

Abstraksi

Kemenangan Lomba Pengarusutamaan Gender Tingkat Kementerian Keuangan Tahun 2019 merupakan sebuah indikator keberhasilan implementasi program pengarusutamaan gender di lingkungan KPP Pratama Surakarta. Kemenangan tersebut masih menyisakan pertanyaan. Apakah telah terwujud tujuan implementasi pengarusutamaan gender melalui tujuan edukasi pengarusutamaan gender yang tidak hanya mengomunikasikan kebijakan pengarusutamaan gender, namun juga membentuk sikap perilaku responsif gender pegawai dalam mewujudkan kesetaraan dan keadilan gender. Penelitian dilaksanakan dengan metode studi kasus dengan teknik pengambilan data wawancara, observasi dan dokumentasi. Komunikasi edukasi kesetaraan gender dianalisis secara deskriptif kualitatif melalui telaah esensi edukasi pengarusutamaan gender, paradigma maskulinitas vs, femininitas, komunikasi persuasif edukasi pengarusutamaan gender (Perloff, 2008), determinasi environmental pembelajaran (Bandura's *Social Cognitive Theory*) dalam edukasi pengarusutamaan gender. Peran pengelola organisasi dalam menentukan penggunaan media dan pesan untuk membangun persuasifitas edukasi, tidak serta merta mampu meembentuk sikap perilaku pegawai sebagaimana tujuan edukasi pengarusutamaan gender dalam mewujudkan kesetaraan dan keadilan gender melalui pembentukan sikap responsif gender pegawai. Edukasi pengarusutamaan gender hanya menysasar pada pemahaman pegawai akan program/kebijakan pengarusutamaan gender, sebagai pemenuhan salah satu indikator Lomba Pengarusutamaan Gender Tingkat Kemenkeu RI. Dalam pembentukan sikap perilaku pegawai, edukasi pengarusutamaan gender menghadapi kendala minat pegawai dan tantangan pengembangan subyektivitas pegawai dalam kondisi postfeminisme. Selain itu, edukasi pengarusutamaan gender juga dibayangi pesimisme dalam mewujudkan pembentukan sikap perilaku responsif gender pegawai dalam jangka panjang secara berkelanjutan. Keberlanjutan edukasi pengarusutamaan gender tergantung bagaimana komitmen pimpinan terhadap implementasi pengarusutamaan gender. Komitmen pimpinan juga mengarahkan edukasi pengarusutamaan gender pada upaya peraihan kemenangan Lomba Pengarusutamaan Gender dan upaya peningkatan kinerja pegawai dalam peningkatan layanan organisasi. Kedua upaya ini merupakan upaya pencapaian visi misi organisasi melalui kebermanfaatn kebijakan/program/kegiatan responsif gender secara normatif organisasional, namun kurang mempersuasi pegawai untuk mengembangkan sikap dan perilaku androgini/*gender neutral* yang telah dimiliki sebelumnya untuk dikembangkan dalam sikap perilaku responsif gender secara personal/pribadi.



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Komunikasi Edukasi Pengarusutamaan Gender KPP Pratama Surakarta (Studi Kasus Determinasi Environmental Social Cognitive Theory)

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Kata kunci : edukasi pengarusutamaan gender, *social cognitive theory*, pemilihan media, struktur pesan, maskulinisme vs. femininisme, *gender analysis pathway*

Abstraction

Winning the 2019 Ministry of Finance Gender Mainstreaming Competition has indicated that the KPP Pratama Surakarta implemented of the gender mainstreaming program successfully. However, the victory has left questions, “Has the goal of implementing gender mainstreaming been realized through the purpose of gender mainstreaming education?” Here, the purpose of education is not only to communicate gender mainstreaming policies, but also to shape employee gender responsive behavior in realizing gender equality and justice. The research was carried out using a case study method with interview, observation, and documentation data collection techniques. Gender equality education communication was analyzed descriptively qualitatively by examining the essence of gender mainstreaming education, the paradigm of masculinity vs. femininity, persuasive communication of gender mainstreaming education (Perloff, 2008), environmental determination of learning (Bandura's Social Cognitive Theory) in gender mainstreaming education. Results show that the role of organizational managers in determining the use of media and messages to build educational persuasiveness is not necessarily able to shape employee behavior attitudes as the goal of gender mainstreaming education in realizing gender equality and justice through the formation of gender responsive attitudes of employees; (2) Gender mainstreaming education only targets employees' understanding of gender mainstreaming programs/policies, as the fulfillment of one of the indicators of the Gender Mainstreaming Competition at the Ministry of Finance of the Republic of Indonesia; (3) In shaping employee behavior attitudes, gender mainstreaming education faces obstacles to employee interest and challenges to developing employee subjectivity in postfeminism conditions; (4) Gender mainstreaming education is also overshadowed by pessimism in realizing the formation of employee gender responsive behavior in the long term in a sustainable manner; (5) The sustainability of gender mainstreaming education depends on how committed the leadership is to the implementation of gender mainstreaming; (6) The leadership's commitment also directs gender mainstreaming education to efforts to win the Gender Mainstreaming Competition and efforts to improve employee performance through improving organizational services. These two efforts are an effort to achieve the organization's vision and mission through the use of organizational normative gender responsive policies/programs/activities, but they do not persuade employees to develop androgynous/gender neutral attitudes and behaviors that have been previously owned to be developed in personal/personal gender responsive behavior.

Keywords: gender mainstreaming education, social cognitive theory, media selection, message structure, masculinism vs. femininism, gender analysis pathway