

# Salasika

**INDONESIAN JOURNAL OF GENDER, WOMEN,  
CHILD, AND SOCIAL INCLUSION'S STUDIES**



**VOL. 1  
NO. 1**

**FEBRUARY  
2018**

**A Road to the Recognition of Home-Workers: Transformation of POS  
Production Modes and Roles of Home-workers in Batik Industry in Central Java**  
Arianti Ina R. Hunga

**Advancing Women's Digital Skills and Economic Empowerment  
through Girls in Tech Indonesia: A Case Study**  
Isyfi'afiani

**Women and Batik Conservation on Muria Slopes:  
A Study of Female Batik Crafters in Kudus**  
Zaimatus Sa'diyah

**Against Ahok: An Analysis of Emotion-Driven Movements  
and Network Power in Jakarta's 2017 gubernatorial Election**  
Subekti W. Priyadharma

**Women's Circle Approach is An Alternative Path  
for Gender Responsive Public Procurement System in Indonesia**  
Sartiah Yusran, Eliyanti Agus Mokodompit, Ulfa Matoka



# Salasika

**INDONESIAN JOURNAL OF GENDER, WOMEN,  
CHILD, AND SOCIAL INCLUSION'S STUDIES**

VOLUME 1, NUMBER 1 – FEBRUARY 2018

## Table of Content

<b>A Road to the Recognition of Home-Workers: Transformation of POS Production Modes and Roles of Home-workers in Batik Industry in Central Java: Case Study in Cluster Batik in Central Java</b> Arianti Ina R. Hunga	1
<b>Advancing Women's Digital Skills and Economic Empowerment through Girls in Tech Indonesia: A Case Study</b> Isyfi'afiani	21
<b>Women and Batik Conservation on Muria Slopes: A Study of Female Batik Crafters in Kudus</b> Zaimatus Sa'diyah	33
<b>Against Ahok: An Analysis of Emotion-Driven Movements and Network Power in Jakarta's 2017 Gubernatorial Election</b> Subekti W. Priyadharma	43
<b>Women's Circle Approach is An Alternative Path for Gender Responsive Public Procurement System in Indonesia</b> Sartiah Yusran, Eliyanti Agus Mokodompit, & Ulfa Matoka	59

## CHIEF EDITORS

**Dr. Ir. Arianti Ina Restiani Hunga, M.Si.** (Scopus ID: 46161114400; Google Scholar); **Dr. Phil. Dewi Candraningrum.** (Google Scholar).

## EXECUTIVE EDITORS

**Indriretno Setyaningrahayu, M.Pd.** (Google Scholar); **Daniel Kurniawan, M.Pd.** (Google Scholar); **Andi Misbahul Pratiwi, M.Si.** (Google Scholar).

## BOARD OF EDITORS

**Prof. Claudia Derichs** (Scopus ID: 14026487800). Humboldt Universität zu Berlin, Germany; **Assoc. Prof. Dr. Ida Sabelis** (Scopus ID: 6507181398). Vrije Universiteit (VU) Amsterdam, The Netherlands; **Prof. Siti Kusujarti.MA.** (Scopus ID: 56276925900). Warren Wilson College, USA; **Dr. Ratna Saptari** (Scopus ID: 6504610910). Leiden University; **Prof. Sylvia Tiwon** (Scopus ID: 6506468591). University of California; **Prof. Dr. Emy Susanti, MA.** (Google Scholar). Airlangga University; **Prof. Dr. Ir. Keppi Sukesu, MS.** (Scopus ID: 56025803300). Brawijaya University; **Dr. Kristi Poerwandari, MA.** (Scopus ID: 25628305200). University of Indonesia; **Prof. Dr. Willemijn de Jong** (Scopus ID: 55258294800). University of Zurich, Switzerland; **Prof. Lyn Parker** (Scopus ID: 56273266700). The University of Western Australia.

