

Analysis of students' level of understanding about lgbt by gender

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Abstract

The phenomenon of the number of LGBT cases that appear among teenagers motivates this research. Therefore, the purpose of this research is to find out how students understand about LGBT. This research is a quantitative research using a quantitative approach. Students from class X Madrasah Aliyah in the city of Padang were the subject of this study. The sampling technique used was purposive sampling with criteria 1) students who did not live with their parents, and 2) students who had more friends of the same sex than those of different genders. The instrument used is a questionnaire on students' understanding of LGBT and the Likert model scale. The data processing of this research used statistical fit analysis through the Rasch Model application and the t-test using the SPSS application. The results of the study show 1) The instruments used to measure students' understanding of LGBT have good quality to be used in revealing students' understanding of LGBT; 2) overall, students' understanding of LGBT is in the pretty good category and a few students understand LGBT, which is in the low and good categories; and 3) There are differences in understanding of LGBT between male students and female students.

Keywords: Gender, LGBT, understanding, youth, students

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Introduction

Technological developments affect the problems of social and cultural life in various circles. Ardi et al. (2016) stated that the problem that recently received special attention and controversy among academics and the wider community is the problem of deviant sexual orientation, where this condition has not received agreement from the wider community, especially Indonesia. Lesbian, gay, bisexual and transgender (LGBT) is a term for people who have different sexual orientations and identities. People's negative perceptions and views assume LGBT is a deviant and sinner behavior (Syahputra et al., 2019). This view causes stigma both carry that out the state and society to exclude, differentiate and prohibit LGBT people from accessing public services, employment opportunities and education (Tillapaugh & Catalano, 2018). This deviant behavior is basically not a new thing in the reality of social life, but this problem has always been a topic of problems in every circle of the United States Supreme Court (McClain & Peebles, 2016)

Currently, Indonesia is shocked by Lesbian, Gay, Bisexual, and Transgender (LGBT). LGBT behavior is a form of negative behavior because the behavior is not under the norms prevailing in society (Siregar, 2019). These behaviors are said to be a form of sexual deviation behavior because they are not under the supposed sexual orientation (Chandra & Wae, 2019). Currently, lesbians have openly revealed their

existence, even not only lesbians who openly reveal their existence, gay, bisexual and transgender people also more or less carry out activities that make their existence known to the wider community (Wati, 2017).

In 2016 the number of same-sex men in West Sumatra who occupied the highest position in Padang was 5,267 people, Limapuluh Kota and Payakumbuh Regencies were 1,061 people, Agam Regency 903, Pesisir Selatan Regency 882, West Pasaman Regency 870 people, Padang Pariaman Regency 705 people, Solok Regency 716 people. Sijunjung Regency 459 people, Tanah Datar Regency 434 people, Pariaman City 536 people, South Solok Regency 339 people, Dharmasraya Regency 518 people, Solok City 360 people, Sawahlunto 153 people, Padang Panjang City 135 people, Bukittinggi City 185 people, and Pariaman City 217 people (Badan Pusat Statistik, 2017).

In the world, it is estimated that there are 1.2 billion youth groups or 18% of the world's population (WHO, 2014). Adolescence is a period that is part of human life which is full of dynamics. The dynamics of this adolescent life will affect the formation of the teenager himself. A lot of curiosity can characterize adolescence in a person in various ways, including the field of sex (Behar-horenstein & Morris, 2015). Adolescence is a very decisive period because children experience many psychological and physical changes. The occurrence of psychological changes causes confusion among adolescents. They experience emotional turmoil and mental stress so that they deviate from social rules and norms that apply among society (Blackwell et al., 2016).

Adolescence is traditionally considered a period of storms and stress, a time of heightened emotional tension because of physical and glandular changes. Growth in the early years of puberty continues, but is rather slow. The growth that occurs is primarily complementary to the patterns that have been formed at puberty (Turban et al., 2020). Therefore, it is necessary to look for other information that explains the emotional tension that is very characteristic at this age. A person's attitudes, feelings or emotions have existed and developed since he interacted with his environment. The emergence of attitudes, feelings or emotions (positive or negative) is a product of observation of the individual's unique experience with physical objects in the environment, with parents, siblings, and wider social interactions (Gonzales et al., 2016).

