as the creation and dissemination of documents to all Senate members. The paperwork for the meetings, as well as the distribution of the Senate's decisions, are directed to the appropriate bodies and services. The Academic Senate Secretariat is also in charge of keeping track of the University's educational offerings; assisting with procedures relating to the normative framework that governs various courses; organizing the processes of creating, modifying, or suppressing undergraduate or graduate courses that have been submitted for approval; and

ensuring that legal procedures are followed for decisions relating to the creation, modification, or suppression of courses.

The Bologna model's adoption, the expansion and diversification of higher education institutions' target audiences, the growing diversity of the educational offer, the introduction of new e-learning technologies, and the recognition of the relevance of pedagogical activity in teacher evaluation all revalidate the importance of teaching activity at the university. The development of teaching competencies, particularly the use of teaching support technology, is strongly encouraged. As a result, the University intends to invest in improving teaching competencies, which are closely related to the quality of learning. The Teaching Support Office seeks to achieve this goal by establishing itself as a unit dedicated to the technological and pedagogical training of higher education teaching professionals in various areas of knowledge, as well as the proficient use of the most advanced technological resources for support and mediation of teaching activity.

Minho University has a total enrollment of 12,316 students. They are spread across 62 undergraduate and master's degree departments. The total number of male students is 6.363, while the total number of female students is 5953. Table 3.1 shows the distribution of students in each department.

Table 3.1. Student body at University of Minho

Courses	Place	1st			2nd			3th			4th			5th			6th			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MAT	Braga	14	36	50	14	14	28	11	21	32	0	0	0	0	0	0	0	0	0	39	71	110
EDUC	Braga	10	47	57	5	41	46	7	41	48	0	0	0	0	0	0	0	0	0	22	129	151
ECON	Braga	65	50	115	59	44	103	34	40	74	0	0	0	0	0	0	0	0	0	158	134	292
BA	Braga	21	42	63	28	47	75	21	36	57	0	0	0	0	0	0	0	0	0	70	125	195
G	Braga	45	69	114	53	57	110	55	62	117	9	4	13	0	0	0	0	0	0	162	192	354
NI	Braga	0	1	1	15	6	21	19	16	35	0	0	0	0	0	0	0	0	0	34	23	57
RI	Braga	44	55	99	37	47	84	37	71	108	0	0	0	0	0	0	0	0	0	118	173	291
FIS	Braga	29	7	36	19	11	30	14	3	17	0	0	0	0	0	0	0	0	0	62	21	83
OCV	Braga	19	67	86	17	53	70	20	51	71	0	0	0	0	0	0	0	0	0	56	171	227
ADMP	Braga	37	34	71	26	31	57	31	31	62	6	3	9	0	0	0	0	0	0	100	99	199
QUIM	Braga	14	21	35	16	27	43	11	19	30	0	0	0	0	0	0	0	0	0	41	67	108
LCO	Braga	11	19	30	7	14	21	6	8	14	0	0	0	0	0	0	0	0	0	24	41	65
SOC	Braga	32	52	84	15	46	61	23	65	88	0	0	0	0	0	0	0	0	0	70	163	233
ARQUEOL	Braga	19	8	27	5	9	14	7	13	20	0	0	0	0	0	0	0	0	0	31	30	61
FIL	Braga	15	21	36	11	19	30	9	20	29	0	0	0	0	0	0	0	0	0	35	60	95
ESTPL	Braga	26	36	62	14	41	55	9	32	41	0	0	0	0	0	0	0	0	0	49	109	158
LLE	Braga	29	34	63	21	44	65	27	58	85	0	0	0	0	0	0	0	0	0	77	136	213
DMM	Guimarães	7	31	38	7	23	30	5	27	32	0	0	0	0	0	0	0	0	0	19	81	100
DIR	Braga	54	95	149	63	102	165	59	122	181	54	117	171	0	0	0	0	0	0	230	436	666
ENGINF	Braga	191	19	210	192	20	212	185	26	211	0	0	0	0	0	0	0	0	0	568	65	633

