

Fujoshi's Perception of Gender Roles

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ABSTRACT

Fujoshi is a term for female fans of the boys love genre, containing stories about homosexual relationships. Boys Love genre is closely linked to gender issues stemming from dissatisfaction with traditional gender roles and societal expectations. In traditional gender roles, men are seen as aggressive and competitive, while women are expected to be gentler and caring about their homes and families. Fujoshi opposes this gender role as it is seen to benefit only the male gender. This study was conducted with the aim of describing fujoshi's perception of gender roles. This phenomenological design research with a method of in-depth interview and selection of subjects was carried out by a targeted sampling technique with the criterion that women have been fujoshi for at least 5 years, from 19 to 30 years, and that the woman is not fujoshi. This study analyzed whether there is a difference in perception between fujoshi and nonfujoshi. The results showed that fujoshi's perception of gender roles in society are still traditional and rigid, making it difficult for them to express themselves. Meanwhile, for non-fujoshi, they view gender roles in today's society as a positive thing, while thoughts like fujoshi create gender role problems.

Keywords: perception, fujoshi, boys love, gender role

1. INTRODUCTION

Fujoshi which means 'rotten girl' is a term for fans of *yaoi* or boys love, a genre that tells the relationship between men in the form of love and sexual relationships. Not only reading works from professionals, but some of them also produce boy's love genre works from famous works and make their versions. They change the story on the original work into what they fantasize about [1].

Boy's love (BL) originated from Japanese animators or *mangaka* who told about homosexual romantic relationships. Usually referred to as *Danmei*, *Tanbi*, or *Yaoi*. Starting from Japan, this genre spread to other Asian countries such as Korea and Taiwan [2]. The genre of boy's love is described as a means of feminist groups and describe as embarrassing to mock men [3]. However, becoming a *fujoshi* is considered a social and economic failure, unable to fulfill career achievements, social interactions, or gender performance. Because an *otaku* or *fujoshi* consider throwing away their qualities with non-monetary activities that lead to romantic or sexual success with a partner, continue the family line, or build social influence [4].

The *fujoshi* community in Indonesia is categorized as a high-level fan and is committed to the object of his passion, more than fans in general. Their passion is not just buying and reading boys love *manga* genre, but some of them also make their own boys love *manga* to share with other *fujoshi*. They are active fans who have great enthusiasm for *manga* boy's love.

Fujoshi or fans of *manga* boys love in Indonesia, in general, are women aged 19 to 30 years, ranging from the level of college education and the average profession as a student and employee [5].

Fong, Mullin, and Mar [6] revealed that exposure to fictional literature was associated with strong support for gender equality and showed an attitude of rejecting gender role stereotypes. This is because the reader follows each part of the story carefully so that it is as if they are living the life of the character being read. Many have analyzed that the media (in this case *manga*) which presents male and female characters stressed by gender stereotypes are often received from stories and visual images that support masculinity and femininity. In addition, it needs to be clarified that *manga* fans seem passive in reading and accepting rather than rejecting the gendered cultural code embedded in the media texts involved [1]. Saito [7] revealed that why *fujoshi* can enjoy boy's love because *fujoshi* seem to question and challenge the position of those who are socially and economically underprivileged while surviving and adapting to the gender that already exists in society. Boy's love is closely related to gender and genre issues which are rooted in dissatisfaction with traditional gender roles and social expectations [8]. Reading boys love *manga* that has a few female characters gives girls a form of escape where they don't have to be pressured to be girls. This research was conducted to find out more clearly the influence of *fujoshi* in the formation of attitudes towards gender roles. And to see the impact

of being a *fujoshi* either as an individual or in terms of gender roles.

The purpose of this study is to provide an understanding of how the role of *fujoshi* in the formation of gender roles in late adolescence and can be used as an additional study of the social psychology literature. In addition, it provides an understanding of the impact of gender roles on *fujoshi* so that society will be open to the changes provided by *fujoshi*.

