UNDERSTANDING GENDER ISSUES THROUGH DIFFERENTIATED LEARNING SUPPORTED BY LEARNER-GENERATED DIGITAL MEDIA (LGDM)

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Abstract: *This study aims to explore the use of Learner-Generated Digital Media (LGDM) in enhancing understanding of gender issues within the Gender in Education course. Using a qualitative approach, data were collected through in-depth interviews with learners, direct observations during learning sessions, and analysis of digital documents produced by learners. The findings reveal that LGDM encourages learners to participate more actively and engage deeply in the learning process. The use of digital media created by the learners themselves significantly enhances their understanding of gender issues. Moreover, LGDM supports learners in developing better critical and reflective skills through the production and analysis of digital media related to gender issues. This study highlights that the application of LGDM in learning can enrich the educational experience and deepen learners' comprehension of gender issues. It recommends integrating this method into broader gender education curriculam.*

Keywords: *LGDM, Gender Issues, Differentiated Learning*

INTRODUCTION

Gender equality in education is a complex and critical issue in many countries, including Indonesia. Despite progress in achieving gender parity, significant challenges remain (Sulistyowati, 2020)). One of the key aspects of gender equality in education is the disparity in access and participation between males and females (Efendy, 2014). While female participation rates in education have increased, especially at the primary and secondary levels, disparities persist in certain regions, particularly rural or remote areas, where women often face limited access compared to men.

Beyond access issues, gender equality

in education also involves addressing biases in curricula and learning materials. Educational content sometimes perpetuates gender stereotypes that restrict the roles and potential of women. This can lead to misconceptions about gender roles in society, influencing women's attitudes and career choices in the future.

Another challenge to achieving gender equality in education is the lack of gender-sensitive educators (Sumar, 2015; Yasin & Amri, n.d.)Teachers who lack gender awareness may struggle to recognize or address gender-related issues in the classroom. This limitation can adversely impact students' academic achievements and socio-emotional development (Handayani, 2018; Khotimah, 2008). Therefore,

collaborative efforts between governments, educational institutions, and communities are essential to develop policies that promote gender equality and to enhance gender awareness among educators and learners.

Nonformal education plays a significant role in advancing gender equality in education (Hermina, 2014). Unlike the structured nature of formal education, nonformal education offers greater flexibility in providing learning opportunities for individuals with limited access to formal education, including women. Nonformal education programs can reach marginalized groups such as adult women, homemakers, or women with physical or social constraints (Putra, 2023). These programs enable women to acquire knowledge, skills, and confidence, improving their quality of life and expanding economic and social opportunities (Fasya et al., 2022). Moreover, nonformal education serves as a platform to challenge gender stereotypes and promote gender awareness (Rahmasari et al., 2023). By integrating gender issues into nonformal education curricula and programs, individuals can better understand the importance of gender equality and how they can contribute to its realization. Nonformal education also provides opportunities for women to develop leadership skills and participate in decision-making through skill training, workshops, and discussion groups.

The Nonformal Education Study Program incorporates gender perspectives into its curriculum. However, integrating gender perspectives into teaching and learning still faces various obstacles. One innovative and promising approach is differentiated learning through the utilization of Learner Generated Digital Media (LGDM). LGDM is an innovative approach that emphasizes the use of digital media created by learners themselves.

Digitalization of gender education content using LGDM offers solutions to the challenges of traditional teaching by leveraging digital opportunities. In 2022, it was reported that 73.7% of education activities in Indonesia relied on internet usage, including social interactions through social media, job-seeking opportunities, and online collaborations. Digital competency is becoming increasingly essential, encompassing skills and practices in using digital technologies, understanding digital phenomena, and motivation to participate responsibly in the digital world.

With LGDM, learners become active producers of digital content, enabling them to engage more deeply in the learning process and strengthen their understanding of gender issues. This approach contrasts with conventional methods where learners are merely consumers of pre-designed digital content. LGDM helps learners develop teamwork, time management, and conflict resolution skills while providing opportunities to express their views on gender issues in more creative and reflective ways. This study explores the application of Learner Generated Digital Media (LGDM) to enhance learners' understanding of gender issues in education.

RESEARCH METHODS

This study adopts a qualitative approach (J. Creswell, 2015; J. W. Creswell & Poth, 2016; Sugiyono, 2013) with a case study design, focusing on the 2023 cohort of the Nonformal Education Study Program at FKIP, Universitas Bengkulu. Data collection methods include in-depth interviews, observation, and document analysis. In-depth interviews were conducted with selected representatives from two classes to explore their experiences with the applied teaching methods. Observations were carried out to document the interaction and participation of learners during the learning process. Documents produced by learners through the LGDM process, such as videos, blogs, and digital presentations on digital platforms, were analyzed to assess their understanding of gender issues. Data analysis was conducted using a triangulation technique. Interview and observation data were analyzed thematically to identify patterns and key themes related to learners' understanding of gender issues through the application of the LGDM

learning method.