Courses	Place	1st			2nd			3th			4th			5th			6th			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
MAT	Braga	14	36	50	14	14	28	11	21	32	0	0	0	0	0	0	0	0	0	39	71	110
EDUC	Braga	10	47	57	5	41	46	7	41	48	0	0	0	0	0	0	0	0	0	22	129	151
ECON	Braga	65	50	115	59	44	103	34	40	74	0	0	0	0	0	0	0	0	0	158	134	292
BA	Braga	21	42	63	28	47	75	21	36	57	0	0	0	0	0	0	0	0	0	70	125	195
G	Braga	45	69	114	53	57	110	55	62	117	9	4	13	0	0	0	0	0	0	162	192	354
NI	Braga	0	1	1	15	6	21	19	16	35	0	0	0	0	0	0	0	0	0	34	23	57
RI	Braga	44	55	99	37	47	84	37	71	108	0	0	0	0	0	0	0	0	0	118	173	291
FIS	Braga	29	7	36	19	11	30	14	3	17	0	0	0	0	0	0	0	0	0	62	21	83
OCV	Braga	19	67	86	17	53	70	20	51	71	0	0	0	0	0	0	0	0	0	56	171	227
ADMP	Braga	37	34	71	26	31	57	31	31	62	6	3	9	0	0	0	0	0	0	100	99	199
QUIM	Braga	14	21	35	16	27	43	11	19	30	0	0	0	0	0	0	0	0	0	41	67	108
LCO	Braga	11	19	30	7	14	21	6	8	14	0	0	0	0	0	0	0	0	0	24	41	65
SOC	Braga	32	52	84	15	46	61	23	65	88	0	0	0	0	0	0	0	0	0	70	163	233
ARQUEOL	Braga	19	8	27	5	9	14	7	13	20	0	0	0	0	0	0	0	0	0	31	30	61
FIL	Braga	15	21	36	11	19	30	9	20	29	0	0	0	0	0	0	0	0	0	35	60	95
ESTPL	Braga	26	36	62	14	41	55	9	32	41	0	0	0	0	0	0	0	0	0	49	109	158
LLE	Braga	29	34	63	21	44	65	27	58	85	0	0	0	0	0	0	0	0	0	77	136	213
DMM	Guimarães	7	31	38	7	23	30	5	27	32	0	0	0	0	0	0	0	0	0	19	81	100
DIR	Braga	54	95	149	63	102	165	59	122	181	54	117	171	0	0	0	0	0	0	230	436	666
ENGINF	Braga	191	19	210	192	20	212	185	26	211	0	0	0	0	0	0	0	0	0	568	65	633
HIST	Braga	27	25	52	25	15	40	13	14	27	0	0	0	0	0	0	0	0	0	65	54	119
LA	Braga	22	45	67	13	42	55	15	34	49	0	0	0	0	0	0	0	0	0	50	121	171

Course	City	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
CCOM	Braga	83	8	91	64	6	70	48	16	64	0	0	0	0	0	0	0	0	0	195	30	225
TSI	Guimarães	87	10	97	85	16	101	73	31	104	0	0	0	0	0	0	0	0	0	245	57	302
CIECOM	Braga	23	51	74	24	50	74	15	55	70	0	0	0	0	0	0	0	0	0	62	156	218
FISQUIM	Braga	0	0	0	3	0	3	0	2	2	0	0	0	0	0	0	0	0	0	3	2	5
BIOLGEOL	Braga	28	34	62	15	29	44	18	37	55	0	0	0	0	0	0	0	0	0	61	100	161
GEOLOG	Braga	0	0	0	1	0	1	1	3	4	0	0	0	0	0	0	0	0	0	2	3	5
CIEAMB	Braga	22	15	37	10	10	20	0	0	0	0	0	0	0	0	0	0	0	0	32	25	57
BIOQ	Braga	18	39	57	16	34	50	12	25	37	0	0	0	0	0	0	0	0	0	46	98	144
ESTAPLI	Guimarães	9	15	24	8	8	16	3	6	9	0	0	0	0	0	0	0	0	0	20	29	49
ESTCULT	Braga	11	27	38	8	15	23	0	0	0	0	0	0	0	0	0	0	0	0	19	42	61
MARK-PL	Braga	25	21	46	10	14	24	0	0	0	0	0	0	0	0	0	0	0	0	35	35	70
CONTAB	Braga	26	19	45	16	15	31	0	0	0	0	0	0	0	0	0	0	0	0	42	34	76
CIENPOL	Braga	19	16	35	11	6	17	0	0	0	0	0	0	0	0	0	0	0	0	30	22	52
LENF	Braga	16	75	91	23	83	106	27	69	96	4	70	74	0	0	0	0	0	0	70	297	367
GEOPLAN	Guimarães	25	25	50	25	10	35	17	14	31	0	0	0	0	0	0	0	0	0	67	49	116
EDUC-PL	Braga	7	26	33	5	26	31	0	0	0	0	0	0	0	0	0	0	0	0	12	52	64
GEOLOG	Braga	12	13	25	4	2	6	0	0	0	0	0	0	0	0	0	0	0	0	16	15	31
SOC-PL	Braga	1	0	1	16	12	28	0	0	0	0	0	0	0	0	0	0	0	0	17	12	29
FISQUIM	Braga	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
MUS-PL	Braga	29	13	42	32	13	45	22	28	50	0	0	0	0	0	0	0	0	0	83	54	137
EDUCBAS	Braga	14	80	94	16	78	94	4	97	101	0	0	0	0	0	0	0	0	0	34	255	289
TSI-PL	Guimarães	74	9	83	58	2	60	50	9	59	0	0	0	0	0	0	0	0	0	182	20	202

Source: University of Minho

From the table, Some departments have an unbalanced number of students based on gender. Female students outnumber male students in some departments, such as education, sociology, and psychology. Engineering, physics, and communication, on the other hand, have a higher proportion of male students. However, the opportunity for female students to continue their education is still overshadowed by science fields perceived to be more suitable for women.

