GENDER LEADERSHIP: INCLUSIVITY AND A HOLISTIC APPROACH IN PRIVATE UNIVERSITIES GORONTALO

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ABSTRACT

This study aims to analyze the implementation of inclusivity and holistic approaches in higher education in Private Universities (PTS) in Gorontalo, with an emphasis on the role of gender leadership in creating policies that support equality and diversity. Inclusivity in higher education includes providing equal access for all students, while a holistic approach focuses on the development of students as a whole, including academic, social, and character aspects. This study uses a qualitative approach with a case study method, involving in-depth interviews with leaders, lecturers, and students in several PTS in Gorontalo. The results of the study indicate that although a number of PTS in Gorontalo have implemented inclusive policies, there are still challenges related to limited resources and resistance to changes in patriarchal culture that affect gender equality in leadership. In addition, female leadership has been shown to play an important role in encouraging more inclusive policies and empowering female students. This study concludes that in order to achieve inclusive and holistic higher education, collaboration between leaders, lecturers, and students is important in developing policies that strengthen gender equality, as well as increasing women's participation in leadership positions in PTS. These findings are expected to provide recommendations for higher education policies in Gorontalo and Indonesia, especially to encourage gender equality and the development of women's leadership in higher education.

Keywords: *inclusivity, holistic approach, gender leadership, higher education, Higher Education*

INTRODUCTION

one of the important pillars in the development of a nation is when younger generation prepared to face increasingly complex world challenges. In Indonesia, especially in Gorontalo Province it plays a vital role in producing quality and competitive human resources (HR). Private Higher Education Institutions (PTS) in Gorontalo have great potential to develop the quality of education that not only focuses on academic aspects, but also on character development, soft skills, and social awareness of students. Amid the challenges of globalization and rapid technological advances, the need for more inclusive and holistic education is increasingly urgent. Therefore, the application of the principle of inclusivity and a holistic approach in the education system at PTS Gorontalo is a strategic step to create graduates who are not only intellectually intelligent, but also sensitive to social issues and able to adapt to rapid changes (Sari & Setiawan, 2020).

Inclusivity in higher education is a principle that prioritizes providing equal access to education to every individual regardless of social, economic, or cultural background. The concept of inclusivity in education is in line with the sustainable development goals (SDGs), especially those that focus on quality education and reducing social disparities (United Nations, 2019). In the context of higher education in Gorontalo, inclusivity plays an important role in ensuring that all groups in society, including those from disadvantaged economic backgrounds, minority groups, or those from remote areas, can access quality education in PTS. This also includes providing opportunities for female students to access higher education with adequate facilities and support gender equality.

Inclusive education not only provides opportunities for all individuals to learn, but also supports the diversity and differences that exist in society. In PTS Gorontalo, this can be realized by providing various scholarship programs, flexible payment systems, and educational programs that are relevant to the needs of the local community (Setiawan & Fadilah, 2023). PTS must also be committed to eliminating all forms of discrimination, whether based on gender, ethnicity, religion, or social status, and creating a safe and comfortable campus environment for every student, without exception.

In addition, inclusive education in Gorontalo PTS must be able to accommodate students with physical or mental disabilities. Disability-friendly educational programs and support for minority groups in obtaining equal education are one concrete form of implementing inclusivity. PTS needs to provide adequate facilities, both in terms of physical accessibility and psychosocial support to create a supportive environment for all students, especially those with certain challenges (Haryanto, 2021).

The holistic approach in higher education emphasizes the importance of comprehensive student development, including academic aspects, character, life skills, and social and environmental awareness. This approach aims to create individuals who are not only skilled in academics, but also able to contribute positively to society and the nation (Sutrisno, 2022). Holistic education views students as whole individuals, who need to be equipped with skills and

knowledge that are not only limited to certain fields of science, but also social, emotional, and entrepreneurial skills.

In PTS Gorontalo, a holistic approach can be implemented by integrating various educational elements, such as the development of soft skills, entrepreneurship, and awareness of social, cultural, and environmental issues (Abdurrahman & Damanik, 2020). Students need to be equipped with skills that enable them to adapt to rapid changes, think critically, collaborate, and have social and environmental awareness. This approach not only prepares students for a career in the world of work, but also to become agents of change in society.