RESULTS AND DISCUSSION

Result

This study identifies two key findings regarding the use of Learner Generated Digital Media (LGDM) in the context of learners' understanding of gender issues in education. These findings reflect both the strengths and challenges of implementing LGDM to enhance learners' comprehension and engagement.

Understanding and mapping gender issues in education are critical aspects of fostering learners' awareness and skills in addressing gender inequality. Given the complexity of gender issues, traditional approaches such as lectures often fall short of providing deep and comprehensive understanding. The findings from interviews and observations indicate the following:

Learners have not fully mastered the ability to map various key gender issues in education, such as unequal access to education, gender bias in curricula, or disparities in participation by gender. Their shallow understanding of these concepts is evident from their limited ability to:

1. Identify various dimensions of gender inequality in education.
2. Link causes and consequences of gender gaps.
3. Comprehend how educational policies and practices affect the representation and participation of both women and men.

The primary challenge faced by learners in mapping gender concepts in education is their lack of understanding of key issues that influence gender equality. Learners tend to struggle with recognizing gender inequality in depth, including aspects such as access to education, representation of women and men, and participation at various levels. This indicates a lack of familiarity with critical theories and gender analysis necessary to grasp the complexities of gender issues in education.

Consequently, learners are unable to map the interconnections between various gender issues in education. One indicator of this limitation is their difficulty in identifying the dimensions of gender inequality in education, such as gender bias in curricula, gender stereotypes perpetuated through teaching materials, and unequal access to education for males and females across different levels. Without recognizing these dimensions, learners are also unable to construct a comprehensive understanding of how gender impacts learning experiences and educational outcomes.

Learners often struggle to connect the causes and effects of gender inequality in education. For instance, while they may recognize disparities in access between males and females, they fail to deeply understand how social, cultural, and economic factors contribute to these inequalities. This lack of insight highlights the importance of equipping learners with the analytical tools to identify the causes of injustice and its implications.

To address these challenges, it is crucial for learners to engage directly in the process of creating educational content that facilitates exploration and in-depth analysis of gender issues. The active participation in generating digital media content can enable learners to:

1. Develop a stronger grasp of the key dimensions of gender inequality.
2. Analyze the interplay of contributing factors and their impacts.
3. Articulate gender issues creatively and reflectively, fostering deeper comprehension and critical thinking.

The implementation of LGDM offers a unique opportunity for learners to move beyond passive consumption of information. By becoming content creators, they can actively participate in the learning process, enabling them to explore and address gender issues more effectively.

Exploring the Concept of Gender through LGDM

Learner Generated Digital Media (LGDM) offers an innovative approach that enables learners to integrate theoretical knowledge with practical application. By creating digital content, learners not only study gender concepts theoretically but also apply them in relevant contexts. The following is an excerpt from an interview with one of the learners:

P: Can you share your experience with this method?

R: Certainly. My experience with LGDM has been quite eye-opening. One of the most striking aspects is how this method motivated me to really engage with the learning material. When we had to create videos or infographics on gender issues, we didn't just receive information, but we had to actively search for data, conduct analysis, and present our findings in a creative way. This process required us not only to understand the theory but also to apply that knowledge in a tangible and easily understandable format. I felt that this gave us the space to explore gender issues more deeply than just listening to lectures..

This response highlights the active and engaging nature of the LGDM method. The learner's experience emphasizes key benefits of the approach:

1. The requirement to create digital content, such as videos or infographics, shifts learners from passive recipients to active knowledge constructors. They engage deeply with the material by researching, analyzing, and creatively presenting their findings.
2. Learners are not limited to theoretical understanding; they must also apply their knowledge in tangible ways that demonstrate comprehension and relevance.
3. The creative and practical elements of LGDM make learning more interesting and engaging, fostering intrinsic motivation to explore topics more thoroughly.
4. The process pushes learners to go beyond surface-level understanding, encouraging them to explore the nuances of gender inequality and its implications in education and society.

This learner's testimony underscores how LGDM facilitates a meaningful learning experience that combines academic rigor with creative expression.

Next, an interview was conducted regarding the creation of media and its impact on understanding gender issues.

Then, the researcher asked questions.,

P: Do you feel that the creation of digital media has influenced your understanding of gender issues in particular?

R: It has a strong influence. The process of creating digital media, such as videos and infographics, forced us to think critically about the information we received. We had to consider how to present that information in a way that is not only accurate but also engaging and easy for others to understand. For example, when my group and I created an infographic about the gender gap in education, we had to identify key data, organize it clearly, and add our own analysis. This helped me not only understand concepts like gender inequality but also see how these issues manifest in real data and how they can be changed.