Problems of sexual development in adolescents often worry parents, as well as educators, government officials, experts and so on. Sexual maturation is another important issue during adolescence. All adolescents should be assessed for their degree of sexual maturity (Peek et al., 2016). Monitoring the progress of the degree of sexual maturity is an important component of evaluating the ongoing pubertal process. Biological, social and cognitive changes during adolescence have a focus on sexual development (Wati & Subandi, 2017). Therefore, it is necessary for adolescents to improve comprehensive health assessments to ensure that adolescents can go through puberty. If adolescents experience problems, they will experience problems in sexual development, causing deviant behavior.

The results of the initial observations that researchers have made on some students are very difficult to identify LGBT. The respondent stated that a man who looks macho, masculine, and also a playboy cannot be guaranteed that he is a true heterosexual. Men who are gentle and graceful are not necessarily homosexuals. This proves that someone who has same-sex attraction cannot be seen from the way they look and also their behavior. Based on the description of existing theories and phenomena, this study analyzes the level of students' understanding of LGBT.

Method

This type of research is quantitative research using a comparative descriptive approach. The population in this study were students of class X Madrasah Aliyah Negeri in the city of Padang, West Sumatra Province. The sampling technique used purposive sampling technique using the criteria of 1) students who do not live with their parents, and 2) students who have more friends of the same sex than those of different sexes. So the number of samples in this study was 80 students.

The instrument used in this study is a Likert scale model with three alternative answers and a questionnaire about students' understanding of LGBT. The data processing of this study used statistical fit analysis through the Rasch Model application (Alagumalai et al., 2005; Bond et al., 2020; Sumintono & Widhiarso, 2015) and a t-test using the SPSS application.

Results and Discussion

In order to get accurate research results, the first thing to do is to test the quality of the instrument used, then proceed with a more detailed statistical analysis. The findings from the research results can be seen as follows.

Results of Quality Test of Students' Understanding Instruments about LGBT

The results of testing the quality of students' understanding instruments about LGBT can be seen in the following table.

Table 1 <Summary of Quality Instrument Item (N item = 25)>

Estimation	Values
Item Reliability	0.79
Cronbach Alpha (KR-20)	0.86
Separation indexes of Item	1.96
Mean INFIT MNSQ Item	1.00
Mean OUTFIT MNSQ Item	1.00
Raw variance explained by measures	24.1

The results of the analysis of the instrument quality test in the table above show that the item's reliability value is 0.79. This means that the quality of the instrument items used to measure students' understanding of LGBT is good. In addition, the reliability value of the score based on Cronbach's Alpha (KR-20) is 0.86, so the interaction between respondents and items is very good. The value of the separation indexes of items is 1.96, so the quality of the instrument in terms of overall respondents and items is good. Then the value of Raw variance explained by measures is 24.1%, this shows that the instrument can measure what it should measure. In addition, the response sensitivity pattern value of +1.00 logit (INFIT MNSQ Item) and the overall person response pattern sensitivity value of +1.00 logit (OUTFIT MNSQ) showed that they were in the ideal range (+0.5 <MNSQ>+1.5). Thus, it can be concluded that the instrument has a very good quality used to reveal students' understanding of LGBT.

Furthermore, to be able to find out the level of difficulty of the questionnaire items answered by students, it can be seen in the table below.

Table 2 <Item Measure>

Measure	Item	Measure	Item
.79	I10	-.03	I21
.59	I6	-.08	I22
.55	I11	-.10	I4
.36	I14	-.17	I2
.29	I9	-.17	I8
.25	I12	-.20	I20
.22	I16	-.22	I19
.20	I15	-.27	I3
.18	I18	-.40	I23
.16	I7	-.48	I24
-.01	I17	-.62	I1
-.03	I5	-.80	I25
-.03	I13		

The results of quality processing in the table above show that the item that makes it difficult for students to agree is item number I10 with a measure value of 0.79. While the item that is most easily approved by students is item number I25 with a measure value of -0.80.

Analysis of Students' Understanding of LGBT

Description of research data based on the results of data collection in this study can be seen in the Table 3.