2. METHOD

2.1. Design

This research is qualitative research with a phenomenological approach, describe the general meaning of some individuals on their various life experiences related to concepts or phenomena [9]. The data was obtained by conducting in-depth interviews, to obtain details based on the experience of the participants.

2.2. Participants

Participants are women aged 19 to 30 years. Participants consist of 3 *fujoshi* with the following criteria: (a) admitting themselves as *fujoshi* and getting recognition from others, (b) having been a *fujoshi* for at least 5 years, (c) having an open attitude towards *fujoshi*, and (d) having a collection of merchandise or comics with the genre of boys love. Besides *fujoshi*, the other 2 participants were non-*fujoshi* participants. Participants were obtained by purposive sampling technique, namely by looking for participants who fit the research criteria [9].

2.3. Procedure

Interviews were conducted at locations and times agreed upon by participants and researchers. Interviews were conducted face-to-face and recorded through a tape recorder. Prior to the start of the interview, participants were asked to provide informed consent and the interviewer asked for consent to record the entire interview session.

2.4. Data Analysis

This study uses a qualitative type that aims to determine the role of *fujoshi* in the formation of gender roles. The design used in this research is a case study. Participants or respondents in this study were women aged 18 to 20 years who had been *fujoshi* for at least 5 years and were willing to be interviewed. Interviews were conducted using in-depth interview techniques. Data processing was done by making a transcript of the recorded interviews. The data that has been compiled in the form of transcripts are then analyzed between participants. Analysis was also carried out on individual participants. After that, the analysis technique was carried out using pattern matching.

3. RESULT

The study was conducted on 5 participants who were divided into 2 groups, namely 3 participants *fujoshi* and 2 non-*fujoshi* participants. The description of the participants can be seen from the table below:

Table 1. Demographic Overview of Research Participants

	Subject A	Subject V	Subject S	Subject EL	Subject VA
Age(year)	21	21	20	22	22
Hobby	reading manga	Playing games	reading manga	Watch Korean drama	Playing games
Education	student	student	student	worker	student
long been <i>fujoshi</i> (yr)	9	6	5	0	0

3.1 Perception of Gender Role

The results of the interviews found several results as follows:

3.1.1 Gender roles

According to participant A, gender roles categorize each individual according to their gender, and it determines how a person should act or behave and demand such as a man who has to work in a certain field or section or a man must be a father. Participant A said,

Gender role is a gender role, meaning how it categorizes masculine, feminine, or androgenous. What work to do should be gender appropriate. A man must be a father,

The explanation of the gender role of participant A is different from that of participants V and S. Participant V explains that gender roles are a stereotype that has been set by society from the start. The stereotype is that a man should be strong and a woman should be gentle. The stereotypes that have been determined in this society must not be violated such as men who act like gentle or graceful women and women cannot be rude which is identified with the actions of a man. Participant V revealed,

Stereotypes, where a role, a job is defined, for this gender. Yes, for example.. yes.. the guy has to be strong, the guy.. has to be able to lead the family, the guy.. anyway, the guy shouldn't act like a girl. Meanwhile, for the girls themselves, they have to be gentle, graceful, they shouldn't be banging people.

Meanwhile, according to EL participants, gender roles are the rights and obligations of a person based on their gender, which is different based on culture. But every individual can be whatever they want without

being limited by their gender because that is their right. Obligations such as duties are roles that must be carried out by the individual, such as married women who must obey their husband's wishes. EL participant revealed,

Gender is like determining the rights, duties, and obligations of each person based on gender. Make a difference too.. which one is a girl and which one is a boy. (...) but every culture is different... (...) What people want to be in their future is their right. If it's a job, it's a woman's job, especially those who are married, to act like her husband's orders. If the obligation ... is the same as the task.

In the VA participants, the answer is not much different from the previous participants that gender roles are roles. The roles that men and women have, roles that are only carried out based on gender. VA participants revealed,

The roles of men and women... what should men do, what should women do. (...) Mmm... women do what women generally do, men do what men do.