## REVIEWERS

**Prof. Lyn Parker** (Scopus ID: 56273266700). University of Western Australia, Perth, Australia; **Dr. Elisabet Titik Murtisari** (Scopus ID: 38161752200; Google Scholar). Satya Wacana Christian University; **Dr. Wening Udasmoro** (Scopus ID: 56493135600; Google Scholar). Gadjah Mada University; **Dr. Phil. Farah Purwaningrum** (Scopus ID: 57205254451; Google Scholar). The University of Sydney & Rahayu and Partners in association with HFW; **Alimatul Qibtiyah, M.Si. MA. Ph.D.** (Scopus & Google Scholar). Sunan Kalijaga State Islamic University; **Dr. Tyas Retno Wulan, M.Si.** (Scopus & Google Scholar). The Jenderal Soedirman University; **Dr. Titik Sumarti, MSi.** (Scopus & Google Scholar). Bogor Agricultural University; **Prof. Dr. Mien Ratoe Oedjoe, MPd.** (Google Scholar). The University of Nusa Cendana, Kupang; **J. Casey Hammond, PhD.** (Scopus & Google Scholar). Singapore University of Technology and Design; **Dr. Phil. Ratna Noviani** (Google Scholar). Gadjah Mada University; **Dr. Rina Herlina Haryanti** (Google Scholar). Sebelas Maret University; **Dr. Ida Ruwaida Noor** (Google Scholar). University of Indonesia; **Dr. Nurjanah, SP.M.Pd.** (Google Scholar). State University of Jakarta; **Dr. Ir. Evi Feronika Elbaar, M.Si.** (Google Scholar). The University of Palangka Raya; **Dr. Jendrius M.Si.** (Google Scholar). Andalas University; **Dr. Grace Jenny Sopotan, SE.** (Google Scholar). Manado State University; **Dr. Anis Farida, S.Sos., SH., M.Si.** (Scopus & Google Scholar). Sunan Ampel State Islamic University Surabaya; **Ira Desiaanti Mangiliko, S.Si., Ph.D.** (Google Scholar). The Artha Wacana Christian University.

# Advancing Women's Digital Skills and Economic Empowerment through Girls in Tech Indonesia: A Case Study

Isyfi'afiani

*School of Government and Public Policy Indonesia, Sentul*  
afiani.isyfi@sgpp.ac.id

## **ABSTRACT**

The advancing Information and Communication Technology (ICT) has massively supported the economy in the digital era as it disseminates, stores, brings added value and manages information to provide unlimited opportunities for economic development. However, ICT may contribute to discrimination and existing inequalities reinforcement so-called the digital divide. Since all aspects of human interaction with ICT are gendered, this study tackles the digital gender divide issue, that is, the gap between men and women regarding access to, content and use of ICT. Accordingly, in 2016, the gender gap of global internet users was 12% and it grows every year. In response to this condition, a global movement promoting women engagement in ICT has emerged. This study, therefore, depicts the role of Girls in Tech Indonesia community as a chapter of Global Girls in Tech movement in advancing women economic empowerment through ICT by implementing transformational leadership concepts and Longwe's empowerment framework. In the core of qualitative studies, this study shows that Girls in Tech Indonesia's leadership performance contributes positively to women empowerment.

*KEYWORDS: Girls in Tech, ICT, Leadership, Empowerment*

## **INTRODUCTION**

Information and Communication Technology (ICT) is a diverse set of technological tools and resources that creates, disseminates, stores, brings added value and manages information. The basic components of the ICT sector are telecommunications, television and radio broadcasting, computer hardware, software and services and electronic media as well as the Internet and mobile phone. ICT stimulates economic growth via Information Technology (IT) as it enables services, especially in the

interconnected world. IT, however, does not only provide direct and indirect benefits but also plays a role as a catalyst for economic growth through various networks including microfinance, micro-enterprises and manufacture (UNIFEM, 2003). On the other side, ICT may also contribute to discrimination and existing inequalities reinforcement so-called the digital divide.

The digital divide is defined as who gets the benefit and shapes the content, development and use of Information and Communication Technology (ICT). In a broader

meaning, the digital divide is several gaps in one package. First, there is technological divide, which refers to the gaps in infrastructure. Second, content divide refers to web-based information that is simply not relevant to the real needs of people, as nearly 70 percent of the world's websites are in English. And the last one is gender divide; it is the fact that women and girls have less access to information technology than men and boys (Anan, 2003).

