Developing Gender-Sensitive Journalism for Students at SMA Trensains Muhammadiyah

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Abstract. Understanding of gender among adolescents is very low. Many cases are motivated by the weak awareness of male and female adolescents about gender ideology which is often cited as a source of problems. Considering this issue, as academics who have a background in media and communication studies, we have a responsibility to provide solutions to these problems. In collaboration with SMA Trensains Muhammadiyah Sragen, we propose activities to develop gender-sensitive journalism for SMA Trensains Muhammadiyah Sragen. This activity is an education that focuses on promoting concepts and theories about gender equality. We then directed the participants to write personal experiences related to gender issues into journalistic work products. Trensains Muhammadiyah Sragen High School is an excellent school managed by PDM Sragen. The community service activities that we proposed are suitable for students of SMA Trensains Muhammadiyah Sragen. Their academic potential will support the dissemination of gender-friendly journalistic products. The method of implementing this activity is to conduct a workshop on Increasing Gender Equality and Awareness, followed by Gender Sensitive Writing Training, and Gender Sensitive Writing Practices. This writing, aside from being a reflective documentation of their understanding of gender, will also be able to become a medium for building gender awareness for other people.

Keywords: Journalism, Gender Ideology, Gender Equality, Gender Justice.

1. Introduction

1.1. Background

This activity was based on the idea of the importance of youth having gender sensitivity, awareness, and equality. It is important to make certain events or education to build critical awareness among adolescents about gender problems, and also the sensitivity about gender problems in our everyday life. One of the most realistic programs at the moment is to encourage their writing skills in expressing their ideas about gender issues. Journalism training becomes a strategic program for implementing the purpose.

Adolescents who write and publish their writings through various media can be a strategy for disseminating ideas of gender equality among adolescents. Based on this background, it is recommended to hold an event, such as the journalism training for SMA Trensains Muhammadiyah Sragen students. It is considered a good program for students. Since they already can be facilitated by the school, the training will be a program for them to practice their skill in writing and creating ideas.

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1.2. Situation Analysis

SMA Muhammadiyah Trensains Sragen is one of Muhammadiyah's schools located in Sragen, Central Java. The school is located in Dawe, Banaran, Terusmacan, Sragen, Central Java. Initially, the school was named Pondok Pesantren Darul Ihsan Muhammadiyah Sragen. Then, the name was changed to SMA Muhammadiyah Trensains Sragen, in line with the changes in the curriculum. Trensains is an abbreviation of Science Islamic Boarding School. A concept that combines the pesantren curriculum with the science curriculum. The vision of SMA Muhammadiyah Trensains Sragen is to build a generation that adheres to the Al-Qur'an and As-Sunnah loves and develops science, and has deep philosophical and noble morals. Muhammadiyah Trensains SMA has three missions. First, organizing an educational process that instills understanding and love for the Al-Qur'an and As-Sunnah. Second, it provides an environment for the development of a scientific attitude, logical and philosophical thinking responsiveness, and exploration of both material and immaterial nature with its various phenomena. Third, to guide students to pursue a higher level of education in the natural field.

There are many accomplishments achieved by Trensains SMA students. However, based on the focus group discussions involving the community service team and teachers of SMA Trensains Muhammadiyah Sragen, we found that until that time there had never been any programs related to gender issues for students. We assume that the teachers and other staff did not think that gender issues were very important. Although in the last five years awareness of gender equality in various aspects has begun to increase, we see that this awareness has not yet touched youth, in this case, high school students.

In recent years, issues on gender and equality have started to be accepted by the society. This then changed the notion of the concept and understanding of gender in society. In 2013, an institution that is concerned with consumer behavior in Los Angeles, The Intelligence Group, released research on gender issues. This research showed that about two-thirds of the millennial generation believe that nowadays gender roles were getting blurrier and no longer apply as previous generations saw and applied those issued in everyday life. In the survey, it was written that young people understand gender based on their understanding, and not following traditional gender roles (Hasan, 2017).

According to Boediarsih, Shaluhiyah, and Syamsulhuda (2016), people since their teen ages already experienced gender discrimination. In many cases, women often became victims of dating violence. Referring to data from the Central Java LRC-KJHAM (2013), between November 2012 and June 2013, there were 301 cases of violence against women. The forms of violence included 265 cases of sexual violence, 100 cases of physical violence, and 60 cases of psychological violence. The data shows that sexual violence is generally experienced by adolescents. Violence against women itself is a form of inequality against women (Sumar, 2015; Ampera, 2012; Wulandaru, Bhima, Dhanardhono, & Rohmah, 2019). Social media and online media have contributed to the rampant cases of sexual violence among adolescents, especially in verbal form (Rosyidah & Nurdin, 2018; Delfina et. al., 2021).

According to Isni, Purti, and Qomariah (2021), sexual violence among adolescents often indicates unhealthy friendships as a consequence of gender discrimination among adolescents. People in their ages were in critical and vulnerable periods. Santrock (2003) defines youth as an age group that is in a developmental period of transition from childhood to adulthood. The transition includes biological, cognitive, and social-emotional changes.

