GENDERED EXPERIENCE MAHASISWI TEKNIK MESIN UNIVERSITAS DIPONEGORO: *INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS*

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Abstrak

Bidang teknik mesin di perguruan tinggi di Indonesia memiliki persentase partisipasi mahasiswi yang rendah. Ini mengindikasikan bahwa kehadiran perempuan dengan atribut dan peran feminin yang dikaitkan oleh masyarakat, menjadi sebuah keunikan ketika berada di dalam lingkungan yang didominasi oleh laki-laki seperti jurusan teknik mesin. Penelitian bertujuan memahami *gendered experience* mahasiswi teknik mesin secara mendalam. Tiga mahasiswi teknik mesin minimal tingkat dua menjadi partisipan penelitian ini. Kriteria ini dipilih karena mahasiswi tingkat dua telah memiliki pengalaman yang lebih kaya dalam menjalani perkuliahan. Data dikumpulkan menggunakan wawancara semi-terstruktur dan dianalisis menggunakan *Interpretative Phenomenological Analysis*. Temuan penelitian mencakup 1.) pertimbangan melanjutkan studi ke teknik mesin; 2.) diskriminasi gender di lingkungan akademik, sosial, dan organisasi mahasiswa; 3.) persepsi menjadi bagian dari kelompok minoritas gender; 4.) ketidaknyamanan emosional akibat diskriminasi gender; 5.) kesadaran akan *privilege*; 6.) strategi koping dalam menghadapi diskriminasi gender. Temuan khusus mengenai seksisme di tempat Kerja Praktik ditemukan pada salah satu partisipan karena partisipan lainnya belum mendapatkan mata kuliah tersebut. Hasil penelitian menunjukkan bahwa meskipun stereotip peran gender tradisional tidak memengaruhi keputusan mahasiswi teknik mesin dalam memilih bidang studi tersebut, diskriminasi gender yang berakar pada stereotip peran gender tradisional tetap menjadi tantangan yang dihadapi oleh para mahasiswi di lingkungan kampus.

Kata kunci: mahasiswi; teknik mesin; diskriminasi gender; *interpretative phenomenological analysis*

GENDERED EXPERIENCE OF FEMALE MECHANICAL ENGINEERING STUDENTS OF UNIVERSITAS DIPONEGORO: INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS

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Abstract

Female participation in the field of mechanical engineering within Indonesian universities remains low, indicating the unique experiences of women who possess stereotypical feminine attributes and societal roles as they enter male-dominated environments. This research is aimed to comprehensively understand the gendered experiences of female mechanical engineering students. The study involved three participants who were pursuing mechanical engineering degrees, specifically targeting those who had reached at least the sophomore level due to their accumulated college experiences. Data were collected through semi-structured interview and analysed using the Interpretative Phenomenological Analysis. Several themes were found: 1) the participants' consideration to pursue mechanical engineering studies; 2) gender discrimination within academic, social, and student organization contexts; 3) perception of being part of a gender minority group; 4) emotional distress stemming from gender discrimination; 5) awareness of gender-related privileges; 6) coping strategies employed to navigate discriminatory encounters. Notably, one participant reported encountering sexism during her internship, while the other participants had not faced similar experiences due to differences in course timing. Overall, the study highlights that traditional gender role stereotypes did not sway female mechanical engineering students' choice of field. Nevertheless, gender discrimination rooted in these stereotypes remains a challenge within the campus environment.

Keywords: female university student; mechanical engineering; gender discrimination; interpretative phenomenological analysis