Participants A, V, S, EL, and VA have similarities in explaining gender roles, namely the division of roles based on gender. Men are synonymous with being strong, working outside the home, and being the backbone of the family. Meanwhile, women are synonymous with being gentle, and working at home to be housewives. Gender roles can differ depending on the culture as stated by participants S and EL.

3.1.2 Point of views on Gender Role in Society

The participants have the same opinion about the gender roles that exist in today's society. Participant A revealed that in society, especially in Indonesia, gender roles are not completely traditional. Women can work and men can stay at home and this has happened since the emergence of women's emancipation, but it still gets a lot of criticism from society. According to him, someone who can oppose gender roles in society is due to individual achievements. Participant A said,

Their role is not always that the boy is looking for money, or the girl is taking care of the house. I have a view. who like this do not oppose, do not follow either. In Indonesia, there are still old-fashioned people. Boys have to be boys, while girls are girls. But there are still many individuals who have the same thoughts as me about manga. Many people are more attracted to guys who are said to be geeky.

Participant V also believes that gender roles in society are still fixed on traditional gender roles and these traditional gender roles are still found in society. Traditional gender roles cause many people not to dare to express themselves because they can be seen as opposing traditional gender roles. Participant V revealed,

It's traditional, from traditional already, brought to the present. Even today, people also don't dare to express 'Wow I'm gay!' who would dare to do that. What if you come to your group of friends, 'Wow, am I gay?'

As a *fujoshi*, reading the genre of boys love made participant V realize that in society there are people who do jobs that are generally done by the opposite sex. He also realized that gender is just a label, that a person is not bound to a particular role because of his gender. Participant V revealed that his openness to gender roles in society was different from traditional gender roles. participant V said,

Girl can be a security guard. Like at U****, the security guard is a girl who is B**, then when we go to the salon, we look for a guy who is more professional and reliable. So it's like I'm already open, I'm just more open about things like that. Then yes.. girls can be... that... I'm fine, girls can be strong, girls can be strong, girls can have big muscles, it's fine, it's fine. Girls also beat people, really, no prohibition for that. Gender is just a label, you can be whatever you want. And in my opinion, I can do that too, be whatever I want without being limited by gender.

We watch it, we read it.. we know that for example, a boy doesn't have to be strong, a boy can be weak, a boy can work in a salon, a Just like the other two participants, participant S stated that society is still rigid in terms of gender roles. This is illustrated by participants from what they know, that men and women who are not married yet do not want their partners to have jobs that have a higher rank or earn more than the man. Participant S revealed,

Gender roles in society today are still very rigid, yes, it's normal. Because, normally, I've heard about it, for example, there are husband and wife, or even not yet husband and wife, still dating, the man doesn't want the woman to have a higher job or have a job that pays higher.

According to EL, gender roles in society have no problems. The problem in gender roles, according to him, comes from women who feel they are not treated equally but do not take any action. This causes thinking like women should not do men's work and vice versa. EL participant revealed,

The role of gender in society is still going well. But some girls are feminists, who want equality but are rough and sulky. Then some guys also want to cry in public...just like girls who can have feelings. I see. Because it's like the assumption that girls are weak, boys are strong... this is the opposite. I think it's like an ancient person... it's not good for a girl to want to do a boy's job, it's not allowed for a boy to do a girl's job either.

The VA participant stated that he did not pay much attention to gender roles. From his point of view, gender roles in society are not distorted or problematic

because women still carry out their roles as women and vice versa. VA participants revealed,

I've never really cared about gender roles. So I think it's normal, there's no problem, it's just normal. Men remain men, women remain women.

The three participants who are *fujoshi* stated the same thing, namely that gender roles in society today are still based on traditional gender roles which are detrimental to women. They show dissatisfaction with this gender role. Participant A explained from his environment that women in the world of work are only recognized by the community when they are successful, while Participant S explained that women, whether married or not, are prohibited from holding positions or earning higher than men.