Since all aspects of human interaction with ICT are gendered, it is challenging to discuss the digital gender gap between men and women regarding access to, content and use of ICT. International Telecommunication Union (ITU) reported 12% global Internet user gender gap –the difference between internet user penetration rates for males and females relative to internet user penetration rate for males— with 39.5% internet penetration rate for women and 46.1% for men in Asia (ITU, 2016). In Indonesia, APJII (2006) reported (Indonesia Internet Service Provider Association) that in the past two years, the internet penetration rate for women was 48% and for men was 52%. This trend shows that there is less women's engagement in ICT than in men.

Accordingly, the digital gender gap is mainly caused by the cultural divide in a patriarchal society. The World Bank (2016) reported that women and men's access to ICT is rooted in behavioral, cultural, and religious traditions. Some of them are: (1) cultural and social attitudes are often unfavorable to women's participation in the fields of science and technology, which limits their opportunities in the area of ICT; (2) women are often financially

dependent on men or do not have control over economic resources, which makes accessing ICT services more difficult; (3) allocation of resources for education and training often favors boys and men; (4) in some societies, women's seclusion from the public arena makes access to community telecenters difficult. This condition then results in structural inequalities of literacy, education, employment and income level that contribute to gender inequality and the digital gender gap (ITU, 2016).

Filling the digital gender gap is, somehow, a pressing concern. It is not just about a moral imperative but also a significant opportunity for growth in today's digital economy and an essential pathway for United Nations' Sustainable Development Goal (2005) No. 5: to "achieve gender equality and empower all girls and women" to progress. Therefore, the efforts should lie on education, and promotion of girls' increased engagement in science, technology, engineering and mathematics (STEM) subjects. Governments and enterprises also need to be more proactive in helping women thrive in the ICT workforce (ITU, 2016).

To do that, global movements promoting women's engagement in ICT have emerged to counter the solid bias. Girls in Tech is one of them. Known as a global movement to empower women in ICT, Girls in Tech has raised 60 chapters all around the world including Girls in Tech Indonesia (GIT-ID) as a national level community that empowers and creates more woman leaders in ICT.

This study, therefore, reveals the role of Girls in Tech Indonesia in

advancing woman's economic empowerment by engaging them with ICT through its annual program, Womenpreneur Digital Acceleration. In doing so, the study adopts contemporary leadership concept that specifically refers to transformational leadership to examine Girls in Tech Indonesia's leadership performance and Longwe's empowerment framework to weigh up Girl in Tech Indonesia's leadership performance's impact on women empowerment.

## **METHODS**

Conducting a case study of Girls in Tech Indonesia community, this study is qualitative research. This study involves two groups of informants; the leaders/initiators and members/participants of Girls in Tech Indonesia. The data was collected through in-depth interviews with selected informants. In selecting the informants, the researcher involved two groups. The first group was Girls in Tech members consisting of five informants with the following criteria:

1. Woman,
2. 19 – 35 years old,
3. Has experience in Girls in Tech Indonesia's empowerment program: coaching classes, mentor dinners and startup competition, and
4. Owns a startup business/digital platform.

The second group was Girls in Tech Indonesia's leaders/initiators: Aulia Halimatussadiyah/Ollie (Co-Founder & Chief Content Officer of Zetta Media) and Anantya Van

Bronckhorst/Anan (Co- Founder & Co-CEO of Think.Web).

## **GIRLS IN TECH INDONESIA**

Girls in Tech is a global organization initiated by Andrea Gascoigne in 2007 aiming to give space for women to develop their ideas and careers, as well as to learn new things related to technology. Girls in Tech provides several activities such as Lady Pitch Night, Catalyst Conference, Coding and Design Bootcamps, Hackathons, XChange, Global Classroom and GIT WORK to empower, educate, engage and empower women in digital tech. Nowadays, Girls in Tech has 60 chapters all over the world including Indonesia—Girls in Tech Indonesia.

