



EFFECTIVENESS IMPLEMENTATION OF THE KEPUTRIAN PROGRAM FOR STUDENT'S SENIOR HIGH SCHOOL BANTEN, INDONESIA

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Abstract

The development of school management with consideration of religious background and gender has been carried out at SMA Negeri 6 Kota Serang through various student programs. This study aims to analyze the effectiveness of implementing the female student program for Muslim female students held at SMA Negeri 6 Kota Serang. This study was conducted through an online survey of Muslim female students in grade XI of the 2024/2025 academic year, 65 female Muslim students in grade XI at SMAN 6 Kota Serang in the 2024/2025 academic year, or 73% of the population used, namely Muslim students in grades XI-A1 to XI-A4. Respondents were female students in study groups who received a female schedule the same week. This study provides an overview of the effectiveness of the female student program held at SMA Negeri 6 Kota Serang regarding the intensity of respondent attendance, activity materials, speakers or resource persons, place of activity, and the schedule. The highest level of effectiveness is shown in material selection, while the lowest is in time selection. The research results can be used to organize Keputrian programs or similar programs.

Keywords: *effectiveness, child, Keputrian program, senior high scholl*

Introduction

Education is crucial in various aspects of human life, both individually and socially (Shavkidinova et al., 2023). Education development generally covers three main areas: knowledge, skills, and emotions (Owan et al., 2023). With its broad scope, education significantly influences various global developments (Peim & Stock, 2023). This is because education has a role in developing multiple knowledge and skills (Sukomardojo, 2023). Developing knowledge and skills then gives rise to various products in various fields of human life. In the national scope, this is expected to encourage the improvement of national development quality (Subekhan, 2019).

One of the critical factors that significantly determines the success of the education process is the learning environment (Habbah et al., 2023). This is because a conducive learning environment can provide an optimal learning experience for students (Dirjo et al., 2023). With an appropriate learning environment, each student feels safe and comfortable to receive lessons more broadly and deeply (Khasanah et al., 2024). Students can feel relaxed, embarrassed, and even afraid to learn if the environment is not supportive. Such feelings can hinder the learning process carried out by the students concerned.

School is a form of learning environment that is a determinant factor in formal education (Indriani, 2024). This means that schools have a relatively large portion of responsibility for the success of achieving educational goals. The responsibility of the school in this education is, of course, the responsibility of all stakeholders who are in contact with the school (Qurtubi, 2024). The most significant responsibility, of course, lies with the school management led by the principal (Abowitz, 2022). The number of vice principals is usually more than one at the junior high school, high school level, or equivalent. Each vice principal assists the principal in curriculum, student affairs, facilities and infrastructure, and public relations (Mukaddamah, 2023).

The majority of the population of Banten Province, especially Serang City, are Muslims (Purnama et al., 2024). Thus, schools in Serang City, especially public schools, also have students with a Muslim majority. This is one of the aspects considered in various education policies, including curriculum and student affairs. Religion and belief are part of the natural nature that must be developed in education in Indonesia by the national education philosophy echoed by Ki Hadjar Dewantara (Rohimat et al., 2023). The natural nature of students must continue to be maintained and developed in line with adapting to the nature of the times, which is marked by the rapid development of science and technology (Handayani & Haryati, 2024). The combination of natural and modern development is expected to produce students with Pancasila characters, or what is known as the Pancasila student profile.

On the other hand, at the senior high school level, the number of female students is generally greater than male students (Angela & Gunawan, 2024). This condition also occurs in high schools in Serang City (Giyannah et al., 2024). This phenomenon must also be a concern and other consideration for school management in formulating various policies, including student affairs (Fauzi & Akbar, 2023). This must be considered because the learning needs of female and male students differ in several aspects.

The development of school management by considering religious background and gender has been carried out at SMA Negeri 6 Serang City. One of the policies implemented is student development in the field of religion. The forms of student development in the field of religion are carried out by dividing students into three main groups: male students who are Muslim, female students who are Muslim, and Christian. The three groups of students receive development that is adjusted to their respective needs, which is carried out at the same time.

The female student's program is one form of gender-based religious student development at the high school level (Isnaeni et al., 2024). The female student program aims to form or strengthen morals (Pebiyanti et al., 2023), improve understanding of fiqh (Napitupulu et al., 2024), and strengthen the role of women (Sholeh, 2023). Even the female student program can also be done to improve the creativity of female students in various aspects of skills (Ummah et al., 2023).

The septarian programs must be developed in educational institutions, especially at the high school level. Cases experienced by young women often emerge after the problem has been going on for a long time. This happens due to a lack of anticipation or early prevention due to their lack of understanding of their problems (Basirun et al., 2024). Another cause is that young women feel awkward expressing the problems they experience. After all, it is considered taboo (Lestari et al., 2022). In this case, the septarian programs can be carried out to provide a more intensive understanding to young women about the various problems that often arise. In addition, the *Keputrian* programs can also be a vehicle for more open sharing and discussion between female students and female teachers.