One form of holistic education is integrating entrepreneurial values into the higher education curriculum. Entrepreneurship is an important skill that students must have, especially in this era of technological disruption. Entrepreneurship education not only teaches students to become job seekers, but also to create jobs and innovate in facing global economic challenges (Haryanto, 2021). Private universities in Gorontalo can develop entrepreneurship programs that directly involve students in real projects, which will strengthen their ability to plan, manage, and run businesses.

Gender leadership in higher education has a very important role in creating inclusive policies and supporting gender equality. Women's leadership, especially in private universities, can open up opportunities to create policies that are more responsive to the needs of female students, who often face double challenges in the world of education. The presence of women in leadership positions in private universities also contributes to the development of policies that support gender balance in the academic environment, as well as encourage the active participation of women in various aspects of campus life (Haryanto, 2021).

Women's leadership in private universities in Gorontalo can have a positive impact in creating a more inclusive and equal atmosphere, where every student, regardless of gender, can develop according to their potential. This applies not only in academics, but also in character development, soft skills, and extracurricular activities that support women's leadership and empowerment. Inclusive female leadership can ensure that policies taken in PTS are fairer, support diversity, and provide equal opportunities for female students to develop.

In Gorontalo, which is rich in local traditions and culture, female leadership can also help integrate local wisdom into higher education. Local wisdom in Gorontalo can be a social capital that enriches students' insights and gives them a deeper understanding of the importance of maintaining cultural diversity and environmental sustainability. Female leadership with local cultural insights can help ensure that education in PTS Gorontalo not only teaches science, but also respects and preserves cultural values that exist in society (Sari & Setiawan, 2020).

To realize inclusive and holistic education in PTS Gorontalo, collaboration is needed between various parties, including government, industry, society, and the university itself. This collaboration is important to create an educational ecosystem that supports each other and can answer existing challenges. PTS needs to collaborate with the industrial sector and government to identify job market needs that can be accommodated in the curriculum, as well

as to provide students with real-world experience through internship programs, training, and social projects that are relevant to the world of work (Setiawan, 2021).

This collaboration must also pay attention to the diversity and potential of local culture in Gorontalo. By involving various stakeholders, PTS in Gorontalo can create an education model that is more adaptive to local needs, and strengthen the role of education in building an inclusive and sustainable society. Good collaboration between PTS, government, and society can accelerate the achievement of quality education development goals, and strengthen the competitiveness of Gorontalo's human resources at the national and international levels. Higher education in Gorontalo, especially in PTS, has great potential in realizing inclusive and holistic education. By integrating the principles of inclusivity and a holistic approach into the curriculum and education policies, PTS in Gorontalo can produce graduates who are not only academically intelligent, but also have high character, life skills, and social awareness. Gender leadership, especially female leadership, plays an important role in creating policies that support diversity, equality, and empowerment of female students. Collaboration between various parties, including government, industry, and society, is also very necessary to realize more inclusive and holistic higher education in Gorontalo. Therefore, it is important for PTS in Gorontalo to continue to develop and implement the principles of inclusivity and a holistic approach in an effort to improve the quality of education and the competitiveness of human resources in this region.

METHOD

This research method uses a qualitative approach with a case study design to explore and analyze the implementation of the principle of inclusivity and a holistic approach in higher education at Private Universities (PTS) in Gorontalo. This study aims to understand more deeply how PTS in the area integrate the concept of inclusivity in their education policies, as well as how a holistic approach is applied in the learning process to develop students' character and skills as a whole. In this study, the data collected is qualitative, involving various sources of information to provide a complete picture of the phenomenon being studied. The main data in this study were obtained through in-depth interviews with PTS leaders, lecturers, students, and other competent related parties. Interviews were conducted with semi-structured guidelines to ensure flexibility in collecting information, but still focused on aspects that are relevant to the research objectives. In addition to interviews, other data collection techniques are participant observation, where researchers are directly involved in activities taking place on campus, such as academic and non-academic activities, to gain direct insight into the application of the principle of inclusivity and a holistic approach in campus life. The researcher also collected related documents, such as annual reports, curriculum, and education policies in PTS which provide further context about the education system implemented.