It is also supported by the opinions of four academic staffs. One person told "Yes, because there are different social expectations, thus lead students to make vocational choices vary according to sex". The other person told "Yes, there are differences in this aspect. The courses in humanities, social sciences and education, for example, are mostly attended by girls. The engineering (especially those related to technology) are mainly attended by boys. This is due to a cultural system that still prevail a strong distinction in terms of academic activities / work more / less masculine / feminine". The third person told "There are courses that are tended to be chosen more for women (Psychology, Education) than by men. There is also any tendency that men preferred to choose certain field of study (informatics department). Perhaps, the social role associated with certain profession was the reason. It is not appear to be different in intelligence or sense of the course materials to the genders. The last person told "Undoubtedly, a study that can confirm this was developed at the University of Minho by Prof. Luisa Saavedra's School of Psychology. Effectively, boys tend to choose courses that are more practical technical-engineering. While girls tend to choose courses more related to care, education and psychology.

According to Alon (2010), the empirical investigation depicting the gendered distributions of majors for the Beginning Postsecondary Students (BPS) students in their final year of college shows that females were more likely to major in the humanities, social and life sciences, and professional fields, while males were more likely to major in engineering/computer science. In 1995, only 4% of females studied engineering and computer sciences, compared to 20% of their male counterparts. Only 8.5 percent of female students studied in a male-dominated environment, whereas one in every three male students did. Males also outnumbered females in gender-neutral

fields (43 vs. 34 percent). As the sample, 57 percent of the females chose fields of study in which the majority (more than 60 percent) were females. In conclusion, despite a sizable female presence among students, the distribution of majors is skewed.

Mesquita & Lopes (2018) reinforced the reasons why women choose particular field of study. The results showed women disadvantage in the labor market when selecting a field of study dominated by men (especialy engineering). Not surprisingly, female tertiary graduates are frequently more unemployed than male graduates in both Germany and Spain. When the field of study is taken into account, this disadvantage for women in both countries is significantly reduced. The level of tertiary education in either country has no effect on the female disadvantage. Furthermore, female-dominated fields are more frequently affected by unemployment than male-dominated fields. Second, as expected, the field of study appears to be more important in Spain, where the gender gap is smaller than in Germany. Third, no clear conclusions can be drawn from the assumption of a female advantage over males in traditionally male fields.

The only notable finding is that female graduates in the traditionally male-dominated field of engineering are at a disadvantage when compared to male graduates in the field. This finding contradicts the assumption that women have an advantage in atypical fields. With the exception of the residual category "other," no significant gender differences are found within the fields in Spain. Female graduates in Germany face disadvantages in both traditionally female and traditionally male fields. Once again, women face a disadvantage in the engineering field when compared to men. Given this, policymakers, particularly in Germany, have committed significant resources to increasing female enrollment in engineering fields. These efforts appear dubious in light of the relative disadvantage we find for female engineering graduates in terms of unemployment and low-status jobs.

B.   The Forms of Gender Problem in the Student´ Culture Studies at University of Minho

Forms of gender marginalization can be seen by calculating of gender equality by the parity index. If the calculation results showed

the more unequal then gender marginalization occur in certain academic activities. Parity index table can be seen in Table 3.2.

Table 3.2. Parity Index of Marginalization Gender of the Students' Academic Activities at University of Minho

C H O O S E A N S W E R		NUMBER OF QUESTION													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
	A	0.93	#	1.00	0.40	1.29	1.23	0.87	1.24	0.61	0.70	1.73	1.27	0.98	1.17
	B	5.08	0.42	0.00	0.38	0.72	1.23	2.30	0.46	2.46	1.14	1.48	0.34	0.50	0.80
	C	#	0.64	0.00	0.32	0.00	0.45	#	0.00	1.24	0.00	0.38	0.00	0.00	0.00
	D	0.54	0.81	0.00	4.51	0.00	2.21	0.00	0.00	2.56	0.00	1.73	0.00	0.00	0.00
	E	1.10	1.46	0.00	0.00	0.00	0.00	0.00	0.00	0.66	0.00	0.00	0.00	0.00	0.00
	F	0.48	#	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	G	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Explaining: #   = undefined

  1, 2,…… = see in the appendix 1

  A, B,….. = see in the appendix 1

According to the calculation of parity index, there is a gender equality in the rate of attended lectures with parity index of 1.00 in the last year (see the table in row A and column 3). According to Widodo (2010) parity index numbers close to the number one indicates the occurrence of gender equality. While the numbers away from the number one indicates gender inequality. Beyond the numbers of parity index above, number one means there is an inequality that is not favorable. Beyond the numbers of parity index below, number one means that there is an inequality that does not benefit women. This means that both sexes are active in visiting lecturers in the classroom. This result is supported by the opinion of three academic staffs stated that there is no difference in the study in the classroom.