In contrast to the two participants, namely EL and VA participants who are not *fujoshi*, they think that gender role in society do not experience problems or deviate. The role of gender in society has been running as it should. From the EL participants, according to him, those who make deviations are women who feel that gender roles in society are not equal but they do not take any action.

The problem of gender roles was not felt by non-*fujoshi* participants because they stated that the problem did not exist. However, participants who are *fujoshi*, feel dissatisfied with the gender roles of women. The genre of boy's love can be expressed as a form of escape from the *fujoshi's* dissatisfaction. This form of escape can also be explained as a form of defense mechanism, namely compensation, where *fujoshi* face their dissatisfaction by reading the genre of boys love which does not have a female character so that there is no problem with the gender role of women as they feel in the real world.

3.1.3. Factors that Shape Gender Role

Participant A believes that gender roles come from parents because it is parents who introduce the world to their children for the first time by providing clothes that are considered appropriate for their gender and giving toys with gender labels such as toy cars which are identified with toys for men. Apart from parents, the environment is also shaped by dividing children to play according to their gender, such as men playing ball outside the house, while women playing with dolls inside the house. Participant A said,

Of course, the first is from parental upbringing because parents from the beginning introduce their children to the world. For example from the way he dresses. If it's a boy, it means that he was given boy's stuff. Meanwhile, if you are a girl, you will be given a pink dress. That's the formation of gender roles. Maybe from the environment too, for example, his father began to teach boys to play ball. While the girls play with dolls at home or learn to cook.

Personally, participant A revealed that his gender role was formed from his experiences and the manga he reads. According to him, in general, in the manga,

women rely less on logic and only use emotions in dealing with problems. Based on experience, this does not solve the problem and makes him try to rely more on logic. In addition, participant A has a brother and from his brother, he realizes that men do not have to be strong as demands as men should be by society. Participant A said,

I also see from the manga, the girl is crying, whatever, it's emotional, it's lazy, it's like that. Why do you complicate things like that, after a long time we become influenced, so it's like thinking it's logical first, because really, what the heck? Have you ever felt it before, what does it feel like when you're emotional, because it's really rich after the emotion runs out, the logical side is thinking, 'What are you doing like that?' Well, it won't solve the problem, you know. I have a sister.. what is the term? Let me tell you, it's like I see that the guy isn't. it's okay, it has to be strong, it doesn't have to be like that. Although, he demands something like that, and secondly from reading the manga, that's what it is. Because right, in boys love, the guy doesn't have to be masculine, right? Moreover, some are typical, there are those who are the bottom, that's a more lenient term, yes, that's not masculine, I mean, that doesn't match the gender role that exists in society, like that.

The factors that shape gender roles for participant V are not much different from participant A. Participant V stated that gender roles come from parents because parents are the first socialization of children. Apart from family, in terms of work can affect a person's gender role. According to participant V, a job that is mostly done by one gender can only be done by one gender, such as jobs that require aesthetics, the majority of female workers, while menial jobs such as construction workers are mostly male. It can also describe how socialization from the environment shapes gender roles. Participant V revealed,

The first is definitely from the family, we are born, we have been exposed together with the family. We've been born in a small nation called family Then, from work, rich.. own job.. salon, mostly, the majority are girls. Aesthetic places are also girls. The construction workers of all kinds are mostly male. Indirectly there is a label for a job, if this job must be a boy, and this job it must be a girl.

In participant V, the genre of boy's love forms an understanding of gender roles in men. According to him, the boys' love genre shows that men don't have to be strong, they can be feminine like women. This makes participant V think that women can be masculine and someone can determine their role without being limited by the individual's gender. Participant V revealed,

If we watch it, we read boys, love, I told you earlier, we will see a guy who is very, very elegant, very feminine. We know that for example, a guy doesn't have to be strong, a guy can be weak it can work in a salon, girls can be security guards. Girls

beat up people too. Gender is just a label, you can be whatever you want. And in my opinion, I can do that too, be whatever I want without being limited by gender. A woman doesn't have to be feminine, she doesn't have to be only in the house. She doesn't have to be in the kitchen, she doesn't have to take care of the kids, because she's the one who takes care of the kids. I mean, you're family, so boys can take care of kids, boys can change diapers, boys can cook.