In line with global Girls in Tech, Girls in Tech Indonesia is a community that aims to empower, educate and engage women and girls who are passionate about ICT. Girls in Tech Indonesia was initiated in 2011 by Aulia Halimatussadiyah (Co-Founder & Chief Content Officer of Zetta Media), Anantya Van Bronckhorst (Co-Founder & Co-CEO of Think.Web) and Rya Aryanie (Managing Director of Talk Link). Girls in Tech Indonesia is a nonprofit organization funded by some donors including Facebook.

Girls in Tech Indonesia has some efforts in increasing women's participation in ICT through its program, Womenpreneur Digital Acceleration (WDA). This program is designed for women who have digital platforms for business. WDA focuses on maximizing the use of digital technology for women's business by providing seven classes, mentoring dinner and Pitch Night within a year.

## 1. WDA Classes

WDA classes are seven combined classes held every week for two months to coach approximately 50 women to get closer to digital literacy concerning digital marketing knowledge to help them induce their business. The selected women who have already had digital platforms are coached to maximize their platforms by equipping them with knowledge about finance, market promotion and leadership through these following classes:

- a. Digital Presence for Business
- b. Winning with Social Content
- c. Finance 101 For Small Medium Business
- d. Social Engagement That Matters
- e. Think Big: Optimize Your Business
- f. Understanding Your Leadership Style
- g. Promo to the Right Market

The seven coaching classes help leaders improve participants' self - awareness and self - management by learning through direct practice. This enables them to make better decisions for themselves and their organizations as well as their business in facing uncertainty since the coaching process allows women to be better at interpersonal, communicating, delegating, time management, emotional self -management, or other soft skills offered by the thematic coaching series given. For instance, with the coach's help on how to set up social media

advertising i.e. Instagram and Facebook ads (Promo to the Right Market), some feedback loops are created after trying out new creations. It is followed by feedback and reflection and try new creations again to improve the effectiveness of digital platforms for promotion. As a result, participants know better about how to advertise in social media ads, especially in terms of the content developed and other strategies.

## 2. Mentoring Dinner

Mentoring Dinner is a mentorship program set up for seven selected mentors who are women pioneers in business with 21 selected participants who are women starting up their business and have digital platforms as the media to develop the business. Mentoring Dinner aims to facilitate discussion and share knowledge about business between mentors and mentees conducted in an in-depth and intimate sharing between both parties in one and a half hours. This activity facilitates discussion and knowledge sharing about business utilizing digital platforms between mentors and mentees by presenting success woman entrepreneurs as role models to inspire.

There are several benefits of mentoring activity such as sharing the experience with other women, recognizing the wide range of diversity among women and gaining realistic feedback (Valerio, 2009, p. 41). In fact, mentoring dinner helps mentees to learn from their mentors'

experiences and background during the session. Mentors' experiences and backgrounds can be inspiring motivation for the mentees. After sharing, the mentors give the mentees feedbacks that women have more power than what they realize. Consequently, the mentees will see this action as constructive criticisms to succeed in their business.

### 3. Pitch Night

Pitch Night is a competition for women who have digital platforms for their business. In this pitching competition, 10 women are selected to present their digital business platforms in front of judges. The top three winners are picked, awarded a generous amount of Facebook Ads credit and be mentored to accelerate their startups/business. Under the frame of leadership development practice, pitching competition allows the participants to learn a lot since the judges will assess how the presenters respond to challenges, how they make decisions, handle risks, and manage relationships. This can accelerate their development as leaders in ways that no other method can accommodate.

The composition of activities in WDA program is expected to increase the number of woman entrepreneurs who use digital technology as a media to grow the business, increase the knowledge of woman entrepreneurs about the concept of product marketing (branding) /business, increase the knowledge of woman

entrepreneurs about the concept of product promotion via digital platforms (such as Instagram, Facebook for business), and to increase women's ability to promote their products/businesses via digital platforms.

