

## Exploring a Gender Equality-based Sex Education Model: Case of SMA Harapan Mandiri in Medan, North Sumatra

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**Abstract:** Gender-based sex education is increasingly crucial in schools, especially high school. Despite various studied models, gender-sensitive sex education remains unexplored. This research aims to identify a gender-sensitive sex education model at SMA Harapan Mandiri Medan, North Sumatra, using a qualitative approach. Data collection involves observation, interviews, and documentation, which is analyzed through reduction, presentation, and NVivo 12 Pro mapping. Results show the successful initiation of a comprehensive sex education model at SMA Harapan Mandiri. The model integrates into the curriculum, includes teacher training, fosters inclusivity, adopts anti-discrimination policies, promotes respect for diversity, educates on the negative impacts of teenage dating, involves parents, and offers information resources. The anticipated positive impact is that SMA Harapan Mandiri will become a hub for improved student mindsets through responsive sex education, fostering literacy in sexual differences, and promoting respect toward the opposite sex.

**Keywords:** equality gender; NVivo 12 Pro: sex education model

**Abstrak:** Pendidikan seks berbasis gender semakin penting di sekolah-sekolah, terutama di tingkat sekolah menengah. Meskipun telah banyak model yang diteliti, pendidikan seks yang peka gender masih belum banyak dieksplorasi. Penelitian ini bertujuan untuk mengidentifikasi model pendidikan seks yang peka gender di SMA Harapan Mandiri Medan, Sumatera Utara, dengan menggunakan pendekatan kualitatif. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi, yang kemudian dianalisis melalui reduksi, penyajian, dan pemetaan NVivo 12 Pro. Hasil penelitian menunjukkan keberhasilan inisiasi model pendidikan seks yang komprehensif di SMA Harapan Mandiri. Model ini diintegrasikan ke dalam kurikulum, termasuk pelatihan guru, mendorong inklusivitas, mengadopsi kebijakan anti-diskriminasi, mengajarkan untuk menghormati keragaman, mendidik tentang dampak negatif dari pacaran remaja, melibatkan orang tua, dan menawarkan sumber informasi. Dampak positif yang diharapkan adalah SMA Harapan Mandiri akan menjadi pusat peningkatan pola pikir siswa melalui pendidikan seks yang responsif, menumbuhkan literasi tentang perbedaan seksual, dan mengajarkan rasa hormat terhadap lawan jenis.

**Kata Kunci:** kesetaraan gender; NVivo 12 Pro; model pendidikan seks

## A. Introduction

Sex education is an integral part of individual development that involves biological aspects and social, emotional, and psychological dimensions.<sup>1</sup> In facing the complexity of modern society, sex education with gender-sensitive character is an urgent need.<sup>2</sup> Gender sensitivity is central to ensuring that each component of the sex education model is equally accessible and understandable to all individuals, regardless of sex or gender identity.<sup>3</sup> Gender-sensitive sex education not only refers to the recognition of biological differences but also teaches a deep understanding of gender diversity and how to build healthy and respectful relationships between different gender identities.<sup>4</sup> Providing information on sexual matters is essential given that adolescents are at an active sexual potential, as it relates to hormone-influenced sexual urges, and often do not have enough information about their sexual activity.<sup>5</sup> Of course, this will be very dangerous for the development of the adolescent's soul if he does not have the proper knowledge and information. The fact shows that most of our adolescents do not know the impact of their sexual behavior; often, adolescents are too immature to have sexual intercourse, especially if they have to bear the risks of sexual intercourse.<sup>6</sup>

In general, sexual education is clear and correct information about the issue of human sexuality, which includes the process of conception, pregnancy until birth, sexual behavior, sexual relations, and aspects of health, psychology,

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<sup>1</sup> Indah Wigati, "The Social Aspects of Gender-Responsiveness in Schools," *Sawwa: Jurnal Studi Gender* 14, no. 2 (2019): 147–62, <https://doi.org/10.21580/sa.v14i2.4523>.

<sup>2</sup> Suwarno Suwarno, "Urgensi Pendidikan Karakter dalam Upaya Pencegahan dan Pengendalian Perilaku Seksual Pra Nikah Remaja," *Sawwa: Jurnal Studi Gender* 13, no. 1 (2018): 23–44, <https://doi.org/10.21580/sa.v13i1.2203>.

<sup>3</sup> Susilo Setyo Utomo and Uni Ekowati, "Pendidikan Responsif Gender bagi Anak Usia Dini," *Habitus: Jurnal Pendidikan, Sosiologi, & Antropologi* 3, no. 2 (2019): 41–50, <https://doi.org/10.20961/habitus.v3i2.35716>.

<sup>4</sup> Nur Wiarsih and I Gede Astawan, "Pendidikan Responsif Gender dan Kesehatan Reproduksi dalam Proses Pembelajaran," *Mimbar Ilmu* 26, no. 2 (2021): 333–38, <https://doi.org/10.23887/mi.v26i2.38505>.