Participant S was not much different from participant A and participant V who stated that a person's culture and society formed gender roles, the culture of a family. Participant S explained that because both of his parents work, he sees a woman's gender role not only at home as a traditional gender role, but also can provide income for the family. For participant S, women who work outside the home cannot be separated from their work at home. Remain a woman's role to do household chores. Participant S revealed,

I come from a family where both parents work, so I have a gender role where men and women both work in the household. Even though it's possible, women do more cooking, cleaning, but both of them provide for the family.

Participant S emphasized that his family shaped his current gender role, but he also stated that the genre of boy love he read was also involved in shaping him. According to him, the genre of boy's love made him open to the existence of male gender roles like women. Participant S revealed,

My mom also works, my dad also works, so both of them support the family. So I thought women don't have to cook at home, take care of children, stay at home don't work, just wait for husband to come home. BL is a male main character, there is no female main character. Maybe I have a broader view of men. It's okay if a man wants to cook at home, like that, or maybe he's more emotional too, like a woman, e. If men cry too, I really don't have a problem, like that. I'm not saying they are cowards or anything like that. But as a person myself, I have an open mind, so it's about gender roles.

According to EL participants, the factor that shapes gender roles is the gender of the individual itself. In addition, cultural factors are also involved in shaping gender roles. Culture determines how the roles of individuals of the sexes, such as women playing cooking and men playing kites. EL participant revealed,

Gender based on culture, because from a young age, it seems like it's been decided that a girl will play cooking, a boy will play a kite. So it's like it was deliberately shaped from a young age. Gender roles are like dividing tasks between girls and boys but according to each culture.

VA participants stated that the factors that shape gender roles are family such as mothers and friends

who have the same gender. The gender of the opposite sex is also involved in shaping but the same gender is more involved in shaping gender roles. The formation of gender roles from observing and engaging in activities with other people. VA participants revealed,

What makes it up is family, friends too. From playing with my female friends, seeing my mother, seeing the people around me. Maybe my father and my male friends also formed me, but not much.

The factor that forms the gender role for the four participants, namely participants A, V, S, and VA is family because family is the first socialization medium for individuals. Families teach gender roles indirectly from toys and clothes given as a child or by what parents do in front of their children. For participant V and participant S, apart from family, there are other factors, namely work. Employment is indirectly divided into two, namely, work for women and work for men. This is due to the division of how a gender should act and make gender the majority in a job. In EL participants, culture is also involved as a factor because of cultural differences, the gender roles that are formed are also different. In addition, for *fujoshi*, another factor involved in the genre of boys love they read.

4. DISCUSSION

This study is to determine the perception of *fujoshi* on gender roles compared to the perception of non-*fujoshi*. The understanding of gender roles for each participant has something in common, namely roles that are divided based on gender. In this case, the participants have an understanding that is by the theory of Santrock [10] which states that gender is a characteristic of a person as a woman or a man. Gender roles are a set of expectations that refer to how women and men should think, act, and feel.

The results obtained are based on interviews that have been conducted, which form the main gender role is the family, followed by the workplace. The difference in *fujoshi* is that they add the genre of boy's love as a shaper of their perception. Based on this, according to the theory by Albert Bandura, the social cognitive theory is an extension of social learning theory that children learn gender roles through socialization. The three main sources of social influence on gender development are family, peers, and culture [011].

The three subjects who are *fujoshi* have a perception of gender roles that exist in society are still fixated on traditional gender roles. The traditional gender roles for the three subjects limit freedom of expression, especially for the female gender. This is a form of *fujoshi's* dissatisfaction with gender roles in society. Dissatisfaction is based on the experiences they get from their environment. This is in line with the results of research by [12] *fujoshi* who are dissatisfied with conventional gender and sexuality norms that exist in society, that women are dominated by men in

public (eg companies, politics) and privately (eg family, intimate relationships).