The study aims to analyze the effectiveness of implementing the female program for Muslim female students at SMA Negeri 6 Kota Serang. This program is a student development activity in the field of religion tailored to the specific needs of Muslim female students. This program has been running for several years and is a student program in the field of religion that is held based on gender at SMA Negeri 6 Kota Serang. The themes presented in the activity were around the conditions of today's Muslim teenagers, morals, Islamic economics, and adolescent health.

Methods

This research was conducted using a qualitative approach and a survey method. Qualitative research is conducted with a flexible and dynamic design, producing data through descriptions, explanations, or images (Sidiq & Choiri, 2019). The survey method is used to obtain data by filling out a questionnaire containing several questions by respondents (Kent, 2020). The survey was conducted after obtaining initial data through interviews with Islamic Religious Education teachers

who were also given additional duties as Islamic Spirituality instructors for several years. In this study, the questionnaire was given to respondents online using the Google Form link (Rohimat, 2021). Two experts have validated the research instrument used, and it has been tested to minimize technical constraints. The respondents of this study were 65 female Muslim students in grade XI at SMAN 6 Kota Serang in the 2024/2025 academic year, or 73% of the population used, namely Muslim students in grades XI-A1 to XI-A4. Respondents were female students in study groups who received a female schedule the same week. Data collection was carried out in early September 2024. In addition, supporting data was obtained from interviews with Islamic religious education teachers who managed the activity.

Result and Discussion

1. The Phenomenon of Child Sexual Violence

In this study, respondents answered questions that were grouped into six parts. The six parts include the intensity of the respondent's presence, activity material, speakers or resource persons, place of activity, time of implementation, and suggestions or criticisms. The first to fifth parts each consist of one multiple-choice question and one descriptive question about the reasons for the chosen answer. The sixth part consists of one descriptive question in the form of suggestions, criticisms, or respondents' responses to the female student program in general. To avoid researcher subjectivity towards respondents, respondents were not asked to fill in any identity information in the survey (Rahimullah et al., 2020).

The first question relates to respondent attendance in women's activities scheduled since the respondent was in grade X. Respondents were asked to choose one of five available alternative answers. The five answer choices are Always, Often (more present than absent), Sometimes (balanced between present and absent), Rarely (more absent than present), and Never Present. Respondents' answer choices for this question are presented in Figure 1.

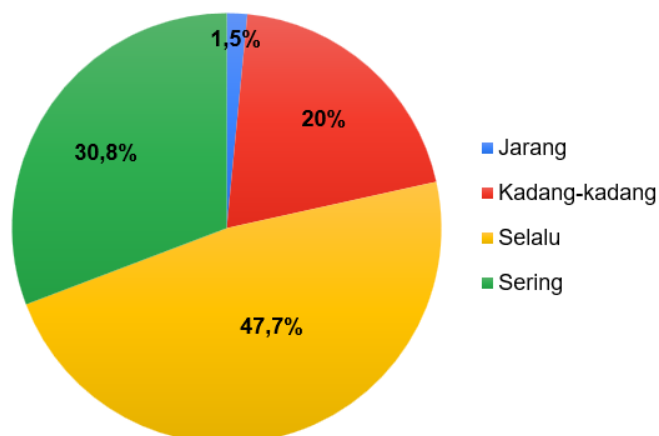


Figure 1. Respondents' Attendance Level in the *Keputrian* Program

Based on the diagram in Figure 1, it is known that most respondents have a good level of attendance in the activity. This can be seen from the highest percentage of answers, which is always, which is 47.7%, and often, which is 30.8%. Respondents who answered sometimes were 20%, and those who answered rarely were 1.5%. In this question, not a single respondent answered never. Various reasons caused respondents' attendance level in the *Keputrian* program. Respondents participated in women's activities to gain knowledge, broaden their horizons, comply with obligations, or fill their free time. In addition, some respondents participated in the *Keputrian* program because their attendance was always checked. This shows that the concept of rewards and punishments influences student discipline (Rosyid & Wahyuni, 2021). Respondents did not attend women's activities because they were sick, had family matters, forgot, or needed precise information. However, some respondents did not attend because they felt it was time to go home.

The second question relates to the material discussed in the women's activities that had been carried out. Respondents were asked to choose one of five alternative answers: Very Good, Good, Enough, Not Good, and Very Not Good. The respondents' answer choices for this question are presented in Figure 2.