There was a sharp increased of gender inequalities in the aspect of the number of credit obtained in the last year. It can be seen from the parity index of 4.51 (see the table in row D and column 4). It shows female students are more active and diligence in attending class. They are also more quickly complete the course that was held last year. Indirectly, this means more female students are able to

complete the course than male students. There were gender based marginalization adverse male students.

To support that women students are more diligent than male students in attending class, the opinion of the academic staff is provided. There were five academic staffs who gave opinions. Three academic staffs stated there were no difference in studying behavior in the classroom, while two people's stated there were a difference. The difference was apparent from the following statement "male and female have the opportunity to attend classes. The behavior of female (at the undergraduate level) seemed a little more appropriate (calm and attentive) than male. Also in attendance, it seems higher in female than in male". The other statement is "There were differences between boys and girls in general. Even if not explicitly note the gender inequality that exists in access to higher education it is felt mainly because this inequality is socially constructed. The cause of these differences has to do with education. I was trought from young age that girls like pink and boys in blue. Those girls were fragile and those boys have to be fearless. I can learn from this fact different and we can revise in the future.

Four academic staffs stated that there were no difference to get the same opportunity from lecturers in the classroom activities, while one person stated there was a different. The difference was apparent from the following statement "There were studied show the students that treated differently. It creates different expectations for different people, not olny for being males/females, but also if they were gay/lesbian or straight, black/white. The teachers reproduce them what they learn socially."

The majority of male students take less than 60 credits in the last year. It seems that from the figures that look parity index number of 0. 40 for students taking less than 40 credits, the parity index of 0.38 for students taking 41-49 credits and for parity index of 0.32 for students taking 50-59 credits (see the table in row A, B, C and column 4). It shows that the gender inequality that were not favorable for male students. It shows that male students were less able to follow the lessons in the classroom last year. As a result, they can only take credit less than 60 credits.

This were supported by the opinion of three academic staffs that there is a difference in the results of the study with the following statement "I think that, generally, female were more methodical and organized than male". The other statement was "Overall I think that women were more methodical in the study and in preparation for the assessments". The last comment was "As I said in the original question. There were differences, not only because they are biologically different, but also because we were built to be different!". Two academic staffs stated that there were no difference for the way of studying of male and female students (intensivity, regularity, preparation of the classes and exams, etc).

There were a gender inequality that were not favorable for male students to participate in seminars/workshops/symposium, indicated by parity index 1.29 (see the table in row A and column 5). It shows that male students were less active in participating in the seminar/ workshop/ symposium. They were less interested in academic activities outside the classroom. However, although academic activities outside the classroom support the learning activities in the classroom. There were gender based marginalization adverse male students.

There were a gender inequality that were not favourable for male students in enrollment seminars/workshops/symposiums. Female students were more diligent in participating seminars/workshops/ symposiums by following more than three times for one year with the parity index of 2.21 (see the table in row D and the column 6). Male students more likely choosing the seminar/workshop/ symposiums, three times a year with the number of parity index for 0.45 (see the table in row C and the column 6). While participation in the one time and two times seminar/workshop/ symposiums in the last year were dominated by female students with a level of 1.23 and 1.23 (see the table in the row A and B and column 6). There were gender marginalization adverse male students.

There were gender inequality that were not favorable for male student involvement in the seminar/workshop/symposium. Female students were more involved in the seminars as speakers with the parity index numbers were not defined (see the table in row C and column 7) because no male student engaged while there were two

female students involved. This shows female students were more daring to become speaker inseminars/workshops/symposium. They can expressed their intellectual capacity in public. There were gender marginalization adverse male students.

For the participation as the committees in seminar, more female students were involved than male students, indicated by parity index of 2.30 (see the table in row B and column 7). Male students were more involved in the seminar than female students only as participants, indicated by parity index of 0.87 (see the table in row A and the column 7). It shows that female students were more active and have deeper involvement in the seminar/workshop/symposium. They showed their existence as an academic community that emphasizes scientific meetings compared to other student activities. There were gender marginalization adverse male students.

There were a gender inequality that were not favorable for male students to use the library indicated by parity index of 1.24 (See the table in row A and column 8). It shows that female students tend to use library facilities to support learning. They were more optimal to use their free time to visit the library, study in the library, borrow books, and access the internet in the library. As a result, they were able to follow the lessons in the classroom better than male students. There were gender marginalization adverse male students.

The opinion from academic staffs is needed to show this phenomenon. One person give statement "I don't know" but four academic staffs stated that there were no difference to get the same opportunity to use academic facilities including the library. However, there were a little difference in the stated statement, one person told that "They have the same access. But I do not know if they have different attitudes in using academic facilities and I do not think there were different treatment by the employees". Other told "Being a public university required students who were treated equally. This is also in the teacher as well as the staff sides. This type of attitude should not be intentional, but there may be a subtle way".