To analyze the collected data, this study used thematic analysis. The first step in the analysis is data coding, where each data relevant to the study will be grouped based on a

specific theme. After that, the researcher identified the main themes that emerged from the existing data, which were then interpreted to provide a deeper understanding of the implementation of inclusive and holistic education in PTS Gorontalo. This interpretation process will be based on existing educational theories and literature, in order to provide a clear framework in explaining the findings.

The validity of the data is maintained by using source triangulation techniques, where data from interviews, observations, and documentation are compared to identify the suitability of information. In addition, method triangulation is also applied by using various data collection techniques to ensure the validity of the research results. To strengthen the accuracy of the data, the researcher also conducted member checking, which is to provide an opportunity for informants to re-check the results of the interview in order to ensure the suitability between the data collected and their views.

Overall, this research method is designed to gain a deep understanding of how PTS in Gorontalo can implement the principles of inclusivity and holistic approaches in their education. Through a qualitative approach involving interviews, observations, and documentation studies, this study is expected to provide valuable insights in developing a more inclusive and holistic education model in PTS Gorontalo, as well as providing recommendations for the development of better education policies in the future.

RESULTS AND DISCUSSION:

The implementation of inclusivity and a holistic approach in higher education at Private Universities (PTS) in Gorontalo has a very close relevance to the development of women's leadership, both in academic and non-academic contexts. Women's leadership in higher education environments is not only about the ability to lead administratively, but also in terms of building an inclusive culture that values diversity and empowers students, especially women, to develop in various aspects of life. The findings of this study indicate that higher education in Gorontalo, through an inclusive and holistic approach, can be a strategic forum for developing women's leadership that is more empowered, equal, and plays an active role in various sectors, both at the campus and community levels.

1. Inclusivity and Gender Equality in Education at PTS Gorontalo

The inclusivity implemented at PTS Gorontalo also plays a role in creating gender equality in the campus environment. Most PTS in Gorontalo have made efforts to open up equal space for women and men to access higher education. However, although the number of women in private universities has increased significantly in recent years, the biggest challenge remains the inequality in access to leadership positions on campus and in the professional world.

Inclusive policies implemented in several private universities, such as scholarships and self-development programs, can actually provide greater opportunities for women, especially those from low-income backgrounds, to continue their education. However, the success of these programs in encouraging women to take a more active role in the academic and

leadership world still needs further attention. Private universities in Gorontalo, through more targeted inclusive policies, can pay more attention to women by optimizing women's access to various educational programs and leadership development.

Women in private universities in Gorontalo are generally very enthusiastic about participating in academic activities, but are often hampered by the patriarchal culture that is still strong in society. Therefore, it is important for private universities to emphasize the importance of empowering women and encourage them to participate more actively in extracurricular activities and student organizations, which can be a gateway for them to hone their leadership skills.

2. Holistic Approach to Women's Leadership Development

A holistic approach, which focuses on the development of students as a whole—both in academic and non-academic aspects—provides opportunities for women to develop themselves more optimally, not only in terms of technical skills, but also in terms of character, leadership, and social skills. Character development programs implemented in Gorontalo PTS, such as soft skills training and community service, have provided space for women to improve their leadership skills.

However, there is a gap in terms of women's leadership development in several PTS. Most self-development and leadership activities are still more focused on academic aspects or activities that are considered more technical, while more specific women's leadership development still receives less attention. Several PTS in Gorontalo have begun to organize special programs that focus on women's empowerment, such as leadership training and the formation of women's networks, but their implementation is still limited. With more activities designed to strengthen the role of women in leadership, both on campus and in society, women can be better assisted in preparing themselves to lead in various sectors.

Community service programs that involve female students in social projects, such as women's economic empowerment and community development, also provide opportunities for them to lead and make decisions. This is crucial in building women's self-confidence and preparing them to take on leadership positions in the workforce after graduation.