<sup>5</sup> Tiyas Nur Haryani and Ismi Dwi Astuti Nurhaeni, "Evaluasi Integrasi Nilai Gender pada Pendidikan Menengah (Studi pada Sekolah Menengah atas di Kabupaten Sragen)," *Spirit Publik: Jurnal Administrasi Publik* 14, no. 1 (2019): 94–102, <https://doi.org/10.20961/sp.v14i1.34585>.

<sup>6</sup> Muhammad Hendra Prasetya, "Karakteristik Budaya Sekolah di SMP Negeri 15 Yogyakarta sebagai Pelaksana Program Sekolah Responsif Gender," *Spektrum Analisis Kebijakan Pendidikan* 9, no. 2 (2021): 189–98, <https://doi.org/10.21831/sakp.v9i2.17048>.

and society.<sup>7</sup> The issue of sexual education should be related to the norms of society, what is forbidden, what is practiced, and how to do it without violating the rules of society. Sexual education is a way of teaching or education that can help young people deal with life problems that stem from sexual urges.<sup>8</sup> Thus, sexual education intends to explain everything related to sex and sexuality in a reasonable form. According to Singgih D. Gunarsa, the delivery of sexual education material should be given early when the child has begun to ask about sex differences between himself and others, continuously and gradually adjusting to the needs and age of the child and the child's capacity to catch it.<sup>9</sup>

Initiating conversations about sexuality should begin at a young age through sex education within the family. Sex should not be perceived as a taboo subject but rather as a natural part of human life in reasonable proportions. If sex remains taboo, it may lead to misunderstandings and hidden sexual problems. Consequently, various sexual and psychological issues may arise. In this context, ideally, sexual education should be first provided by parents at home, considering that parents are the ones who know their children's situation best. It is realized through the parents' lifestyle within the family as a united married couple. Sexual education is best delivered in a warm, open, heart-to-heart atmosphere between parents and children. The difficulty arises when parents lack adequate knowledge (both theoretically and objectively), leading to less openness and a tendency not to provide a comprehensive understanding of their children's sexual issues. Consequently, children may receive incomplete information about sex.<sup>10</sup>

In this context, the school environment is expected to become a platform that supports the implementation of a sex education model with a gender-sensitive character. This can be achieved by creating an inclusive atmosphere where every student feels valued regardless of gender or gender identity. Sex

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<sup>7</sup> Eka Fajrina Haryati, "Guru Bimbingan Konseling dalam Mencegah Perilaku Berpacaran Remaja SMP," *Quanta* 4, no. 3 (2020): 93–106, <https://doi.org/10.22460/q.v4i3p93-106.1981>.

<sup>8</sup> Yuliatin Yuliatin, "Relasi Laki-Laki dan Perempuan di Ruang Domestik dan Publik menurut Pemahaman Elit Pesantren Salafiyah di Jambi," *Musawa Jurnal Studi Gender dan Islam* 18, no. 2 (2019): 161–71, <https://doi.org/10.14421/musawa.2019.182.161-171>.

<sup>9</sup> Prasetya, "Karakteristik Budaya Sekolah di SMP Negeri 15 Yogyakarta sebagai Pelaksana Program Sekolah Responsif Gender."

<sup>10</sup> Nur Ajizah and Khomisah Khomisah, "Aktualisasi Perempuan dalam Ruang Domestik dan Ruang Publik Perspektif Sadar Gender," *Az-Zahra: Journal of Gender and Family Studies* 2, no. 1 (2021): 59–73, <https://doi.org/10.15575/azzahra.v2i1.11908>.

education based on character and responsiveness to gender will be more effective when aligned with the ethical and moral values taught in the school environment. However, there is still a limited understanding of the importance of sexual education for adolescents, especially when it comes to implementation in the school environment. Furthermore, another influencing factor is the strong presence of patriarchal culture deeply rooted in society. Sexuality is still perceived as solely a women's issue. However, sexuality is a concept that needs to be understood by both men and women collectively.

In other words, sex education should be based on gender equality. No double standards should be applied. For example, unmarried women who are not virgins are labeled as tainted, but unmarried men with the same experience (no longer virgins) are considered natural and normal. Sex workers are seen as immoral, but this judgment does not apply to the men who are their clients. These double standards are rooted in all aspects of life, including law, economy, education, media, and family. These aspects should not be the essence of a gender-sensitive sex education model. In delivering the material, it should not corner one gender. Instead, it must instill an understanding of sexuality as a shared responsibility between men and women so that blame is not unfairly assigned to one party if unwanted things happen, such as promiscuity or premarital sex.