There were a gender inequality that were not favorable for female students in the number of using the lab facilities. There were a gender inequality male students in the number of using of laboratory facilities three times a week with the number of parity index 1.73

(See the table in the row of d and the column of 11). However, for the use of laboratory facilities twice a week were mostly done by male students compared to female students with parity index numbers for 0.38 (See the table in the row of c and the column of 11). While female students more likely using laboratory facilities one time and less than once a week compared with male students to rate parity index of 1.73 and 1.48 (See the table in the row of a, b and the column of 11). There were gender marginalization adverse male students.

There were supporting materials to determine the gender situation in students' academic activities, such as the student´living, the interest by realizing their aim as students, the religion background, parents' profession and parents' education became the basis of discussion. More male students live in the parents' house, rent room in the student house and other living than female students with the number of parity index 0.93, 0.54 and 0.48 (See the table in the row of a, d and f and the column of 1). While more female students stay in the room in the family house, room in the friend house and rent room in the university flat with the number of parity index 5.08, undefined and 1.10 (See the table in the row of b,c and e and the column of 1).

There were a gender inequality that were not favorable for male students defending their interest by realizing their aim as students by following the civil movement, demonstration, association nucleus (in the courses) and other activities compared with female students with the number of parity index 0.42, 0.64, 0.81 and undefined (See the table in the row of b,c, d and f and the column of 2). While more female students defend their interest by realizing their aim as students by following a political party and university association with the number of parity index undefined and 1.46 (See the table in the row of a and e the column of 2). There were gender marginalization adverse female students.

There were gender inequality that were not favorable for male students in having the religion with the number of parity index 1.27 (See the table in the row of d and the column of 11). However, there were a gender equality in choosing the religion (most of them is Catolic) with parity index numbers for 0.98 ((See the table in the row of a and the column of 13). While female students were more practicing their religion compared with male students to rate parity

index of 1.17 (See the table in the row of a and the column of 14). There were gender marginalization adverse male students. The parity index of parents' profession and parents' education of the student at University of Minho can be seen in Table 3.3

Table 3.3. Parity Index of Parents´Profesion and Education of the Students at University of Minho

DEGREE	FATHER PROFESSION	MOTHER PROFESSION	FATHER EDUCATION	MOTHER EDUCATION
Female (%)				
Low level	75.57	78.89	91.02	90.11
High level	24.43	21.11	8.98	9.89
Total	**100.00**	**100.00**	**100.00**	**100.00**
Male (%)				
Low level	77.92	66.68	76.79	76.78
High level	22.08	33.32	23.21	23.22
Total	100.00	100.00	100.00	100.00
Parity Index				
Low level	0.97	1.18	1.19	1.18
High level	1.11	0.63	0.39	0.43

There were a gender equality that were not favorable in their father's profession of low level with the number of parity index 0.97. However, there were a gender inequality of male students in father's profession of high level with parity index numbers for 1.11. There were a gender inequality of male students in mother's profession of low level with the number of parity index 1.18. While female students were more disadvantegous in term of mother profession of high level compared with males in the rate of parity index 0.63.

In general, female students were more active in academic activities compared with male students. Female students were more diligence in approaching the learning experience such as students' attitudes toward school, as seen from the students' attention, task persistence, eagerness to learn, craft, flexibility and neatness. The phenomenon were not related to the students intelligence, but more on the involvement of students in the class. How often the students submit the income and accept the problem, how often students were out of control, and how well students develop their social skills.

The behavior of female students in the classroom makes the lecturers give better grades to female students than male students. Female students at the university were usually scored better than male students. Eventough, when they get a bad grade on a quiz, the values were still better than male students. Even the lecturers will give an extra mark for males who behave like females. The distinction of this assessment could have long term effects. This will affect the female students ability to proceed the academic opportunities and an opportunity to pursue further education.

Most female students were more diligent than male students to use academic fasilities. Female students used their extra time to do an extra work or do anything that worthwhile by academic fasilities supporting, compared to male students prefer taking the time to play with his friends that they forget their obligations. Male students were more unruly because they were more aggressive and intrusive nature than female students who have the calm, shy and self possessed. Male students usually do not like to set up and more free to do what they wants without thinking of the risks faced.

These results were suported by students style of living. Mostly male students live in the parents' house, a rent room in the student house and other types of living than female students. While more female students stay in the parents' house, friend's house and rent room in the university flat. Living in their parents' house has a positive conseqency, whereas male students have more freedom than living living in anywhere else, especially a place to stay the full rules like the university flat that preferably female students.