## **GIRLS IN TECH INDONESIA'S LEADERSHIP STYLE**

Since the leadership concept of Girls in Tech Indonesia is from women to women, this study adopts contemporary leadership theory that differentiates behavioral leadership styles based on gendered behavioral differences into the dichotomy of transactional and transformational style. Contemporary leadership rose in the early 1970s when gender differences theories marked a shift in the leadership literature, as the behavior, skills and attitudes of women were considered, recognized and evaluated. It then perpetuated leadership styles that were evaluated through the perspective of gender differences, and the focus began to shift to a desire to understand how men and women led their followers (Avolio & Bass, 2002).

Comprehensive leadership underlying gendered behavioral differences was introduced by James MacGregor Burns (1978) as he proposed the terms "transactional" and "transformational" leadership. He defined transactional leaders as people who emphasized work standards and assignments and had task-oriented aims. Therefore, these leaders' focal points were believed to be on finishing tasks with rewards or disciplining subordinates in order to influence and improve their performances (Burns, 1978).



Transactional leadership is more likely performed in strong masculine qualities, as it is distinguished by “competitiveness, hierarchical authority and high control for the leader and analytical problem solving” (Klenke, 1993) which is more typical of male behaviors. In contrast, women more likely fit into a “feminine model of leadership built around cooperation, collaboration, lower control for the leader and problem solving based on intuition and rationality” (Klenke, 1993). This style of leadership is closely aligned to transformational leadership with effective leaders being described as those who inspire their followers and enable them to achieve the goals (Bass, 1985).

In some practices, transformational leaders motivate their followers to do something that they think they cannot by giving them such a challenging expectation with high standard performance. Transformational leaders motivate their followers to go beyond their self-interests by addressing each follower's sense of self-worth in order to engage the follower in true commitment and involvement in the effort at hand (Shamir, 1991).

Further, Bernard M Bass (2006) has divided transformational leadership into four performances: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The study uses these four transformational leadership performances to reveal Girls in Tech Indonesia's leadership style.

#### 1. Idealized influence

Aulia Halimatussadiah explained that “trust” is the most important thing to

enforce the followers (GIT-ID's participants) to fight the doubt constructed in women's minds, to make them believe that they can do the tasks given. The leaders (mentors) then ought to delegate the work to the followers by giving trust that they are able to do the work (Aulia Halimatussadiah, personal communication, June 23, 2017). From this explanation, it can be assumed that the leader is responsible for assisting and coaching the followers, instead of doing those tasks herself.

#### 2. Inspirational motivation

Inspirational motivation is when leaders motivate followers by creating expectations, setting an example to be followed by setting a high standard of performance and demonstrating determination and confidence by modeling appropriate behavior. Role modeling, somehow, is always performed by GIT-ID through its WDA program where all the mentors of coaching classes, mentor dinner, pitching night and those who are listed in #WHYNOT success storybook are women in tech. For instance, when GIT-ID participants were introduced to the Head of Product Manager of Gojek, who is a woman who manages millions of driver and financial transactions with a very big responsibility, they saw that a woman was able to handle the big responsibility. This role

modeling aims to show more women that digital technology mastery is not difficult.

### 3. Intellectual stimulation

Intellectual stimulation is when leaders help followers become more creative and innovative by continually challenging followers, giving them respect and consideration (intellectual stimulation). Aulia shared her experience when she challenged one of GIT-ID members after GIT-ID's mentorship. The member was once a financial talk writer, who is a content writer for Rula.com. She is now able to write about not only financial talk, but also other themes like relationship, inspiration, health, beauty, and men's corners—the things she had never dealt with before (Halimatussadiyah, personal communication, June 23, 2017).

### 4. Individualized consideration

Individualized consideration occurs when leaders pay personal attention to the developmental needs of followers, give them respect and consideration concerning to education and empowerment.

## **GIRLS IN TECH INDONESIA LEADERSHIP'S IMPACTS ON EMPOWERMENT**

Longwe's women empowerment framework examines to what extent equality between women and men has been achieved in the conventional sectors of economy and society. Longwe's framework aims to reveal women empowerment and equality in practice and to critically assess to what extent development intervention is supporting this empowerment. Furthermore, this framework comes with the idea of women's empowerment as enabling women to take an equal place with men and to participate equally in the development process in order to achieve control over the factors of production on an equal basis with men (March, Smyth, & Mukhopadhyay, 1999, p. 92). Longwe's framework also enables gender and development workers to analyze the development of organizations' commitment to women's equality and empowerment in terms of control, participation, conscientization, access and welfare. Using this framework, the research examines Girls in Tech Indonesia's leadership performance by questioning "does GIT-ID's performance enable women to enhance their control, participation, conscientization, access and welfare?"