Sex education is expected to be gender-sensitive, empowering adolescent boys with the ability to respect the rights of the opposite sex and empowering adolescent girls to assert their rights more resiliently. It is also essential to create a comfortable atmosphere for both genders in implementing sex education through a dialogical and communicative environment, without comments that could provoke disturbances or responses that lead to harassment. Socialization of women's rights related to the gender concept is also crucial so that awareness of their position and role in deciding their reproductive rights develops gradually.<sup>11</sup>

In addition, the role of educators and educational staff is crucial in integrating this sex education model into the school curriculum. They must be actively involved in providing a deep understanding of gender diversity, teaching healthy interpersonal skills, and creating space for open and

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<sup>11</sup> Nadila Dwi Adika and Farida Rahmawati, "Analisis Indikator Ketimpangan Gender dan Relevansinya terhadap Pertumbuhan Ekonomi Inklusif di Indonesia," *Ecoplan* 4, no. 2 (2021): 151–62, <https://doi.org/10.20527/ecoplan.v4i2.400>.

educational dialogue on sexuality issues. Many sex education models have been studied, but no studies have explored gender-based sex sensitivity education models. Moreover, the model applied results from analyzing parties' opinions in one school. In that case, the model used follows the expectations and characteristics of all existing parties.

Various studies have proven that dating has become a trend for teenagers today.<sup>12</sup> Different educational designs on the negative impact of dating or extramarital sex education have been attempted by various researchers. No research has yet raised the education model taken from the opinions of high school educators, especially those based on gender justice, because the sex education model for adolescents must be differentiated for adolescent boys and adolescent girls. On the other hand, to initiate a sex education model that not only prioritizes aspects of biological information but also pays attention to character values and gender sensitivity. Unlike several previous research studies, this article tries to reveal/explain how the gender-sensitive character education model is implemented at SMA (Senior High School) Harapan Mandiri, Medan North Sumatra.

## B. Method

This research employs a qualitative method with a descriptive approach and is conducted within the environment of Harapan Mandiri High School. The informants included six teachers. A notepad denotes each informant in the analysis with NVivo 12 Pro. The choice of qualitative method is used to provide a deep understanding of the complexity of the gender-sensitive character education phenomenon in this school context.<sup>13</sup> The descriptive approach is chosen to thoroughly document and analyze data without attempting to measure variables quantitatively.<sup>14</sup>

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<sup>12</sup> Heni Aryati, Linda Suwarni, and Abduh Ridha, "Paparasi Pornografi, Sosial Budaya, dan Peran Orang Tua dalam Perilaku Berpacaran Remaja di Kabupaten Sekadau Provinsi Kalimantan Barat," *Jurnal Kesmas (Kesehatan Masyarakat) Khatulistiwa* 6, no. 3 (2019): 127–36, <https://doi.org/10.29406/jkmkv6i3.1775>; Emi Marfuqoh and Evi Martha, "Determinan Perilaku Seksual dalam Berpacaran pada Remaja di Indonesia," *Jukema (Jurnal Kesehatan Masyarakat Aceh)* 6, no. 2 (2020): 80–87, <https://doi.org/10.37598/jukema.v6i2.898>.

<sup>13</sup> Prasetya, "Karakteristik Budaya Sekolah di SMP Negeri 15 Yogyakarta sebagai Pelaksana Program Sekolah Responsif Gender."

<sup>14</sup> Utomo and Ekowati, "Pendidikan Responsif Gender bagi Anak Usia Dini."

Various data collection techniques will be employed, including interviews with relevant parties such as teachers as the main informant. The interview data was then validated by triangulation with complementary documents and interviews from students and school staff at SMA Harapan Mandiri. These interviews will provide insights into their views and experiences regarding gender-sensitive character education in the school. Observations be conducted to observe the practices of sex education directly and the dynamics of interactions within the classroom or school activities.

Data analysis in this research will involve three main stages: reduction, presentation, and conclusion drawing.<sup>15</sup> These stages systematically explore meanings and provide a deeper understanding of implementing gender-sensitive character education in SMA Harapan Mandiri.

First, the data reduction stage will involve organizing, simplifying, and translating raw data from interviews, observations, and document analysis. This process will help identify patterns of findings, group relevant information, and determine the main themes related to sex education in the school environment.

After the reduction stage, the processed data will be presented clearly and comprehensively. Presentation of this data may involve using tables, graphs, or descriptive narratives to provide a more visual and easily understandable overview of the findings from each data collection technique. This approach aims to explain and interpret the findings so that readers can access them more effectively.

The NVivo 12 Pro map assists in data interpretation. The map contains parent and child nodes to interpret the grouping of perceptions from teachers and students. Teachers are given two initials and their ages, and students are given class names and the order of attendance in each class.

Lastly, the conclusion stage will involve a profound interpretation of the data analysis results. Conclusions be drawn by detailing key findings, relationships between findings, and practical implications that may arise from this research. This process will provide a broader understanding of the extent to which the model of gender-sensitive character education can be implemented at SMA Harapan Mandiri and its potential impact on the school environment.