Female students usually prefer to organize because if they have the rest time, female students always make for a useful comparison of male students were lazy and do not want complicated. Male students would rather spend their time with their friends. This research shows that many female students were active to be participants in the seminar, the organizing commitee and speakers than male students. This research shows that more male students defend their interesting to realize their aim as a student by following the civil movement, demonstration, association nucleus (in the courses) and other activities. While female students preferable to defend their interest to realize their aim as student by joining a political party and university

association. The organization that is followed by male students were more not well-structured organization, while more female students follow well-structured organization

Academic activities were mostly done by female students who were also supported with the option to choose a religion and practice it. In Catholic religion teaches to do good things in life such as searching for knowledge and learning is one of the good deed. Catholic religion teaches them to work hard, make sacrifices for a better future, respect for others and try to get ahead. All things lead the female students to be more assertive in life including learning.

Female students were more involved in academic activities may also be supported by the conditions of profession and education their parents. There were more female students come from low-level workers than male students. This may lead to accelerate female student raising the degree of her own life in the future. Parental education is also likely affecting female students' academic activities. There were more female students who come from low-level educated parents. This led them to a desire to change their lives to pursue higher education and learn more diligent. Female students benefit from a wide range of academic activities and facilities. Female students find it easier to participate in academic activities and use academic facilities. Male students were less likely to participate in academic activities and use academic facilities. Gender-based marginalization occurs indirectly in the academic field. In general, there were gender-based marginalization of male students in academic activities and facilities.

Although female students seem to have a brighter future as more diligent and successful in college, but Arnot and Alison (2003) stated otherwise. The educational performance of females has been interpreted by the UK media as indicating that 'the future is female.' On one level, such media hype is justified. There is evidence of a shift in education's role in relation to gender issues. The principle of gender differentiation that has shaped the way the school system divides classes is clearly not as explicit as it should be. It is more likely to be hidden within the individualising processes of learning (micro-inequalities) than to be found in formal schooling structures. Although females in the United Kingdom appear to be strengthening

their economic and social position by gaining access to higher status male subjects and being seen to be doing well themselves, there is no guarantee that such academic capital will be converted into academic and economic privilege. As a result of the media panics and egalitarian, social movements that attempted to redistribute male power, male dominance of academic capital remains intact. Although the conditions for sustaining gender inequalities have changed, they remain in place.

Another point of view expressed by Charles and Karen (2002) in their research was that national educational systems differ in their patterns of gender inequality, and this variability cannot be summed up in terms of differences in the overall "amount" of sex segregation. Although a multidimensional approach to understanding women's status has previously been advocated, our analysis demonstrates the empirical validity of the same approach.

They have proposed two explanations for the complex, sometimes contradictory pattern of variability in tertiary gender segregation revealed here and elsewhere. For starters, the impact of gender-equal cultural norms is uneven. This is especially true because universal mandates directly undermine vertical inequalities more than horizontal inequalities. Segregation of men and women across fields of study, for example, is more easily reconciled with "equal but different" cultural principles (exposed by some feminists) than segregation of men and women across tertiary levels. Even in the most egalitarian cultural contexts, male and female distributions in various fields of study are based on gender. The extent to which the distributional difference reflects anticipated work/family conflict, taken-for-granted gender labels, or deeply rooted curricular preferences has yet to be empirically resolved.

Second, their findings suggest that economic and social structural features-particularly modernization, a diverse tertiary system, and high rates of female employment-exacerbate some forms of sex segregation in higher education and partially offset the equalizing effects of egalitarian ideals. The outcome is reminiscent of occupational sex segregation, which has also been linked to the operation of partially opposing cultural and structural pressures. The patterns of cross-national variability in tertiary sex are also related

to the influence of independent structural and cultural variables on female representation in level and/or field in specific ways.

Furthermore, no direct effects of female tertiary participation rates or tertiary system size on gender distributions are found. The "massification" and feminization of higher education appear to be less important than the structure of tertiary sex segregation rather than the tendencies of specific forms. Sex segregation will be more extreme where large size is achieved through disproportionate growth from nonuniversity institutions and female "access" is achieved through female concentration in vocational colleges or stereotypically female fields of study.

The strong cultural effect discovered lends support to evolutionary models emphasizing the importance of universalistic norms and attitudes in opening up elite male-dominated domains to females. However, the unevenness of cultural effects and the lack of covariation among common indicators of female tertiary status suggest that gender equality undermines some forms of tertiary gender stratification more than others. The influence of equalization of universalistic cultural ideals on modern educational systems has been highlighted by neoinstitutionalist scholars. What is required now is a greater understanding of the multidimensionality of gender stratification within higher education, as well as the uneven multifarious process by which sex segregation is generated and maintained. In any national or historical context, differences in tertiary sex segregation cannot be understood as a simple function of "female status" or the level of modernity.

C. The Next Stage of The Plan

The subtitle for the second year is Gender Marginalization in the Academic Culture of Indonesian Students.