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5. CONCLUSION

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Dissatisfaction with gender roles was only felt by *fujoshi* while non-*fujoshi* participants had no problems or dissatisfaction with gender roles. To eliminate this feeling of dissatisfaction, these *fujoshi* use the boy's love genre as an alternative solution. This can also be expressed as a form of defense mechanism, namely compensation because dissatisfaction with gender roles only leads to women and the boys' love genre does not have a female character so that the feeling of dissatisfaction disappears.

6. LIMITATIONS AND SUGGESTIONS

There is quite a lot of literature discussing gender roles, but there is still a lack of discussion on *fujoshi*. This study provides a perception of gender roles from the *fujoshi* point of view. The limitation of this study is the unequal number of participants between *fujoshi* and non-*fujoshi*. Although this difference in numbers can

draw results from interviews, the views of the general public are not represented in terms of the number of participants. Therefore, for further research, it may be possible to research with the same number of participants.

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Keywords: perception, fujoshi, boys love, gender role

1. INTRODUCTION

Fujoshi which means 'rotten girl' is a term for fans of yaoi or boys love, a genre that tells the relationship between men in the form of love and sexual relationships. Not only reading works from professionals, but some of them also produce boy's love genre works from famous works and make their versions. They change the story on the original work into what they fantasize about [1].

Boy's love (BL) originated from Japanese animators or mangaka who told about homosexual romantic relationships. Usually referred to as *Dei mei*, *Tanbi*, or *Yaoi*. Starting from Japan, this genre spread to other Asian countries such as Korea and Taiwan [2]. The genre of boy's love is described as a means of feminist groups and describe as embarrassing to mock men [3]. However, becoming a fujoshi is considered a social and economic failure, unable to fulfill career achievements, social interactions, or gender performance. Because an *otaku* or fujoshi consider throwing away their qualities with non-monetary activities that lead to romantic or sexual success with a partner, continue the family line, or build social influence [4].

The fujoshi community in Indonesia is categorized as a high-level fan and is committed to the object of his passion, more than fans in general. Their passion is not just buying and reading boys love manga genre, but some of them also make their own boys love manga to share with other fujoshi. They are active fans who have great enthusiasm for manga boy's love.

Fujoshi or fans of manga boys love in Indonesia, in general, are women aged 19 to 30 years, ranging from the level of college education and the average profession as a student and employee [5].

Fong, Mullin, and Mar [6] revealed that exposure to fictional literature was associated with strong support for gender equality and showed an attitude of rejecting gender role stereotypes. This is because the reader follows each part of the story carefully so that it is as if they are living the life of the character being read. Many have analyzed at the media (in this case manga) which presents male and female characters stressed by gender stereotypes are often received from stories and visual images that support masculinity and femininity. In addition, it needs to be clarified that manga fans seem passive in reading and accepting rather than rejecting the gendered cultural code embedded in the media texts involved [1]. Saito [7] revealed that why fujoshi can enjoy boy's love because fujoshi seem to question and challenge the position of those who are socially and economically underprivileged while surviving and adapting to the gender that already exists in society. Boy's love is closely related to gender and genre issues which are rooted in dissatisfaction with traditional gender roles and social expectations [8]. Reading boys love manga that has a few female characters gives girls a form of escape where they don't have to be pressured to be girls. This research was conducted to find out more clearly the influence of fujoshi in the formation of attitudes towards gender roles. And to see the impact

of being a *fujoshi* either as an individual or in terms of gender roles¹¹

The purpose of this study is to provide an understanding of how the role of *fujoshi* in the formation of gender roles in late adolescence and can be used as an additional study of the social psychology literature. In addition, it provides an understanding of the impact of gender roles on *fujoshi* so that society will be open to the changes provided by *fujoshi*.

2. METHOD

2.1. Design

This research is qualitative research with a phenomenological approach, describe the general meaning of some individuals on their various life experiences related to concepts or phenomena [9]. The data was obtained by conducting in-depth interviews, to obtain details based on the experience of the participants.