#### 1. Control

In this regard, control refers to women's control over the decision-making process through conscientization and mobilization to achieve equality of control over the production factors and the distribution of benefits.

According to five participants, the classes equip them with best

practices through case study and hands-on exercises to understand how best practices work. As a result, they can run their own digital platform/business and manage them for a sustainable period.

Informant 1:

*"I run divaart.co with my friends. As one of the founders, I have control over our business' growth."*

Informant 2:

*"As the only founder and owner of Etnika.co I have control over the business and growth."*

Informant 3:

*"I produce knitting products and manage a digital platform @rajutanotentik to promote my products."*

Informant 4:

*"I have and manage Siswawirusaha.com; a marketplace for students to market their products. The profits are used to support student's study cost in PKBM Itaco (SMK Itaco)."*

Informant 5:

*"I own and manage a digital platform to promote the local richness and I do it by myself. I also build the marketplace for tour guides, I work with a team, and I am involved in the decision making."*

## 2. Participation

Participation refers to women's participation in the decision-making process, project making, planning and administration. Accordingly, equality of participation means involving women in making the decisions by which their community will be affected, in a proportion that matches their proportion in the wider community.

Central to the Womenpreneur Digital Acceleration's approach is the idea to accelerate the use of digital platforms. In this case, women must diagnose what they want and need in order to develop their startups. The project gives attention to increasing women's participation in the decision-making processes related to their digital platform development through #WhyNot Initiative campaign. Women attend Women Digital Acceleration classes before they are selected to join mentor dinner session. In Women Digital Acceleration classes, they are coached not only on digital literacy but also on leadership and decision making. This activity is considerably successful in enhancing women's participation in tech. In relation to this, five informants highlighted that there were significant differences they experienced after joining the Womenpreneur Digital Acceleration.

Informant 1:

*"After joining WDA, I am more engaged with digital platforms as tools for promotion and networking."*

Informant 2:

*"GIT-ID's facilitators really help us master digital platform, so I can use it more than before."*

Informant 3:

*"WDA has its continuous activities, the seven correlated combined classes, then mentoring session and pitching competition. The activities are arranged in order, and we do not just stop at a certain program. Interestingly, these classes provided in-depth discussion related to how to maximize social media platforms as promotion tools including how to make good social media content. Therefore, we can maximize the use of digital platforms."*

Informant 4:

*"Ollie shares to me how to build a business and how to make it grow, so I can do more with my platforms."*

Informant 5:

*"The classes give us good materials to build up our digital platforms; we can learn more to engage digital platform in our business."*

### 3. Conscientization

Conscientization refers to the raising awareness of gender issues in digital media. As mentioned before, Girls in Tech's objective is to provide women with general education, increase their self-confidence and awareness, and make them realize that they can use and maximize ICT to empower themselves. In empowering women, Girls in Tech Indonesia creates more

women role models in ICT since cultural divide is considered as the main barrier. According to Aulia, Indonesia needs more women role models in ICT in order to overcome male domination; if more women take part in ICT, other women might no longer consider it unusual to see women in ICT, which is deemed as men's world. Role modeling can be seen as a way to strengthen women's confidence and gender awareness in using ICT. In relation to this role modeling, Girls in Tech Indonesia campaigns #Whynot Initiative as an effort to raise gender awareness in ICT (Halimatussadiyah, personal communication, June 23, 2017)

Informant 1:

*"I am getting to know more that women can do and develop their platforms even though technology relates to men."*

Informant 2:

*"GIT-ID's campaign on #WhyNot really teaches us that we can deal with tech."*

Informant 3:

*"After joining GIT-ID, I know that we can do tech."*

Informant 4:

*"Technology is not about men, all GIT-ID's mentors are women."*

Informant 5:

*"The mentors are top leading women in tech, so #WhyNot really impacts us to deal with tech without hesitation"*

#### 4. Access

Access refers to women's access to economic resources to production factors i.e. access to ICT literacy, business information, finance, land, labor, credit, training, marketing facilities and all public services and benefits.