A qualitative approach was used in this research. This approach was chosen because it is relevant to the issues addressed in this study and is expected to yield more appropriate results. This study aims to generate a generalization or conclusion that is characterized generally from the specific gender marginalization on the student academic culture through careful measurement of social phenomena by developing the concept and gathering data from research results.

This study was conducted at the University of Muhammadiyah Malang in Indonesia. The university have large number of students which influence the student's academic profile.

The data collected in this study will be quantitative and qualitative in nature. Questionnaires will be used to collect quantitative data . Meanwhile, the qualitative data will be obtained by semi structured interviews with the academic staffs. Besides, qualitative data will be obtained by and analysis of documents with data about student' profile in the universities such as: the numbers of student and their gender, age and the academic activities.

In this study, two types of data will be used: primary and secondary data. The primary data comes from interviews with academic staff and questionnaires distributed to both male and female students. Meanwhile, secondary data will be gathered from documents, whether at the level of a study program, an institution, or an academic administration bureau. Furthermore, secondary data will be obtained from previous research that is relevant to the problems of this current study.

The population in this research consists of all students of the University of Muhammadiyah Malang. The sample is based on the presence of sharp gender gap in some departments.

Data is gathered in a variety of ways, including: 1) desktop research; 2) questionnaires; 3) interviews; and 4) documentation. The interview is performed to obtain a comprehensive opinion about gender gap in the student' academic culture from academic staffs in the University of Muhammadiyah Malang. Then, the questionnaires will be distributed to the research sample to obtain the   information about the students academic culture. This data is used to provide information about the academic activities of University of Muhammadiyah Malang. The documentation include notes, quantitative data, as well as research results that have been published and provide significant information to this research.

The data will be analyzed in three stages: (1) open coding, (2) axial coding, and (3) selective coding. The data from a research activities are recorded in the note book (log book). To simplify the analysis, the description of abstraction was divided into thematic

units, each of which was assigned a title or a unique code. The open coding phase is the assessment stage that aims to obtain more in-depth information in accordance with an event or situation in the field, potentially expanding understanding of the phenomenon under investigation. The data from the interview with Indonesia are translated into English at this stage for easy comprehension. Some dubious data is compared to the sources to ensure its validity (or refuriate). The questionnaire data is chosen based on the criteria.

The axial coding phase is the stage of open coding development. At this stage, the researcher plays a transformative role, the meaning of which is dependent on the definition of transformative role. This phase responds to the role of supporting transformation, so the specification of the categories and the theory is dependent on field facts. The data from the interviews are grouped in this phase based on similar answers and reasons for answering them.

The final step is selective coding. This is the more comprehensive stage because it focuses on the overall category's relationship. This stage still necessitates the gathering of empirical data. This stage concentrated on reinforcing the possibility of accuracy via relationship statements between categories and the sample. After the conceptual descriptions have been verified and modified, the selective coding phase will come to an end. During this stage, the interview data will be prepared to support the research findings. Furthermore, the percentage data will be converted into a parity index.

Based on the stages, a simple statistical analysis will be performed using the parity index, which will then be interpreted and summarized in order to gain a better understanding of the problem. The findings of qualitative analysis are presented in the form of a description.

The results of data analysis based on the problems and objectives of the research will be presented in narratives, tables, and other data presentation formats. The data presentation will be created in a systematic and efficient manner in order to be understood and provide optimal clarification for the readers.

CHAPTER IV. CONCLUSION

A. Conclusion

Based on the research above, it can be concluded as follows:

1. University of Minho has some departments and there has sex disparities was present in the number of students. Some departments, such as education, sociology, and psychology, have a large number of female students. While several departments, such as engineering, physics, and communication, have a large number of male students. However, the opportunity of female students continuing to the higher education was still overshadowed by the perceived science field that was more suitable for women.

2. Male students were at a disadvantage in academic activities due to gender inequality. Female students have access to a wide range of academic activities and resources. Female students have had an easier time participating in academic activities and making use of academic facilities. Male students were less likely to participate in academic activities and facilities. Gender-problem occured in academic activities in an indirect way. It was clear that male students face gender-problem.

B. Implications

Based on the results of the study, the following implications can be stated:

1. Theoretical Implications

   Women have the opportunity to learn leadership skills and were no longer humiliated or disrespected. The status of women in a society was a significant reflection of the level of social justice in society.

2.   Practical Implications

The results of this study will be used as input or reference for further research related to gender-based problem.