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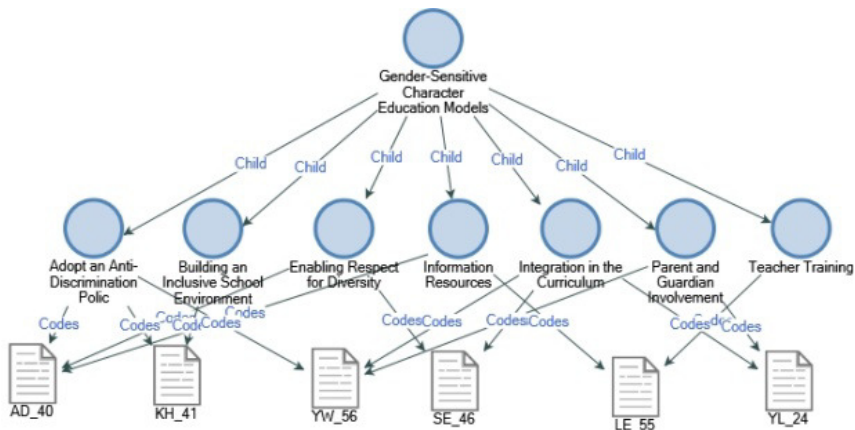
<sup>15</sup> Abdul Karim and Pryla Rochmahwati, "Gender Equality in Islamic Religious Education," *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 1, no. 1 (2021): 145–61, <https://doi.org/10.21154/cendekia.v1i1.2553>.

### C. Results

Gender-sensitive character education has become a primary focus in efforts to create an inclusive and supportive educational environment in schools, including at SMA Harapan Mandiri. As a progressive educational institution, SMA Harapan Mandiri has taken significant steps to strengthen gender-sensitive character education models. Here are some steps that SMA Harapan Mandiri has taken in designing and implementing an inclusive and responsive sex education model that embraces gender diversity (see Figure 1).

Figure 1 shows teachers' responses at SMA Harapan Mandiri regarding things that need to be implemented in implementing a sex education model based on gender equality. It includes integration in the curriculum, teacher training, building an inclusive school environment, adopting an anti-discrimination policy, respect for diversity, parent and guardian involvement, and information resources. The positive impact expected in this study is that SMA Harapan Mandiri becomes a place that can improve students' mindsets by implementing responsive-based sex education. Through this application, students will become more literate in understanding sexual differences and how to respect the opposite sex.

Figure 1  
Teachers' perceptions of sex education models based on gender equality



### **Integration in the Curriculum**

At SMA Harapan Mandiri, integrating a gender-sensitive character education model into the curriculum is essential to creating an inclusive and supportive educational environment. This curriculum not only addresses the biological aspects of sexuality but also encompasses character values and awareness of gender diversity. The learning materials are designed to reflect the complexity of sexual and gender identities, providing a deeper understanding and stimulating critical thinking. For instance, a concrete example can be found in the subject of sociology. The topic of interpersonal relationships is not solely centered on the biological or anatomical aspects of the body but also addresses values such as mutual respect, supporting gender equality, and appreciating individual differences. Teachers can utilize case studies or discussion materials relevant to students' daily lives at SMA Harapan Mandiri to encourage reflection and deeper dialogue.

Moreover, literature integrated into the curriculum in the Indonesian Language subject can be carefully selected to include works that introduce gender-aware characters and present stories that reinforce inclusive values.<sup>16</sup> By using books or stories that depict gender diversity, students can understand the realities of others' lives and develop empathy.

### **Teacher Training**

To create an educational environment supportive of the gender-sensitive character education model, SMA Harapan Mandiri acknowledges that teacher training is key to success. This training is designed to provide educators with a deep understanding of character values, gender equality, and sexual diversity, enabling them to support and guide students inclusively. Teacher training at SMA Harapan Mandiri involves workshops or seminars featuring competent experts in sexual education and psychology who specialize in gender and sexuality. The training content may include age-appropriate teaching approaches, understanding the gender identity framework, and communication strategies that support and motivate students.<sup>17</sup>

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<sup>16</sup> Dini Damayanti and Fitria Rismaningtyas, "Pendidikan Berbasis Responsif Gender sebagai Upaya Meruntuhkan Segregasi Gender," *Jurnal Analisa Sosiologi* 10 (2021): 60–75, <https://doi.org/10.20961/jas.v10i0.47639>.

<sup>17</sup> Wiarsih and Astawan, "Pendidikan Responsif Gender dan Kesehatan Reproduksi dalam Proses Pembelajaran."



### **Building an Inclusive School Environment**

Creating a school environment that supports gender equality and respects diverse identities has been implemented at SMA Harapan Mandiri. Strategies to establish an inclusive school environment in the context of a gender-sensitive character education model involve several key approaches. One applied approach is creating a physical and social environment that supports gender equality and respects diverse identities.