From the questions and observations conducted, the process of creating digital media, such as videos, infographics, or presentations, allows the learners to:

1. Learn about various gender issues, such as bias in the curriculum, unequal access, and gender roles influenced by social and cultural factors. The creation of digital content forces learners to investigate these issues in depth, seek supporting data, and integrate different perspectives.
2. During the content creation process, learners must identify and analyze the

dimensions of gender inequality. This includes mapping how gender affects access and participation in education, as well as linking the factors that cause inequities. Learners learn to see the connections between various gender issues and their impact on learning experiences.

3. Creating digital content requires learners to critically analyze existing data and theories. They must critique educational policies, field practices, and gender representation in learning materials. This process helps learners develop the analytical and reflective skills needed to understand the complexity of gender issues in education.

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Implementation of LGDM for Deeper

Understanding

The application of LGDM in learning allows learners to engage actively in the creation of content that comprehensively addresses gender issues. Next, an interview was conducted with the respondents, and here is an excerpt from the interview:

Q: *In the context of the learning you experienced before, how does LGDM compare to other methods like lectures or group discussions?*

R: *LGDM is very different from the lecture or group discussion methods we used before. In lectures, we tend to be passive listeners. While we might have some discussions, the process is less interactive and often doesn't allow us to apply knowledge practically. Group discussions do involve us in speaking and exchanging ideas, but it doesn't always motivate us to delve into the topic in a creative way. With LGDM, we are truly engaged in the learning process from start to finish. We have to design, create, and evaluate the digital media we make, which requires critical thinking and creativity. This provides a deeper, more applied learning experience, and allows us to learn from our peers through the media they create.*

Data was gathered regarding perspectives on the media produced, and here is an excerpt from the interview with the respondent:

P: *How do you feel about the opportunity to share perspectives with your classmates through the digital media produced?*

R: *That was a very valuable part of this experience. With LGDM, we're not just making media for academic tasks but also to share our ideas and perspectives with our classmates. We get direct feedback from our peers, which allows us to see how others view the same issue. This opens up opportunities for deeper discussions and helps us understand different perspectives on gender issues. Seeing the various ways our peers present information made me realize that there are many ways to understand and address gender issues, and*

this enriched our learning experience.

Gender Issues Mapping and In-Depth Understanding in Learning Projects

Learning content projects focused on in-depth understanding and mapping gender issues can be carried out through:

1. Learners collecting and analyzing quantitative and qualitative data on gender inequality in education. For example, learners can create presentations about gender understanding on social media, illustrating the differences in access to education between males and females using various references.

Figure 1: Presentation Activities on a Podcast Platform Regarding Gender

2. The LGDM used in learning helps learners to create case studies or simulations that depict real-life situations of gender inequality in education. This gives learners the opportunity to apply theories in practical contexts and analyze the outcomes in depth.

3. The creation of digital content often involves group work, allowing learners to discuss and collaborate in understanding gender issues. These discussions enrich the learners' perspectives and deepen their understanding of gender issues through various viewpoints.
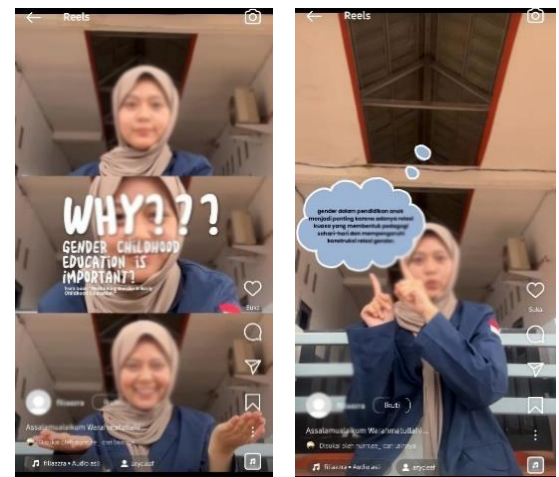

Figure 2: Problem-Solving Activities on Gender Uploaded on Reels Content

Visualization is an essential tool in facilitating understanding and communication about gender issues in education. Learners often face challenges in creating effective visual representations of data and trends related to gender inequality. LGDM can be a highly beneficial solution to assist learners in this process.

In the context of LGDM, learners are given the opportunity to create visual representations that are not only engaging but also informative. The process of creating good visualizations involves:

1. The digital content creation process allows learners to experiment with various tools and visualization techniques. They can use graphic design software, statistical applications, or video creation tools to produce visual representations that are both compelling and insightful.