2.2. Participants

Participants are women aged 19 to 30 years. Participants consist of 3 *fujoshi* with the following criteria: (a) admitting themselves as *fujoshi* and getting recognition from others, (b) having been a *fujoshi* for at least 5 years, (c) having an open attitude towards *fujoshi*, and (d) having a collection of merchandise or comics with the genre of boys love. Besides *fujoshi*, the other 2 participants were non-*fujoshi* participants. Participants were obtained by purposive sampling technique, namely by looking for participants who fit the research criteria [9].

2.3. Procedure

Interviews were conducted at locations and times agreed upon by participants and researchers. Interviews were conducted face-to-face and recorded through a tape recorder. Prior to the start of the interview, participants were asked to provide informed consent and the interviewer asked for consent to record the entire interview session.

2.4. Data Analysis

This study uses a qualitative type that aims to determine the role of *fujoshi* in the formation of gender roles. The design used in this research is a case study. Participants or respondents in this study were women aged 18 to 20 years who had been *fujoshi* for at least 5 years and were willing to be interviewed. Interviews were conducted using in-depth interview techniques. Data processing was done by making a transcript of the recorded interviews. the data that has been compiled in the form of transcripts are then analyzed between participants. Analysis was also carried out on individual participants. After that, the analysis technique was carried out using pattern matching.

3. RESULT

The study was conducted on 5 participants who were divided into 2 groups, namely 3 participants *fujoshi* and 2 non-*fujos*² participants. The description of the participants can be seen from the table below:

Table 1. Demographic Overview of Research Participants

	Subject A	Subject V	Subject S	Subject EL	Subject VA
Age(year)	21	21	20	22	22
Hobby	reading manga	Playing games	reading manga	Watch Korean drama	Playing games
Education	student	student	student	worker	student
long been <i>fujoshi</i> (yr)	9	6	5	0	0

3.1 Perception of Gender Role

The results of the interviews found several results as follows:

3.1.1 Gender roles

According to participant A, gender roles categorize each individual according to their gender, and it determines how a person should act or behave and demand such as a man who has to work in a certain field or section or a man must be a father. Participant A said,

Gender role is a gender role, meaning how it categorizes masculine, feminine, or androgenous. What work to do should be gender appropriate. A man must be a father,

The explanation of the gender role of participant A is different from that of participants V and S. Participant V explains that gender roles are a stereotype that has been set by society from the start. The stereotype is that a man should be strong and a woman should be gentle. The stereotypes that have been determined in this society must not be violated such as men who act like gentle or graceful women and women cannot be rude which is identified with the actions of a man. Participant V revealed,

Stereotypes, where a role, a job is defined, for this gender. Yes, for example.. yes.. the guy has to be strong, the guy.. has to be able to lead the family, the guy.. anyway, the guy shouldn't act like a girl. Meanwhile, for the girls themselves, they have to be gentle, graceful, they shouldn't be banging people.

Meanwhile, according to EL participants, gender roles are the rights and obligations of a person based on their gender, which is different based on culture. But every individual can be whatever they want without

being limited by their gender because that is their right. Obligations such as duties are roles that must be carried out by the individual, such as married women who must obey their husband's wishes. EL participant revealed,

Gender is like determining the rights, duties, and obligations of each person based on gender. Make a difference too.. which one is a girl and which one is a boy. (...) but every culture is different... (...) What people want to be in their future is their right. If it's a job, it's a woman's job, especially those who are married, to act like her husband's orders. If the obligation ... is the same as the task.

In the VA participants, the answer is not much different from the previous participants that gender roles are roles. The roles that men and women have, roles that are only carried out based on gender. VA participants revealed,

The roles of men and women... what should men do, what should women do. (...) Mmm... women do what women generally do, men do what men do.