Based on observation and interviews, SMA Harapan Mandiri has implemented providing accessible health facilities for all students regardless of their gender identity. It aims to offer an equal and non-discriminatory learning experience for every student at SMA Harapan Mandiri.<sup>18</sup> Moreover, the school actively creates extracurricular programs or social activities that support empowerment and social integration for students with various gender identities. Examples of activities may include discussion groups or clubs addressing gender issues, supporting the development of interpersonal skills, and enhancing understanding and respect for one another.

### **Adopt an Anti-Discrimination Policy**

In SMA Harapan Mandiri, adopting an anti-discrimination policy is critical in creating an educational environment that supports the gender-sensitive character education model. This policy is designed to provide a clear legal and normative foundation prohibiting all forms of gender-based discrimination in the school environment. One implemented measure by SMA Harapan Mandiri is formulating a school policy explicitly stating that no student or staff member shall be discriminated against based on their gender identity or gender expression. It can also involve clearly defining behaviors considered as discrimination, such as verbal harassment, intimidation, or denial of access to school facilities.<sup>19</sup>

The significance of this policy lies not only in establishing norms but also inconsistent implementation and enforcement. SMA Harapan Mandiri can provide safe and confidential channels for complaints from students and staff

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<sup>18</sup> Karim and Rochmahwati, "Gender Equality in Islamic Religious Education."

<sup>19</sup> Wiarsih and Astawan, "Pendidikan Responsif Gender dan Kesehatan Reproduksi dalam Proses Pembelajaran."

experiencing discrimination. Complaint handling procedures must be applied fairly and transparently to ensure compliance with the anti-discrimination policy. Moreover, SMA Harapan Mandiri incorporates anti-discrimination policy materials into regular training programs for staff and teachers. It ensures that the entire school community understands the consequences of policy violations and can work together to create a safe and inclusive environment.<sup>20</sup>

### **Respect for Diversity**

SMA Harapan Mandiri embraces activating appreciation for diversity as a key step in supporting the gender-sensitive character education model. One implemented approach is giving awards and recognition to individuals or groups who have positively contributed to creating an inclusive environment and sustaining gender diversity. An example of this initiative could involve periodic awards for students or staff who have shown commitment to gender equality values. These awards could include categories such as “Gender Equality Advocate” or “Inclusion Leader,” setting positive examples and inspiring the entire school community.

SMA Harapan Mandiri also organizes special events or activities to celebrate diversity. For instance, they hosted a Cultural Week celebration where students could showcase art, performances, or other projects reflecting diversity and gender equality. The success of these events can be recognized through certificates or special appreciation from the school. Furthermore, organizing diversity awards can involve participating actively in competitions or collaborative projects promoting inclusive values. SMA Harapan Mandiri holds essay writing competitions, art contests, or research projects addressing gender equality issues. The awards given not only cover academic achievements but also positive contributions to the school’s cultural change.

### **Education on the Negative Impact of Dating on Teenagers**

*Dating* is a process that is considered a process of pouring out or expressing all the contents of one’s heart between partners of the opposite sex

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<sup>20</sup> Triannah Sofiani, “Access to Justice for Victims of Dating Violence: Gender Perspective,” *Sawwa: Jurnal Studi Gender* 16, no. 1 (2021): 59–84, <https://doi.org/10.21580/sa.v16i1.5143>.

who care, love, and love each other.<sup>21</sup> Dating tends to occur since adolescence or school. In adolescence, contrasting processes of physical and sexual changes occur so that sexual attraction towards the opposite sex is quite large, and sexual drive also develops.<sup>22</sup> If this is not balanced with knowledge about reproductive health, it will encourage the potential for free sex.

### **Parent and Guardian Involvement**

In advocating a gender-sensitive character education model, SMA Harapan Mandiri recognizes the crucial role of parents and guardians as primary partners in shaping students' attitudes and understanding. To achieve this, the school implements various strategies to encourage the active involvement of parents and guardians in creating an inclusive and supportive educational environment. One effort is organizing periodic meetings between the school and parents. These meetings focus not only on the academic development of children but also discuss the initiatives and sex education programs implemented at SMA Harapan Mandiri. Activities such as "Education Dialogues" provide a platform for parents to discuss, exchange views, and better understand the sex education taught at the school.<sup>23</sup>

Additionally, SMA Harapan Mandiri ensures the availability of informational materials accessible to parents and guardians. They provide reading materials, brochures, or online guides explaining the goals and content of the gender-sensitive character education model. It helps parents understand the school's approach and provides more effective support at home. Schools can also involve parents in special educational events focusing on gender and sexuality issues.<sup>24</sup> One example is inviting expert speakers to conduct seminars or workshops for parents on supporting children in understanding their gender identity and strengthening open communication between parents and children.

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<sup>21</sup> Khaufi and Hidayani, "Hubungan Sikap, Peran Orangtua, dan Peran Guru dengan Perilaku Remaja dalam Berpacaran."