Sexual violence that occurs in adolescents is usually triggered by several factors, including the lack of knowledge of adolescents about gender ideology. This information and knowledge formed the basis of a teenager's perception of sexuality. Dude and Kau Fag (in Cole, 2015) stated that among adolescents, boys adopted and practiced domination, aggression, control and were sexually masculine. This inaccurate understanding of gender
was a cultural problem that went on from generation to generation and was considered as something natural. This unequal understanding of gender was finally accepted as normal without ever being questioned.

There should be some effort to change this situation. As academics, we have a responsibility to participate in providing progressive changes to the younger generation. As a consequence, a critical understanding of the younger generation regarding gender ideology has to be conducted immediately. Adolescents, in our opinion, should no longer just have an awareness of gender equality, but they must become active actors in socializing gender equality. Education about sexuality needs to be instilled in teenagers. According to Ketting et. al. (2018), sexuality education should include information about sexuality and its expressions which include relationships, attitudes towards sexuality, sexual roles, gender relations, social pressure in the context of being sexually active, understanding of contraception, sexually transmitted diseases, the concept of gender, and also sexual orientation. Teenagers should get good sexual education because teenagers who get good sexual education will have complete sexual knowledge (Lestari and Awaru, 2020). It is based on good intentions that we make this Community Service proposal.

Based on that situation, what we think is the main problem is how young people do not have much awareness of issues of gender equality. Meanwhile, in the education process in Indonesia, gender inequality still dominates (Saeful, 2019). This is a result of the thick patriarchal culture that is applied in schools (Muh. Khaerul Watoni A., 2020). For this reason, we want to start with the students of Trensains Muhammadiyah Sragen High School. Our decision to choose the students of SMA Trensains Muhammadiyah Sragen as the target of this activity is due to the academic readiness of the students, including the facilities and infrastructure provided by the school. This readiness factor is important because we will make the participants of this activity an extension of us to educate gender issues to other teenagers.

2. Methodology

The activity proposed in this proposal is developing gender-sensitive journalism for SMA Trensains Muhammadiyah Sragen students. The purpose of this activity is to train students’ understanding of gender issues so that they are able to build their gender awareness. The description of the activities is as follows:

1. Increasing Awareness and Gender Equality
   This activity was participated by students from Trensains High School who had been previously selected. The target audience is 10-15 participants. Through the case studies and discussions, the participants were encouraged to be sensitive to gender problems.

2. Gender-Sensitive Writing Training
   Participants joined the training of writing articles to express the gender awareness they had acquired. Their writings will be published in online media.

3. Result and Discussion

The program was held in SMA Trensains Muhammadiyah Sragen on Sunday, 5 February 2023. This program was the collaboration between the Communication Science Study Program of UMY and SMA Trensains Muhammadiyah Sragen. 11 staff had various community service activities. Hence, before the Workshop, we had an official opening ceremony attended by all the staff involved and teachers from SMA Trensains Muhammadiyah Sragen.
There are 16 students as the participants joining the program. The Workshop started at 9.30 and finished at 14.30. Before discussing the workshop material, the team shared the questionnaire with the participants as the pre-test. There are questions included in the questionnaire:

1. Apakah yang anda pahami tentang gender? [What do you know about gender?]
2. Apa yang anda ketahui dengan persoalan sosial terkait gender? [What do you know about problems related to gender?]
3. Bagaimana pemberitaan di media tentang gender? [How do the media cover the gender issue?]
4. Bagaimana kontribusi anda untuk mengatasi persoalan gender di masyarakat? [What is your contribution to solving gender problems in society?]
5. Apa yang perlu diperhatikan ketika menjelaskan sesuatu tentang gender? [What do you think should be considered when you explain gender?]

The Workshop was divided into two sessions. The first session theme was Increasing Awareness and Gender Equality. It runs for about 90 minutes. The material was about introducing gender concepts, gender ideology, and the problem related to the culture and ideology of gender. This lesson also included how the media published gender issues. As an introduction, we gave several examples related to gender issues to help students reflect on the phenomenon.

The second session focused on journalism training. The theme was Gender Sensitive Writing Training. It started at 13.00 and finished at 14.30. In this session, the participants learned how to produce articles related to gender issues.
Before closing the Workshop, we encourage the participants to share their writing on the online media.

As the evaluation, after finishing the Workshop, we asked the participants to do the post-test. We gave the same questions as the pre-test. After collecting and scoring the pre-test and post-test, we tried to classify the results as follows:

![Chart showing Pre Test Results and Post Test Results]

From the result, we found that before the Workshop, the participants already had quite a good understanding of gender concepts and awareness. Ten students had good scores. However, the rest are still sufficient (5 students had adequate scores) and poor (1 student got a bad score). After the Workshop, we can see a significant change in the results. There were no students who got a bad score, and only two students who got adequate scores. Most students had good scores. The results of the Workshop were very satisfying.

4. Conclusion

Comparing the pre-test and post-test, we conclude that the Workshop has succeeded in increasing participants’ insights and knowledge about gender and building their awareness of gender issues. Next, we hope the participants can share their writing in the online media, so they can continue to promote the gender issue to raise gender awareness among their friends.
References