As previously mentioned, Womenpreneur Digital Acceleration (WDA) program aims to support women to be involved in productive digital activities. In 2017, two-month classes were held, followed by a mentor dinner and pitch competition. Here, the program can be seen to be working at the 'access' level of equality, since it is increasing women's access to the source of related information i.e. how to promote their products through digital platforms and access to capital venture as well as investor or funding supports

Informant 1:

*"GIT-ID gives us materials on how to master digital platform including promotion and access to finance, and it helps us."*

Informant 2:

*"One of the classes provides knowledge about financial access—venture capital—in a corporation delivered by Kinara venture capital."*

Informant 3:

*"GIT-ID's WDA gives me access especially to networking."*

Informant 4:

*"It helps us grow the business as WDA opens access to certain information on business strategy."*

Informant 5:

*"It provides good materials and how to access them. It offers not only knowledge but also networking."*

#### 5. Welfare

This term refers to the level of women's material welfare. Girls in Tech Indonesia's activities are simply designed to increase women's access to material resources relative to men that might impact their welfare level. For example, Womenpreneur Digital Acceleration (WDA) classes provide materials on how to win with social media content. This equips participants to promote their business that will impact their sales and profit. When the women's business is growing, consequently, the profit will increase, and it will impact their welfare level.

Informant 1:

*"And Ollie is my mentor, she really inspires me and helps me develop my school in terms of funding and promote my products."*

Informant 2:

*"Girls in Tech program really helps promote my business and impacts my sales."*

Informant 3:

*"As the program provides access to knowledge and information related to digital literacy to develop our digital platform as well as business, it impacts our business financially."*

Informant 4:

*GIT-ID's program gives an impact on my platform, on how to grow it."*

However, the benefit of Womenpreneurs Digital Acceleration classes is not only in the form of financial profit but also other kinds of benefits such as networking, access to related information in order to develop their digital platform. In this context, three participants admitted that they did not get direct financial benefit since their platforms are non-profit. The benefits that they get are in terms of networking and access to the resources.

Informant 5:

*"The significant transformation that I experienced is related to social media management skill. I never used Instagram, right now I have an Instagram account for my business platform. Having Instagram might significantly promote your business since it also provides ads for promotion. Somehow, my startup/digital platform is nonprofit, so it is not affected financially. However, it helps promote my program".*

From all the above explanation, it can be concluded that Girls in Tech Indonesia's leadership performance through Womenpreneur Digital Acceleration program has good impacts on empowerment as it positively enables women to achieve better access, control, participation, conscientization and welfare. Hence, we can argue that Girls in Tech Indonesia has succeeded in addressing woman

issues through their program, Womenpreneur Digital Acceleration.

## CONCLUSION

Digital gender divide caused by cultural divide has segregated occupation into the dichotomy of male and female's domain. It then impedes women to take part in ICT related work (including E-commerce) since it is considered men's field. In order to counter the gap, Girls in Tech Indonesia, however, has shown a contribution to women economic empowerment through ICT education and engagement through Womanpreneur Digital Acceleration. Interestingly, by addressing woman issues through Womenpreneur Digital Acceleration, Girl in Tech Indonesia has successfully implemented a transformational leadership performance that impacts positively on women economic empowerment through ICT mastery.

## REFERENCES

- Annan, K. (2003). Kofi Annan's Statement in *The World Summit on The Information Society*. Geneva.
- Avolio, B. J. & Bass, B. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. London, UK: Lawrence Erlbaum Associates Publishers.
- Asosiasi Penyelenggara Jasa Internet Indonesia (APJII). (2016). *Infografis penetrasi dan perilaku pengguna internet Indonesia*. Jakarta, Indonesia: APJII.
- Bass, B. M. (1985). *Leadership and Performance Beyond Expectation*. New York: The Free Press.