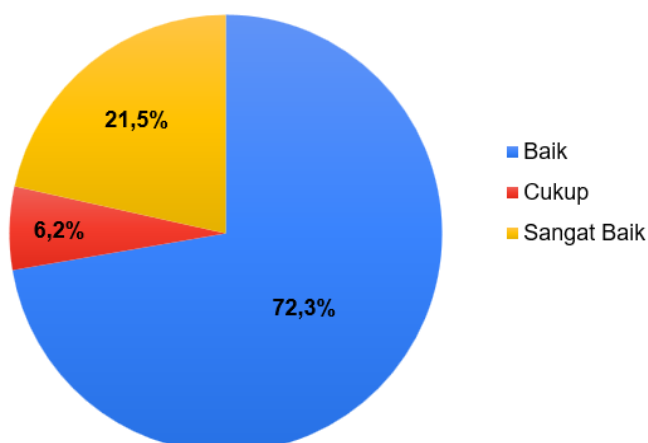


Figure 2. Respondents' Responses to Material in the *Keputrian* Program

Based on the diagram in Figure 2, it is known that most respondents considered the material presented in the women's activities to be good. The percentage of respondents who answered well showed the highest number, 72.3%. In addition, as many as 21.5% of respondents stated that it was perfect, and 6.2% stated that it was sufficient. The respondents' answers showed that the material presented in the women's activities was relevant to the respondents' needs. Based on the interview results, it is known that the material discussed in the program is about early marriage, the character of muslim teenagers, and women's jurisprudence.

Respondents chose the answer to this question because the material was diverse, increased knowledge, was relevant to life, and could be applied in everyday life. In various other schools, the female student program also discussed many themes related to adolescent morals (Zafirah et al., 2023) and health (Hayati & Al-Kattani, 2023). In addition, the theme of Islamic economics (Adinugraha et al., 2024) and the condition of today's Muslim teenagers were also interesting discussions among high school students (Chomairha et al., 2024).

The third question related to the speakers or resource persons who conducted the women's activities. Respondents were asked to choose one of five alternative answers available: Very Good, Good, Sufficient, Not Good, and Very Not Good. The respondents' answer choices for this question are presented in Figure 3.

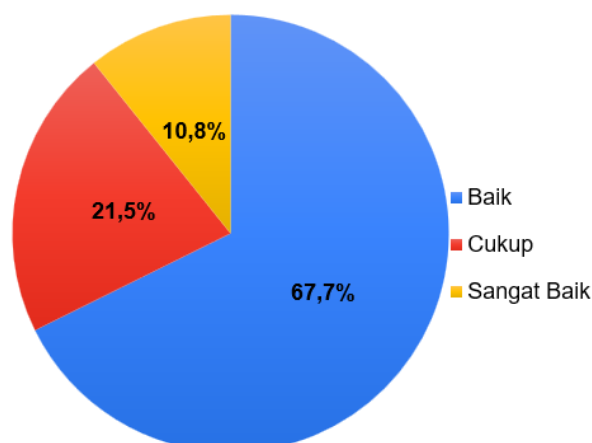


Figure 3. Respondents' Responses to Speakers in the *Keputrian* Program

Based on the diagram in Figure 3, it is known that most respondents considered the speakers or resource persons in the women's activities to be good. As many as 67.7% of respondents answered good and 10.8% answered very good. However, as many as 21.5% of respondents only answered sufficient for the speakers or resource persons. Based on the reasons given by the respondents, in general, the resource persons were good at delivering the material, relaxed, and enjoyable. However, sometimes, there were resource persons who were a little passive and boring. Based on the interview results, it was discovered that the resource persons for the program were different at each meeting, namely female teachers or female alums who were considered competent in the material being discussed. This shows the importance of selecting resource persons with comprehensive mastery of professional and pedagogical competencies (Wulandari & Mundilarto, 2016).

The fourth question relates to the place used for women's activities, namely the SMA Negeri 6 Kota Serang hall. In this question, respondents were also asked to choose one of the five available alternative answers: Very Good, Good, Sufficient, Not Good, and Very Not Good. The respondents' answer choices for this question are presented in Figure 4.