<sup>22</sup> Itma Annah, Wahidah Sukriani, and Irene Febriani, "Informasi Kesehatan Reproduksi terhadap Perilaku Berpacaran Remaja di Provinsi Kalimantan Tengah, Indonesia," *Journal of Nursing and Public Health* 10, no. 2 (2022): 108–16, <https://doi.org/10.37676/jnph.v10i2.3142>.

<sup>23</sup> Aryati, Suwarni, and Ridha, "Paparan Pornografi, Sosial Budaya, dan Peran Orang Tua dalam Perilaku Berpacaran Remaja di Kabupaten Sekadau Provinsi Kalimantan Barat."

<sup>24</sup> Annah, Sukriani, and Febriani, "Informasi Kesehatan Reproduksi terhadap Perilaku Berpacaran Remaja di Provinsi Kalimantan Tengah, Indonesia."

### Information Resources

SMA Harapan Mandiri has recognized the crucial role of information resources in supporting the implementation of a gender-sensitive character education model. By providing easy and diverse access to relevant information, the school establishes a strong knowledge foundation for the entire community to understand and respond to gender diversity issues. A concrete step taken by SMA Harapan Mandiri is establishing a library that focuses on literature supporting gender inclusivity values and sensitivity to gender equality. In this library, students, teachers, and parents can easily access books and other resources discussing topics related to gender identity, diversity, and sexual education.

### D. Discussion

Awareness of the diversity of gender identities and sexual orientations is increasingly important, providing a platform for innovative research exploring models of sex education that are responsive to students' needs.<sup>25</sup> It is in line with the statement that schools play a crucial role in initiating and implementing gender-sensitive character education models. Integration into the curriculum at SMA Harapan Mandiri also involves the policy of developing modules or learning guides that include aspects of gender-sensitive character education.<sup>26</sup> These modules are designed considering the stages of students' development and provide space for open discussion and dialogue that supports a deep understanding of issues related to sexuality and gender identity.<sup>27</sup> Thus, integrating the gender-sensitive character education model in the curriculum at SMA Harapan Mandiri goes beyond providing information; it is more about shaping character and fostering a holistic understanding of gender diversity in the context of students' everyday lives.

Furthermore, training may involve simulation sessions or role-playing to equip teachers with practical skills in addressing sensitive situations related to

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<sup>25</sup> Fihris Fihris, "Pendidikan Wanita dalam Perspektif Kaum Feminis," *Sawwa: Jurnal Studi Gender* 10, no. 2 (2015): 151–70, <https://doi.org/10.21580/sa.v10i2.1430>.

<sup>26</sup> Wiarsih and Astawan, "Pendidikan Responsif Gender dan Kesehatan Reproduksi dalam Proses Pembelajaran."

<sup>27</sup> Haryani and Nurhaeni, "Evaluasi Integrasi Nilai Gender pada Pendidikan Menengah (Studi pada Sekolah Menengah atas di Kabupaten Sragen)."

sexuality and gender.<sup>28</sup> It can include managing inclusive class discussions, supporting students with questions or concerns related to gender, and creating a safe space for open dialogue.<sup>29</sup> Within this training framework, SMA Harapan Mandiri can provide case studies or concrete examples relevant to the students' realities in the school. This finding aligns with the study that discusses issues in the school environment, such as supporting students with questions or conflicts about their gender identity.<sup>30</sup> Moreover, teacher training at SMA Harapan Mandiri can also include a deep understanding of school policies that support gender equality and prevent discrimination. This finding aligns with the statement that teachers can be provided with knowledge and resources to identify and address discriminatory incidents and understand the importance of supporting gender diversity in all aspects of education.<sup>31</sup>

The importance of the role of school staff is also emphasized in shaping an inclusive school environment.<sup>32</sup> SMA Harapan Mandiri provides specific training for administrative and security staff to ensure that every member of the school community is treated with respect and without discrimination. This aligns with implementation examples, including formulating behavior and ethics guidelines for all school staff to ensure a supportive and gender-sensitive attitude.<sup>33</sup> Establishing an inclusive environment at SMA Harapan Mandiri also involves active participation from students and parents. The school encourages students to form advocacy groups or forums supporting gender diversity. Involving parents in education programs and gender discussions is also a strategic step to create cross-generational support in realizing an inclusive school environment.

With these measures, SMA Harapan Mandiri can create a school environment that not only provides gender-sensitive character education but also

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<sup>28</sup> Sofiani, "Access to Justice for Victims of Dating Violence: Gender Perspective."

<sup>29</sup> Meyliya Qudriani and Umriaty Umriaty, "Efek Media Sosial terhadap Perilaku Berpacaran Remaja di SMAN 5 Kota Tegal," *Siklus: Journal Research Midwifery Politeknik Tegal* 8, no. 1 (2019): 48-55, <https://doi.org/10.30591/siklus.v8i1.1193>.