Bass, B. M & Riggio, E. R. (2006).  
*Transformational Leadership (2<sup>nd</sup> Ed.)*.  
New Jersey: Lawrence Erlbaum  
Associates, Inc.

Burns, J.M. (1978). *Leadership*. New York.  
Harper & Row.

International Telecommunication  
Union (ITU). (2016). *Measuring the*  
*Information Society Report*. Geneva,  
Switzerland: ITU.

Klenke, K. (1993). *Leadership education at*  
*the great divide: crossing into the*  
*twenty-first century*. UK: Sage.

March, C., Smyth, I. A., &  
Mukhopadhyay, M. (1999). *A Guide*  
*to Gender-Analysis Frameworks*.  
Oxford, Great Britain: Oxfam GB.

World Bank. (2006). *ICT and gender*  
*equality*. Washington, DC: Gender  
and Development Group, World  
Bank.

Shamir, Boas. (1991). Meaning, Self and  
Motivation in Organizations. *Sage*  
*Journals*, 12(3), 405-424. Retrieved  
from  
[https://doi.org/10.1177/0170840691](https://doi.org/10.1177/017084069101200304)  
01200304

United Nations (2005). *Gender equality*  
*and empowerment of women through*  
*ICT*. New York, NY: UN.

Valerio, A.M. (2009). *Developing women*  
*leaders: A guide for men and women in*  
*organizations*. Hoboken, NJ: Wiley-  
Blackwell.



## ABOUT

SALASIKA etymologically derived from Javanese language meaning 'brave woman'. SALASIKA JOURNAL (SJ) is founded in July 2019 as an international open access, scholarly, peer-reviewed, interdisciplinary journal publishing theoretically innovative and methodologically diverse research in the fields of gender studies, sexualities and feminism. Our conception of both theory and method is broad and encompassing, and we welcome contributions from scholars around the world.

SJ is inspired by the need to put into visibility the Indonesian and South East Asian women to ensure a dissemination of knowledge to a wider general audience.

SJ selects at least several outstanding articles by scholars in the early stages of a career in academic research for each issue, thereby providing support for new voices and emerging scholarship.

## AUDIENCE

SJ aims to provide academic literature which is accessible across disciplines, but also to a wider 'non-academic' audience interested and engaged with social justice, ecofeminism, human rights, policy/advocacy, gender, sexualities, concepts of equality, social change, migration and social mobilisation, inter-religious and international relations and development.

There are other journals which address those topics, but SJ approaches the broad areas of gender, sexuality and feminism in an integrated fashion. It further addresses the issue of international collaboration and inclusion as existing gaps in the area of academic publishing by (a) crossing language boundaries and creating a space for publishing and (b) providing an opportunity for innovative emerging scholars to engage in the academic dialogue with established researchers.

## STRUCTURE OF THE JOURNAL

All articles will be preceded by an abstract (150-200 words), keywords, main text introduction, materials and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list); and a contributor biography (150 words). Word length is 4,000-10,000 words, including all previous elements.

## TIMELINE AND SCHEDULE

Twice a year: February and July.

## PUBLISHING AND COPYRIGHT APPROACH

All articles must not have been published or be under consideration elsewhere. We are unable to pay for permissions to publish pieces whose copyright is not held by the author. Contributors will be responsible for clearing all copyright permissions before submitting translations, illustrations or long quotes. The views expressed in papers are those of the authors and not necessarily those of the journal or its editors.

## CONTENT ASSESSMENT

All articles will be peer-reviewed double-blind and will be submitted electronically to the journal ([journal@salasika.org](mailto:journal@salasika.org)). The editors ensure that all submissions are refereed anonymously by two readers in the relevant field. In the event of widely divergent opinion during this process a third referee will be asked to comment, and the decision to publish taken on that recommendation. We expect that the editorial process will take up to four months. We will allow up to four weeks for contributors to send in revised manuscripts with corrections.



Published by:

**THE INDONESIAN ASSOCIATION OF  
WOMEN/GENDER & CHILD STUDIES.**

The Centre for Gender & Child Studies  
Universitas Kristen Satya Wacana (CGCS UKSW).  
Jl. Diponegoro 52-60, Salatiga, 50711.