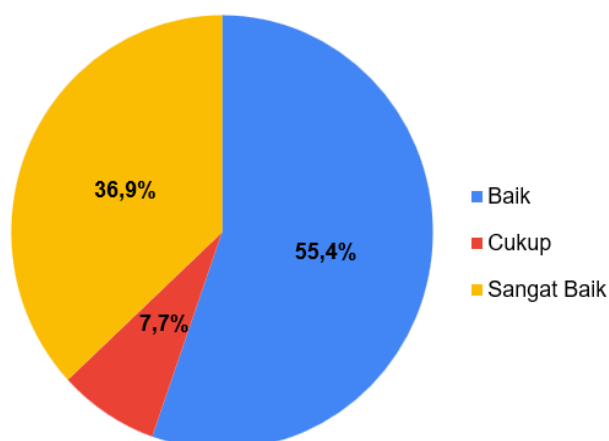


Figure 4. Respondents' Responses to the Place in the *Keputrian* Program

Based on the diagram in Figure 4, it is known that 55.4% of respondents answered good, and 36.9% of respondents answered very good. In this question, only 7.7% of respondents answered sufficient, and none answered not good or very bad. The diagram also illustrates that the SMA Negeri 6 Kota Serang hall suits women's activities (Karmelia et al., 2024). Based on the respondents' reasons, the place is comfortable and has adequate facilities such as air conditioning or AC, tables and chairs, loudspeakers, and LCD Projectors. However, under certain conditions, the hall sometimes feels hot and makes you feel stuffy. The presence of AC in the hall is a unique attraction for students when they have to study on a hot day (Faristin et al., 2023). Facilities in the form of LCD Projectors also greatly assist the learning process that requires visualization for students with a visual learning style (Dipankar, 2020). Based on the interview results, it was discovered that the hall was chosen as the venue for the activity because it has sufficient capacity and adequate facilities.

The fifth question relates to the time of implementation of women's activities, namely Fridays from 11.40 to 12.30 WIB. Respondents were also asked to choose one of five available alternative answers: Very Good, Good, Sufficient, Not Good, and Very Not Good. Respondents' answer choices for this question are presented in Figure 5.

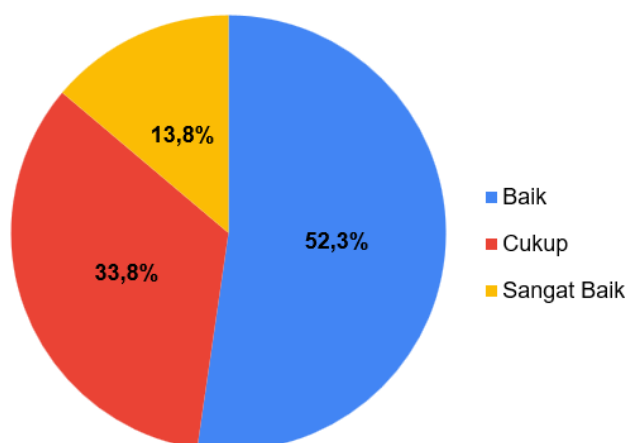


Figure 5. Respondents' Responses to Time in the *Keputrian* Program

Based on the diagram in Figure 5, it is known that 52.3% of respondents answered well, and 13.8% answered very satisfactorily. In this question, as many as 33.8% of respondents only answered enough for the time used in the women's activities held every Friday from 11.40 to 12.30 WIB. The number of respondents who answered well or very well in the fifth question was lower than in the other questions. This shows that the suitability of the time used has yet to be determined by the expectations or needs of the respondents (Akbar et al., 2020).

In choosing an answer to the fifth question, respondents gave various reasons. Most respondents considered that the time used was suitable in terms of the choice of time, duration, and division of class turns. The time used does not interfere with intracurricular learning, can be done while waiting for Friday prayers to finish, and does not need to go back and forth to the classroom. In addition, the duration of time used is short enough. However, some respondents considered that the time was too tight and sometimes interfered with prayer time because the delivery of the material exceeded the scheduled time limit. Implementing the female student program is generally carried out on Fridays, along with prayers for male students (Khoiroh & Aisyah, 2024).

The sixth question is a request for suggestions, criticisms, or responses from respondents regarding the *Keputrian* program in general. In answering the sixth question, some respondents suggested that the *Keputrian* program involves engaging in activities such as games or ice-breaking. This shows that games or ice-breaking can increase enthusiasm or motivation to learn (Hera et al., 2023) and can even overcome anxiety experienced by students (Chao & Fan, 2020). In addition, several respondents also hoped that the organizers could provide food or drinks for participants, some prizes for active participants, additional points for participants

who attended, and sanctions for female students who did not participate in women's activities. This shows that rewards and punishments can be one option to increase student motivation and discipline at the high school level (Sejati et al., 2023).

Conclusion

This study provides an overview of the effectiveness of the female student program held at SMA Negeri 6 Kota Serang in terms of the intensity of respondent attendance, activity materials, speakers or resource persons, activity venues, and implementation time. Respondents' answers show a relatively high aspect of attendance in the female students program; as many as 78.5% of respondents answered that they always or often participated in the activities held. A high level of effectiveness is also shown in activity materials. Namely, 98.3% of respondents answered good or very good. Responses to speakers or resource persons for the female student's program: As many as 88.5% of respondents answered good or very good, while the rest answered sufficient. A high level of effectiveness is also shown in venue selection. Namely, 93.2% of respondents answered good or very good. The lowest level of effectiveness is shown in the selection or duration of activity time. Namely, 66.1% of respondents answered good or very good, while the rest answered sufficiently.

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