<sup>30</sup> Wigati, "The Social Aspects of Gender-Responsiveness in Schools."

<sup>31</sup> Annah, Sukriani, and Febriani, "Informasi Kesehatan Reproduksi terhadap Perilaku Berpacaran Remaja di Provinsi Kalimantan Tengah, Indonesia."

<sup>32</sup> Haryani and Nurhaeni, "Evaluasi Integrasi Nilai Gender pada Pendidikan Menengah (Studi pada Sekolah Menengah atas di Kabupaten Sragen)."

<sup>33</sup> Wiarsih and Astawan, "Pendidikan Responsif Gender dan Kesehatan Reproduksi dalam Proses Pembelajaran."

stimulates a social climate supporting the growth and development of every student, irrespective of their gender identity. The anti-discrimination policy in SMA Harapan Mandiri also includes prevention strategies, such as gender equality campaigns, anti-discrimination seminars, or other educational activities. For example, they organized awareness activities involving the entire school community to enhance understanding of the importance of respecting diversity and the negative impacts of discrimination.

The importance of this anti-discrimination policy is further reinforced through the involvement of parents and guardians.<sup>34</sup> SMA Harapan Mandiri can hold regular meetings with parents to provide information about this policy and build their support in creating a school environment free from gender-based discrimination. With the adoption and strong implementation of an anti-discrimination policy, SMA Harapan Mandiri can establish a solid foundation to support the gender-sensitive character education model, ensuring that all members of the school community can learn and thrive in a safe, fair, and inclusive environment.<sup>35</sup>

The recognition of diversity is also integrated into the school's assessment policies. One aspect is evaluating students' involvement in extracurricular activities or social projects supporting gender equality as a positive factor in assessing character and attitudes. Thus, SMA Harapan Mandiri provides tangible incentives and recognition for students actively contributing to creating an inclusive environment. Through these steps, SMA Harapan Mandiri can cultivate an appreciation for diversity as an integral part of the school's identity. By celebrating and acknowledging positive contributions to gender diversity, the school creates an environment where everyone feels valued and supported in their educational journey.<sup>36</sup>

Knowledge about the negative impact of dating, which leads to casual sex, as is the current dating style of teenagers, demands that the environment be

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<sup>34</sup> Damayanti and Rismaningtyas, "Pendidikan Berbasis Responsif Gender sebagai Upaya Meruntuhkan Segregasi Gender."

<sup>35</sup> Claresta Cynthia, Tania San Laurensia, and Regina Br Perangin-Angin, "Analisis Pelaksanaan Virtual Event 'Equal' Bertemakan Kesetaraan Gender di Bidang Ekonomi di tengah Pandemi Covid-19," *Journal of Economics and Business UBS* 12, no. 4 (2023): 2562-74, <https://doi.org/10.52644/joeb.v12i4.449>.

<sup>36</sup> Haryani and Nurhaeni, "Evaluasi Integrasi Nilai Gender pada Pendidikan Menengah (Studi pada Sekolah Menengah atas di Kabupaten Sragen)."

more proactive in preventing it.<sup>37</sup> The best prevention is through parental attention so that teenage children no longer feel like they lack love or a place to express all their problems.<sup>38</sup> Prevention is also expected from the school through education provided by teachers so that students become more aware of the negative potential of health and social aspects.<sup>39</sup>

The importance of parental involvement is also reflected in the development of school policies, as stated in.<sup>40</sup> SMA Harapan Mandiri forms a committee or parent forum focusing on gender and sex education issues.<sup>41</sup> This committee can provide input, feedback, and serve as partners in designing and evaluating programs implemented at the school. Parental involvement at SMA Harapan Mandiri can also leverage technology, such as dedicated online platforms for parents.<sup>42</sup> It is in line with the opinion that discussion forums or online chat rooms can be used to address sensitive issues and provide mutual support among parents.<sup>43</sup> In line with this statement, this way, communication between the school and parents becomes more dynamic and responsive to the needs and expectations of parents regarding their children's sex education.<sup>44</sup>

Through these continuous efforts, SMA Harapan Mandiri builds a strong cohesion between the school and families, creating an environment where gender-sensitive character education is not solely the school's responsibility but

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<sup>37</sup> Ambros Leonangung Edu et al., "Perilaku Berpacaran Remaja Kos-Kosan di Kota Ruteng, Kabupaten Manggarai, NTT," *Jurnal Pendidikan dan Kebudayaan Missio* 12, no. 1 (2020): 45–54, <https://doi.org/10.36928/jpkm.v12i1.209>.

<sup>38</sup> Aryati, Suwarni, and Ridha, "Paparasi Pornografi, Sosial Budaya, dan Peran Orang Tua dalam Perilaku Berpacaran Remaja di Kabupaten Sekadau Provinsi Kalimantan Barat."

