EFFORTS TO BUILD INTEREST IN GENDER LITERACY AMONG ISLAMIC COMMUNICATION AND BROADCASTING STUDENTS AL-ZAYTUN INDONESIAN ISLAMIC INSTITUTE

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Abstract

The characteristics and distribution of role domains that are formed and believed by society are essentially detrimental to women, even though men are also physically and mentally disadvantaged. Social facts show differences in roles that trigger gender inequality which include marginalization, subordination, gender stereotypes and double burdens. The existence of gender literacy is needed to make campus academics aware of this problem and make understanding gender literacy. Gender literacy is important because it will form a better awareness and understanding of concepts, social roles, stereotypes and dynamics that occur in relationships between men and women. Efforts to provide access to literature supported by the formation of peer groups are the right way to build interest and increase understanding of gender literacy. This research aims to provide an overview of the efforts made and determine the increase in students' interest and understanding of gender literacy. The research carried out was quasi-experimental research with a mixed methods approach. The research procedure divided the group into two, namely the experimental group and the control group. The total population is 29 students of class 10 Communication and Islamic Broadcasting. The sample was selected using purposive sampling technique. The quantitative data collection tool used was a student response scale consisting of 32 items which were then analyzed using the t test, while qualitative data was collected through interviews. The results of the research show that the implementation of providing inclusive access to literature within peer groups can increase students' interest and understanding. The data results show that the average value of the experimental group is greater than the control group, namely 122.66 with the average value of the control group being 89.16. The group communication pattern that is formed allows students to feel feedback and mutual motivation between members, thus supporting the growth of interest and understanding that is created comprehensively.

Keywords: gender literacy, effort, communication, interest and understanding.

INTRODUCTION

The characteristics and division of role domains that are formed and believed by society are aimed at differentiating men and women (Darma et al., 2021). The inherent patriarchal culture means that men are considered to have a very important role in social life and have a higher position than women (Setyawan, 2020). So far, the social facts that exist in society show that there are differences that give rise to injustice in the rights and roles received by men and women.

Social facts by looking at reflections through data or social experiences felt by women are now being identified in the fabric of social life. Regarding this, it refers to forms of gender injustice including marginalization, gender-based violence, subordination, gender stereotypes, and double burdens. Conditions like this certainly led us to conditions that are not good for harmonization and prosperity in community life. Basically, this condition is not uncommon due to a lack of understanding of the concept of gender.

Understanding of gender does not discriminate. It is hoped that all parties can realize a fair life between men and women or be gender responsive, including among students. Students are a group that has great potential to create positive change in society, but it cannot be denied that they can experience things that are gender biased. The existence of gender literacy is needed to make campus academics aware of this issue and make understanding gender a literacy. Gender literacy is important because it will form better awareness and understanding of concepts, social roles, stereotypes and dynamics that occur in relationships between men and women (Jiwanda, 2023).

Initial observations that have been carried out show that the majority of students have a wrong perception of the meaning of gender itself, the results show that 72% of students interpret the term gender as sex. Many respondents answered that they had never written about gender, so students were unable to provide a broader view about gender. Most of them hear the term gender not from lectures but instead get it through social media. There must be an effort to increase student understanding, namely by literacy. Moreover, social media is now being used as a tool to promote the idea of a feminism-based literacy network with an effort to respond to women's issues (Umami, 2020). Optimizing literacy must be accompanied by active, dialogical and critical learning (Jiwanda, 2023).

Efforts to provide access to literature supported by the formation of peer groups are an appropriate means of building interest and increasing understanding of gender literacy. So, this research was carried out with the aim of obtaining an overview of the implementation of efforts to increase gender

literacy among students as well as finding out the increase in interest and understanding of gender literacy among students. Bearing in mind from the results of observations that the meaning or concept of gender is still misinterpreted, even in our society which often understands gender as sex (Ridwan, 2006), therefore it needs to be emphasized with a view to responding to this condition.

There are differences in the meaning of the words gender and sex. Sex is a difference that refers to the biological sex inherent in women and men. Meanwhile, gender is a characteristic built by culture, aimed at differentiating men and women and developing in society so as to give birth to the social roles of men and women as gender roles (Darma et al., 2021).

Gender literacy is something that involves the ability to recognize, analyze, criticize gender concepts and the roles of each individual as well as gender issues. In accordance with the statement by Darma et al (2021) that gender literacy can be understood as the ability to understand the ins and outs of women's status from negative justifications produced by social culture, reconstruct the reality of gender perspectives and deconstruct established discourses towards women. Overall, according to Penny Kurnia Putri, gender literacy is useful in forming attitudes that support gender equality (2021).