Table 3 <Frequency Distribution of Students' Understanding of LGBT>

Student's Level of Understanding	f	%
Good	10	12,5
Pretty Good	59	73,75
Not good	11	13,75
Amount	80	100

The table above shows the level of students' understanding of LGBT which is grouped into three categories ranging from very good, good and not good. Of the 80 students, 10 (12.5%) had students' understanding of LGBT in the good category, as many as 59 people (73.75%) had students' understanding of LGBT in the pretty good category. Finally, as many as 11 people (13.75%) had a poor understanding of LGBT students. The results of this study support the results of research from Susila (2018) which states that 54 respondents are in the category of sufficient knowledge about deviant sexual behavior in rural and urban areas.

Based on the results of the descriptive analysis, the overall understanding of students about LGBT is in a pretty good category. Students who have a fairly good understanding of LGBT means that they already understand that LGBT is a deviant behavior. This can be seen in terms of cognition, namely students have negative knowledge and expectations of LGBT. Furthermore, based on the description above, the researcher assumes that students' understanding of LGBT (Lesbian, Gay, Bisexual and Transgender) and the information obtained will greatly affect students' knowledge. This is in line with the existing theory where the higher the level of education will affect the ability of knowledge and abstract thinking.

To find out more in-depth results, a different test analysis or t-test was carried out. The results of the analysis of the different tests that have been carried out can be seen in the table below.

Table 4 <Different Test Results (T-test)>

Gender	N	Mean	Sig. (2-tailed)	Taraf Sig.
Male	35	49,46	0,047	0,05
Female	45	53,16		

The results of the analysis in the table above show that the average value of male students' understanding of LGBT is 49.46 while the average value of female students' understanding of LGBT is 53.16. Thus, statistically descriptive, it can be concluded that there are differences in understanding of LGBT between male students and female students. This is also supported by the results of sig. (2-tailed) of $0.047 < 0.05$. So it can be concluded that there are significant differences regarding the understanding of male and female students about LGBT.

These results are supported by the results of research by Coulter et al. (2016) which states that in the process of identifying students related to LGBT, there are differences in the tendency of LGBT behavior shown by male and female students. The results of other studies also show that female students understand more about the dangers of LGBT behavior (Brooks et al., 2018). Sexual orientation is something that needs to be informed to children so that there are no behavioral deviations in the future (Everett, 2015). Furthermore, Vilkin et al. (2019) revealed that the peer environment, gender and parental attention have an impact on students' knowledge of LGBT.

Individual understanding of LGBT is certainly different, factors influence this, such as sexual identity formed through experiences and individual knowledge about LGBT (Lucassen & Burford, 2015; Wati & Subandi, 2017). Individuals who have a heterosexual sexual identity will view LGBT as deviant behavior (negative), while individuals who have a sexual identity (homosexual) swallow LGBT in their environment or view LGBT positively. This is under the opinion of Huebner et al. (2014) which suggests that to prevent children from deviant behavior, parents and teachers need to provide an in-depth understanding of the negative effects of LGBT behavior.

Next is the knowledge factor. Students who have very good knowledge view LGBT as deviant behavior, will really try to avoid LGBT behavior because they know LGBT is deviant behavior and is not under the values/norms that exist in society (Worthen, 2017). If the individual (student) has an understanding that is in the bad category, of course, it will be easy to fall into LGBT behavior and it is possible that he will become an LGBT perpetrator. This happens because individual understanding is also influenced by knowledge (Flanders & Hatfield, 2014). If an individual has a good level of knowledge about LGBT, he will understand LGBT as deviant behavior and interpret LGBT negatively, and vice versa (Sterzing et al., 2017).

Conclusion

Based on the description of the research results above, several conclusions are got regarding the research that has been carried out; 1) The instruments used to measure students' understanding of LGBT have good quality to be used in revealing students' understanding of LGBT; 2) overall students' understanding of LGBT is in the pretty good category and a few students understand LGBT, which is in the low and good categories; and 3) There are differences in understanding of LGBT between male students and female students, which are influenced by the student's sexual identity factor and students' knowledge of LGBT. The results of this study also show that the importance of information about preventing LGBT behavior provided by Guidance and Counseling teachers. The limitations of this study are the use of a small sample and the need to develop research variables in order to analyze the research problem in depth.

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