Figure 3. Digital Content for Gender Understanding

2. Learners need to evaluate the effectiveness of the visualizations they create in conveying information about gender issues. They consider the target audience, the communication goals, and the accuracy of the data presented. This is done through activities such as Book Review (Bedah Buku), where they critically assess the content, structure, and impact of the visual materials they have developed.

Figure 4: Online Book Review Activity

By integrating LGDM in learning, learners can enhance their skills in visualizing gender issues and presenting information in a clearer and more engaging way. This approach not only enriches learners' understanding of gender concepts but also facilitates more effective communication about important issues in education. These findings show that learners feel more engaged and motivated in learning when using LGDM. The creation of digital media helps in understanding gender issues more deeply and provides opportunities to share perspectives on gender. The media created not only demonstrates theoretical understanding but also the practical application of gender concepts.

DISCUSSIONS

This discussion is supported by constructivist theory, which emphasizes active learning, and multimodal theory, which supports the use of various modalities in learning. LGDM allows learners to actively participate and process information through digital media, enhancing their understanding of gender issues.

In the context of gender in education, LGDM can empower learners to explore and challenge gender stereotypes, promote inclusivity, and raise awareness of gender issues. By creating their own digital media, learners can share their unique perspectives and contribute to a more diverse and inclusive educational environment. A specific framework for implementing LGDM in classrooms is limited. Most of these frameworks focus on designing, implementing, and evaluating LGDM from a technical aspect (development, pre-production, production, post-production, and distribution) without emphasizing the role of educators and learners Reyna & Meier, 2019). Professional video makers and multimedia creators have influenced these models, and they lack pedagogical substance (Reyna et al., 2017). From the learner's perspective, as consumers of digital media for learning, they engage with artifacts rather than prioritizing content or subject discipline. This framework contains various pedagogies but fails to engage learners as co-creators of content.

In contrast, in educator education, a model for best practices in digital video projects has been developed, encompassing nine stages, educator strategies, and peer-based learning structures. Then, a learning design for the digital stories created by learners is proposed based on this previous model. Although this framework is comprehensive, it lacks a practical approach for use by those outside the field of education. The CASPA (Consume, Analyse, Scaffold, Produce, and Assess) model is a new instructional design framework for applying multimedia creation in the classroom. The drawback of this model is its

lack of pedagogical foundations. This model does not consider the training and support learners need for tasks, group work, or evaluation. A similar digital literacy model is the AACRA model, which includes Access, Analyse, Create, Reflect, and Act. This model fails to identify the skills learners will develop
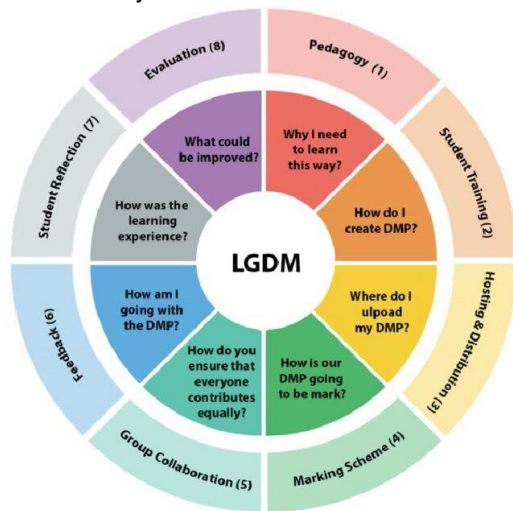
in producing digital media assignments.

Figure 5: LGDM Framework

The LGDM framework consists of eight elements, starting with training learners in pedagogy and ending with evaluation to inform future improvements. These elements are developed based on the gap assessment of previous models of digital media as assessment tools. For academics, this framework serves as a link between theory and good practice. From the learners' perspective, this framework provides information on why they need to learn to use digital media and how the assessment tasks have been designed. As a learner-centered framework, providing this information is essential to ensure that learners understand the task and have clear expectations of what will be required from them. Therefore, each element of the LGDM Framework, as described below, is connected to key questions that learners must understand before performing digital media assessments. When designing digital assessment tasks, it is crucial to address these key questions.

CONCLUSION

This study found that the implementation of Learner Generated Digital Media (LGDM) in learning about gender issues has two main findings. First, learners' understanding of gender issues is often not deep when using traditional methods such as lectures. Learners struggle to identify and analyze gender inequality and understand the impact of education policies. Second, LGDM offers an innovative approach by integrating theory and practice. The creation of digital media such as videos and infographics helps learners understand gender issues more deeply and applicably, while also increasing their engagement and motivation. LGDM strengthens understanding through interactive learning, effective visualization, and collaboration. The LGDM framework helps bridge theory and practice and provides clear expectations for learners. Overall, LGDM proves effective in enhancing learners' understanding of gender issues and contributing to more inclusive education.

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