There are many efforts that can be made to increase gender literacy, one of which is by providing inclusive access to literature on gender. Inclusive literature access refers to an individual's ability to access and use reading material that includes a variety of diverse perspectives, experiences and points of view (Kamalludin, 2023). In the context of gender literacy, inclusive literature includes works that discuss gender issues from various points of view, including the experiences of women and men and individuals with diverse gender identities. If the reading materials are available, the follow-up to literacy activities is to create a collaborative network between students, departments or campuses so that the collaboration that has been initiated can continue outside the campus. This is called the formation of a peer literacy group (Jalaludin, 2021).

Based on the statement of Hestutyani et al (2015) in Febrianita (2020), the group communication process is circular in nature. The circular communication pattern is based on an interaction perspective which emphasizes that the communicator or source responds reciprocally to other communicators. The mechanism of the circular group communication process is that both the communicator and the communicant have the same position, so that the communication process runs in a circular manner. In this research, researchers will apply a free network communication pattern because basically this pattern allows interaction without obstacles, in this pattern each group member can

participate by sending messages, providing responses, and sharing ideas. The discussion continues naturally and is responsive to the literature topic.

METHOD

The research carried out was a quasi-experiment where the research procedure divided the group into two, namely the experimental group and the control group with a mixed method approach. The researcher ordered the analysis method (Sequential Explanatory) where the first stage of research was carried out using quantitative methods to obtain measurable and comparative data. The next stage or second stage is research using qualitative methods to strengthen, prove or disprove the quantitative data obtained in the first stage (Sugiyono, 2020).

The total population was 29 students in the 10th Islamic Communication and Broadcasting class. The sample was selected using a purposive sampling technique. The quantitative data collection tool used a Likert scale for student responses which were then analyzed using independent sample t-test analysis against the post test. Qualitative data was collected from interviews conducted with 2 informants from the experimental sample. The researchers selected 2 people as informants based on criteria and were deemed to have provided sufficient information needed by the researchers.

RESULTS AND DISCUSSION

Carrying out this research, researchers carried out an experimental process by providing inclusive literature which included the availability of reading material that discussed gender. Gender literature may include books, videos, articles, journals, blogs, films, research papers, or other online resources. The next step is to create a discussion group which will support the growth of interest and understanding through the exchange of ideas and experiences.

The discussion activity, which included providing reading material, was carried out over 14 meetings. To achieve effective communication, a group communication pattern is needed to support it to make it easier to understand the message conveyed between the giver and recipient so that it is clearer, more complete, delivery and feedback are balanced (Suprapto, 2019).

It can be said that in the group discussions that were carried out, the group communication pattern that was formed was a free network communication pattern. The free network communication pattern is based on an interaction perspective which emphasizes that the communicator or source responds reciprocally to other communicators. The mechanism of the free network group

communication process is that both the communicator and the communicant have the same position (Febrianita & Amalia, 2020).

In another sense, the free network communication pattern is the same as the circular communication pattern, only this pattern is more dynamic and has open channels. This pattern allows every member of the group to communicate with anyone, this pattern is the most flexible pattern because there are no intermediaries who can hinder the flow of information.

The activities carried out in each meeting are: first, the researcher distributes reading material in the form of articles, research papers, films, videos or books, then, the researcher and all discussion members present their understanding of the reading material shared. Second, interactive activities such as questions and answers and sharing experiences. Researchers and all discussion members can ask questions or provide responses to the presentation or message being discussed. Third, carry out evaluation and feedback. Researchers and all discussion members were given the opportunity to provide feedback regarding meeting activities.

Quantitative data findings can be seen from the results of hypothesis analysis based on statistical calculations to draw conclusions about whether the null hypothesis can be rejected or not and it is important to interpret the results contextually and explain the implications of the findings. The use of the independent sample t-test on the post-test aims to determine whether there is a difference in the level of interest and understanding of gender literacy between students who were given treatment and students who were not given treatment. The posttest t-test results calculated using SPSS 26.0 software can be seen in Table 1 below:

Table 1. Independent Samples t-Test Results on Students' Interest and Understanding of Gender

Group	Mean	T test	P
KE	122.66		
		12.841	0.000
KK	89.16		

Note: TO: Experimental Group; KK: Control Group; T test: Difference in means of two sample groups; P: Probability

The results of the independent sample t-test in Table 1 show that the t-test value is 12,841 with p = 0.000 at a significance level of 5%. This means that the t test value is significant, so it can be stated that there is a significant difference between the interest and understanding of students who were given treatment

and students who were not given treatment. In connection with this research, based on hypothesis testing, it shows that efforts to provide inclusive literature access are effective in increasing student interest and understanding.

Based on the t test, it is also known that the average level of interest and understanding of students who were given treatment was 122.66 and the average level of interest and understanding of students who were not given treatment was 89.16. It can be concluded that the average level of interest and understanding of gender literacy among students who were given treatment was higher than students who were not given treatment. This is in accordance with the statement that if the experimental group's score is higher and more significant than the control group, then the treatment has a positive effect (Sugiyono, 2020).