<sup>39</sup> Haryati, "Guru Bimbingan Konseling dalam Mencegah Perilaku Berpacaran Remaja SMP."

<sup>40</sup> Aprilia Kartikasari and Nina Setiawati, "Bagaimana Komunikasi Orangtua Terkait Pendidikan Seks pada Anak Remaja Mereka?," *Journal of Bionursing* 2, no. 1 (2020): 21–27, <https://doi.org/10.20884/1.bion.2020.2.1.33>.

<sup>41</sup> Anis Rosmayanti, Nurlaela Septiani, and Ade Iman Fatkhurrohman, "Pendidikan Seks dalam Film 'Dua Garis Biru' Karya Gina S. Noer: Pendekatan Sosiologi Sastra," *Literature Research Journal* 1, no. 1 (2023): 14–24, <https://doi.org/10.51817/lrj.v1i1.373>.

<sup>42</sup> Septylia Nugraheni and Naimatus Tsaniyah, "Urgensi Pendidikan Seks pada Remaja Autis," *IQRO: Journal of Islamic Education Juli* 3, no. 1 (2020): 2622–3201, <https://ejournal.iainpalopo.ac.id/index.php/iqro/article/view/1324>.

<sup>43</sup> Septian Cahya Azhari and Ceceng Saepulmilah, "Pendidikan Seks di Perguruan Tinggi: Apakah Pendidikan Seks Mempengaruhi Perilaku Seks dan Self-Esteem pada Mahasiswa Generasi Z?," *Journal on Education* 5, no. 2 (2023): 3345–55, <https://doi.org/10.31004/joe.v5i2.1008>.

<sup>44</sup> Ruri Anita Lessy and Amirah Diniaty, "Pendidikan Seks bagi Siswa di Masa Pandemi: Apa yang Dilakukan Guru Bimbingan Konseling di Sekolah Menengah?," *Indonesian Journal of Counseling and Development* 4, no. 2 (2022): 102–21, <https://doi.org/10.32939/ijcd.v4i2.1748>.

a collective effort to support the holistic development of students. The information resources provided by the school not only include print materials but also accessible audiovisual content. By leveraging technology, SMA Harapan Mandiri offers educational videos, webinars, and other multimedia materials that help convey information engagingly and understandably for various levels of comprehension. The application of technology carried out by SMA Harapan Mandiri is in line with the research stated the importance of information resources is also reflected in the development of an inclusive school website.<sup>45</sup> This website serves as a channel for regular school information and a platform presenting informative articles, practical guides, and current news relevant to gender diversity issues. This provides open access for the entire school community to update their knowledge continually.<sup>46</sup>

Furthermore, SMA Harapan Mandiri conducts training or workshops to equip students, teachers, and parents with effective information search skills.<sup>47</sup> It includes providing practical guidance for assessing the reliability of information resources, understanding the framework of gender identity, and developing digital literacy that supports in-depth understanding.<sup>48</sup>

## E. Conclusion

Through this research, it can be concluded that SMA Harapan Mandiri has successfully initiated and implemented a gender-sensitive character education model that is inclusive and responsive to gender diversity. The research results show that SMA Harapan Mandiri has successfully created and implemented a sex education model with a gender-sensitive character that is inclusive and responsive to gender diversity. This model includes integration in the curriculum, teacher training, building an inclusive school environment, adopting an anti-discrimination policy, respect for diversity, education on the

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<sup>45</sup> Lessy and Diniaty.

<sup>46</sup> Wilis Werdiningsih, "Analisis Kesetaraan Gender pada Pembelajaran Program Keahlian Teknik di SMK PGRI 2 Ponorogo," *Kodifikasia* 14, no. 1 (2020): 71–92, <https://doi.org/10.21154/kodifikasia.v14i1.1915>.

<sup>47</sup> Jaja Suteja et al., "Revitalisasi Pendidikan Seks dalam Upaya Pencegahan Kekerasan Seksual Anak," *Prophetic: Professional, Empathy and Islamic Counseling Journal* 4, no. 2 (2021): 115–36, <https://doi.org/10.24235/prophetic.v4i2.9658>.

<sup>48</sup> Muhammad Zulhidayat et al., "Meningkatkan Pengetahuan tentang Kesetaraan Gender dan Inklusi Sosial bagi Masyarakat Desa Kampung Baru," *Maspul Journal of Community Empowerment* 5, no. 2 (2023): 187–92, <https://doi.org/10.33487/mjce>.



negative impact of dating on teenagers, parent and guardian involvement, and information resources. The positive impact expected in this study is that SMA Harapan Mandiri becomes a place that can improve students' mindsets by implementing responsive-based sex education. Through this application, students will become more literate in understanding sexual differences and how to respect the opposite sex. Therefore, SMA Harapan Mandiri sets an inspirational example of how an educational institution can become a positive change agent in fostering gender awareness, supporting diversity, and cultivating inclusive attitudes among students and the entire school community.[s]

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