3. Women's Leadership in an Inclusive and Holistic Educational Context

Women's leadership can grow significantly in an inclusive and holistic educational environment. One important factor that can strengthen women's leadership in Gorontalo PTS is the female leader herself. The presence of women in leadership positions in PTS provides an example for other female students to dare to take strategic positions. In this study, it was found that several PTS led by women showed greater attention to policies that support women's development, both in terms of providing academic opportunities, empowerment in the social field, and opportunities to be involved in decision-making activities.

Women's leadership at the PTS leadership level also plays a role in creating more inclusive and gender-friendly policies. Female leaders who have a vision to create an inclusive campus environment can facilitate the achievement of gender equality, which ultimately increases

opportunities for women to develop in various fields, including in leadership in the world of work. In several PTS, female leaders have played an active role in introducing and encouraging policies that support diversity, including providing equal opportunities for women to be involved in academic and non-academic activities.

4. Challenges of Women's Leadership in Gorontalo Private Universities

Despite progress in women's empowerment, the biggest challenge remains in overcoming structural and social barriers that limit women's roles in leadership. The patriarchal culture that still exists in society often limits women's space to take on leadership roles, both on campus and in the professional world. Therefore, private universities need to make more real efforts to embrace women in leadership roles, both in student organization structures, extracurricular activities, and in other self-development programs.

One of the challenges faced is the gender stereotype that is still strong among most students and lecturers. Women are often seen as having limitations in taking on leadership roles, both in campus organizations and in the professional world. Therefore, it is important for private universities to continue to build awareness of the importance of gender equality and provide more space for women to demonstrate their leadership abilities.

5. Recommendations for Improving Women's Leadership

To improve the quality of women's leadership in Gorontalo private universities, several recommendations can be put forward. First, private universities need to pay more attention to the development of women's leadership through more specific leadership training that is tailored to women's needs. These programs can include coaching in managerial skills, effective communication, and strengthening self-confidence in decision-making. Second, it is important for PTS to support women in taking active roles in student organizations and extracurricular activities. By providing equal opportunities for women to lead in campus organizations, they will gain valuable experience in developing leadership skills. Third, PTS needs to strengthen inclusive policies that encourage gender equality in every aspect of education, from student admissions, curriculum development, to the management of self-development programs. Thus, women can more easily access opportunities to develop and take leadership positions.

Overall, inclusivity and a holistic approach in higher education in Gorontalo can be an important step in strengthening women's leadership, by creating equal opportunities for women to develop academically, socially, and in leadership. With more supportive policies and increased awareness of the importance of women's roles, PTS can become a strategic platform in forming a stronger and more empowered generation of female leaders.

CONCLUSION

This study has identified that the implementation of inclusivity and a holistic approach in higher education in Private Higher Education Institutions (PTS) in Gorontalo has a significant impact on creating an environment that supports the overall development of students. Although several PTS have made efforts to create an inclusive and holistic educational

environment, the challenges faced are still quite large, especially in terms of limited resources, integrating policies into the curriculum, and awareness of the importance of character development and soft skills.

The implementation of inclusive policies, such as providing scholarships and equal opportunities for all students, has made a major contribution to reducing the gap in access to education. However, these programs still need to be refined in order to better reach students who really need them and have a greater impact. In addition, the importance of a holistic approach to student development cannot be ignored. This approach must be seen as an integral part of higher education that focuses not only on academic achievement, but also on the development of students' character and social skills.

Women's leadership in the context of higher education plays a very important role in encouraging the creation of inclusive and holistic educational policies and environments. The presence of women in leadership positions in PTS can provide role models for other female students and encourage the development of policies that better support gender equality and women's empowerment in academic and non-academic fields. Although challenges still exist, especially related to the patriarchal culture and gender gaps that are still found in society, efforts to create greater opportunities for women to participate in leadership must continue to be made.

Overall, to achieve more inclusive and holistic higher education in PTS Gorontalo, there needs to be collaboration between leaders, lecturers, and students to strengthen policies that support diversity, gender equality, and character and leadership development. Higher education in Gorontalo has great potential to produce graduates who are not only academically superior, but also have social skills, character, and leadership that can make a positive contribution to the development of society and the nation. Therefore, it is important for PTS to continue to develop policies and programs that support inclusivity and a holistic approach, so that students, especially women, can develop optimally and play an active role in various sectors of life.

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