Regarding the treatment provided, namely the implementation of efforts to provide inclusive literature access in increasing student interest and understanding, then in supporting and expanding the quantitative data analysis of qualitative data sourced from interview data collection is also presented. The results are interpreted as follows:

Students' interest in gender literacy

Interest has a big influence on the activities a person carries out, with interest a person will do something with pleasure and willingly. Someone who is not based on interest will feel reluctant to do something, so this shows that interest is an important element in achieving success in carrying out a task or activity (Vidiawati, 2019). Gender literacy interest can be seen from several aspects including: a person's frequency of reading activities, the amount of reading material, situations that encourage a person to read, active participation without coercion, and feelings of enjoyment. From the results of interviews with informants, it is proven that there is an increase in interest in gender literacy, thus this qualitative data strengthens the quantitative data.

Qualitative data that supports and expands this explains that students' interest in gender literacy can be seen from several aspects as follows:
1. Frequency and amount of reading material
   The results of the interviews obtained explain that the amount of reading material that informants read has increased and they more often read books or other gender reading materials, both online and offline. This is in accordance with Santoso's (2011) statement, namely that if someone has a large amount of reading material, it shows that someone has a high interest in reading activities.

2. Situations that encourage someone to read

    The results of the interview showed that the informants' interest in gender literacy increased because of the comfortable atmosphere and the discussion activity itself. In line with this, such a situation can provide benefits in retaining and also motivating students to continue reading and increase their knowledge more broadly and in depth (Jalaludin, 2021).

3. Active participation without coercion

    The interview results obtained showed that the informant was aware of the benefits of reading for himself and was willing to look for references to reading materials regarding gender other than the reading materials provided. A person who is aware of the benefits obtained from reading activities will carry out reading activities voluntarily without any coercion from other parties (Ramandanu, 2019).

4. Feelings of joy

    The results of the interview explained that the informant felt happy when reading gender reading material. When someone feels happy exploring gender issues, discussing gender gaps, it indicates that they have an interest and desire to understand.

Understanding student gender literacy

Gender literacy can provide benefits for students in changing society to be more inclusive, fair, and aware of the importance of gender equality. Gender literacy can also be understood as the ability to understand the ins and outs of women's status from negative justifications produced by social culture, reconstructing the reality of gender perspectives and deconstructing established discourses towards women (Darma, Yoce, & Astuti, 2021).

Understanding gender literacy refers to a person's ability to recognize, understand, and criticize roles and norms related to gender in culture and society. This includes an understanding of the concept of gender, gender differences, as well as the social, economic and political impacts of gender inequality. Gender literacy also involves being aware of gender stereotypes, patriarchy, and how these affect an individual's daily life and opportunities.

Scientifically, gender literacy involves analysis of the social construction of gender roles, how gender identity is understood and shaped by society, and how gender inequality appears in various aspects of life. Gender literacy helps us understand why women and men often have different access to education, work, health services, and how policies and social structures reinforce this. Gender literacy enables a person to identify gender discrimination, understand

how media and culture influence gender perceptions, and contribute to building a more inclusive and gender-just society.

Based on the results of the interview, it was found that the explanation of the concept of gender that the informant provided could be explained correctly and was able to identify problems that occurred in relations between men and women. The ability to understand concepts, social roles, stereotypes and dynamics that occur in relationships between men and women is an indication of gender literacy with a better understanding (Jiwanda, 2023). Apart from that, this ability to understand forms a critical attitude to abandon gender thoughts or assumptions, especially regarding women (Jiwanda, 2023). Gender literacy provides a clear definition of the difference between the concepts of gender and sex. This helps avoid gendered assumptions.

CONCLUSION

Based on the results of the research findings that have been carried out, the researchers concluded more briefly as follows:

Implementation of efforts to increase interest in gender literacy among students of the Islamic Communication and Broadcasting Study Program is by providing literature on gender which is included in peer discussion groups. Procuring literature means ensuring the availability of reading materials that discuss gender. Gender literature in the form of books, articles or other online resources, by integrating it into discussions, members can develop a deeper, critical and contextual understanding of gender issues. Ease of understanding messages is supported by forming a circular group communication pattern or all-channel network, this allows all discussion members to communicate without obstacles. These efforts support the growth of interest and also increase understanding through the exchange of ideas and experiences.

There is an increase in interest and understanding of gender literacy among students of the Islamic Communication and Broadcasting Study Program. The results of quantitative research show that subjects who were involved in discussion groups and had access to literature had a higher increase in interest and understanding with an average score of 122.66. Meanwhile, the control group who were not involved in the discussion group had more limited interest and understanding with an average score of 89.16. The results of the qualitative data show that interest in gender literacy among students in the experimental group increased as assessed through indicators of the amount and frequency of reading, active participation in reading activities as well as the desire to search for sources of reading material independently, as well as positive feelings, namely joy when reading and discussing, thus motivating to share knowledge

with others. They also have a better understanding of the concepts discussed in the literature. Active participation in discussions allows them to share views, information and deepen mutual understanding.

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