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GLOSSARY

Affective	is connected with attitude and values.
Agent Of Change	is people or a group of people who want a change to something in order to create social and economic shift based on plan (such as agricultural instructors and teachers)
Religion	is system that leads and manages belief and worship to God
Administration	is efforts and activities that include setting goals and determining methods for carrying out organizational development
Aristocratic	is the highest social class in pre-modern society
Culture	is good habits that include knowledge about belief, arts, moral, law, tradition and others gained by human beings as a member of society
Coherence	logical correlation among the parts of a sentence in a paragraph
Demonstration	is protest voiced collectively
Democratization	is a form or system of government where all people participate in managing the country through their elected representatives
Doctrine	is teaching about the principles of a political and religious preference
Democratic	a system adopted by a state that prioritizes equal rights, obligations, and treatment for all citizens

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Discrimination	is treating human beings based on skin color, ethnicity, class, economy and religion
Egalitarianisme	is the doctrine or view that states that human beings are destined to be equal
Explicit	is firm, frank and straightforward when delivering the information, so people can grasp it easily
Existential	is individuals who are fully responsible for the decisions they made
Aesthetic	is a branch of philosophy that studies sensory values which are considered the determinants of sentiment and feeling.
Ethic	is trying to behave firmly about what is good and bad and about moral rights and obligations
Social Phenomenon	is real events that can be seen directly through five senses and explained scientifically
Philosophy	is critical thinking framework to find solutions to all problems
Principle	the principle or basis of truth that become the base of thinking and acting
Social Movement	is planned actions done by a group of community accompanied by a planned program aimed at a change or as an opposition movement to preserve the patterns and institutions of society
Gender	is different behavior between men and women apart from the biological structure, but are formed mostly through social and cultural processes
Harmonious	is related to unifying actions.
Humaniora	is science that learn philosophy, law, history, language, literature, art, and so on
Humanism	is thoughts prioritizing the value and position of humans and making it as a criterion in all things

Law	is regulations or customs officially considered binding and confirmed by the ruler or government
Idealism	is thoughts or aspirations which are considered the only true thing that can be digested and understood
Indicator	providing guidance or information on a particular thing
Intervention	is the interference of a person or group in a dispute between two parties which could be an individual, a group or a state
Implementation	is a form of application or implementation of programs that have been designed systematically.
Indoctrination	is teachings a certain thing in depth (without criticism) by seeing a truth from a certain direction.
Internalization	appreciation of a teaching or value and it becomes a belief embodied in attitudes and behavior
Scientific Work	is a written and published report that describes the results of research or studies that have been carried out by a person or a team by complying with scientific principles and ethics that are confirmed and obeyed by the scientific community.
Policy	is a series of concepts and principles that serve as guidelines and basics for plans in the implementation of a job, leadership, and action
Gender Equality	is an equal condition for men and women to obtain their opportunities and rights as human beings so that they are able to play a role and participate in political, economic, socio-cultural, defense and national security activities, and equality in enjoying the results of national developments.

Inequality	is injustice that occurs in the process of development so that development is not running properly
Diversity	is the various types of things or differences between ethnicity, religion, race and class.
Institutional	is an organizational body whose purpose is to carry out a scientific investigation or do a business
Competent	is the ability, understanding, and authority to decide or determine a particular thing
Creativity	is the ability to create and related to inventiveness
Comprehensive	is the ability to capture (receive) well, broad and complete (about the scope or content of a particular thing), have and show broad insight.
Community	is a group that lives and interacts with each other in a certain area or in a society.
Qualification	is a skill needed to do something such as occupying a certain position and so on
Citizenship	is citizens of a country based on descent and place of birth. They have full rights and obligations as citizens of the country
Marginalization	is marginalizing or cornering a particular person or group
Distributing	is the act of distributing goods to several people or places
Multicultural	consists of several parts or diversity in a society such as ethnicity, religion or group.
Norm	is rules or provisions that bind certain groups or people in society
Country	is an organization in a region that has the highest legal power and is obeyed by the people
Organization	is an organizational unit consisting of parts of people in an association for a specific purpose

Investigation	is an attempt to obtain information through data collection
Formal Education	is a form of education or training provided in an organized, planned and tiered ways in which it could be both general and specific education
Basic Education	is the minimum (lowest) education that must be taken by all citizens
Higher Education	is the level of formal education after secondary education at academia or university
Social Transformation	is changes in various social institutions, which affect the social system of society, including values, attitudes, patterns, and behavior among groups in society.
Procedure	is the stages of activities that must be passed to complete an activity
Politic	is the art and science of gaining power constitutionally and non-constitutionally
Population	is a group of individuals of the same type residing in a certain area and at a certain time
Professional	is a special ability to carry out certain tasks or behaviors, ways, and qualities that characterize a profession
Citizenship Practice	is a situation where citizens are obliged to bear all obligations
Authoritarian Regime	is the acts or attitude of the ruler who acts arbitrarily.
History	is the origin (descendants) of the lineage; events and phenomena that truly occurred in the past, knowledge or descriptions of events that truthfully occurred in the past
Symbolic	is a theory that says that human beings form meaning through the process of communication.

Human Resources	is human potential that can be improved for the production process
Solidarity	is empathy feeling, a feeling of similar fate and unity
Bureaucratic Structure	is a working method or work arrangement that is too slow, and is guided by the rules
Terminology	is words and word combinations that are used in a particular context.

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