Participants A, V, S, EL, and VA have similarities in explaining gender roles, namely the division of roles based on gender. Men are synonymous with being strong, working outside the home, and being the backbone of the family. Meanwhile, women are synonymous with being gentle, and working at home to be housewives. Gender roles can differ depending on the culture as stated by participants S and EL.

3.1.2 Point of views on Gender Role in Society

The participants have the same opinion about the gender roles that exist in today's society. Participant A revealed that in society, especially in Indonesia, gender roles are not completely traditional. Women can work and men can stay at home and this has happened since the emergence of women's emancipation, but it still gets a lot of criticism from society. According to him, someone who can oppose gender roles in society is due to individual achievements. Participant A said,

Their role is not always that the boy is looking for money, or the girl is taking care of the house. I have a view. who like this do not oppose, do not follow either. In Indonesia, there are still old-fashioned people. Boys have to be boys, while girls are girls. But there are still many individuals who have the same thoughts as me about manga. Many people are more attracted to guys who are said to be geeky.

Participant V also believes that gender roles in society are still fixed on traditional gender roles and these traditional gender roles are still found in society. Traditional gender roles cause many people not to dare to express themselves because they can be seen as opposing traditional gender roles. Participant V revealed,

It's traditional, from traditional already, brought to the present. Even today, people also don't dare to express 'Wow I'm gay!' who would dare to do that. What if you come to your group of friends, 'Wow, am I gay?'

As a *fujoshi*, reading the genre of boys love made participant V realize that in society there are people who do jobs that are generally done by the opposite sex. He also realized that gender is just a label, that a person is not bound to a particular role because of his gender. Participant V revealed that his openness to gender roles in society was different from traditional gender roles. participant V said,

Girl can be a security guard. Like at U****, the security guard is a girl who is B**, then when we go to the salon, we look for a guy who is more professional and reliable. So it's like I'm already open, I'm just more open about things like that. Then yes.. girls can be... that... I'm fine, girls can be strong, girls can be strong, girls can have big muscles, it's fine, it's fine. Girls also beat people, really, no prohibition for that. Gender is just a label, you can be whatever you want. And in my opinion, I can do that too, be whatever I want without being limited by gender.

We watch it, we read it.. we know that for example, a boy doesn't have to be strong, a boy can be weak, a boy can work in a salon, a Just like the other two participants, participant S stated that society is still rigid in terms of gender roles. This is illustrated by participants from what they know, that men and women who are not married yet do not want their partners to have jobs that have a higher rank or earn more than the man. Participant S revealed,

Gender roles in society today are still very rigid, yes, it's normal. Because, normally, I've heard about it, for example, there are husband and wife, or even not yet husband and wife, still dating, the man doesn't want the woman to have a higher job or have a job that pays higher.

According to EL, gender roles in society have no problems. The problem in gender roles, according to him, comes from women who feel they are not treated equally but do not take any action. This causes thinking like women should not do men's work and vice versa. EL participant revealed,

The role of gender in society is still going well. But some girls are feminists, who want equality but are rough and sulky. Then some guys also want to cry in public...just like girls who can have feelings. I see. Because it's like the assumption that girls are weak, boys are strong... this is the opposite. I think it's like an ancient person... it's not good for a girl to want to do a boy's job, it's not allowed for a boy to do a girl's job either.

The VA participant stated that he did not pay much attention to gender roles. From his point of view, gender roles in society are not distorted or problematic

because women still carry out their roles as women and vice versa. VA participants revealed,

I've never really cared about gender roles. So I think it's normal, there's no problem, it's just normal. Men remain men, women remain women.

The three participants who are *fujoshi* stated the same thing, namely that gender roles in society today are still based on traditional gender roles which are detrimental to women. They show dissatisfaction with this gender role. Participant A explained from his environment that women in the world of work are only recognized by the community when they are successful, while Participant S explained that women, whether married or not, are prohibited from holding positions or earning higher than men.

In contrast to the two participants, namely EL and VA participants who are not *fujoshi*, they think that gender role in society do not experience problems or deviate. The role of gender in society has been running as it should. From the EL participants, according to him, those who make deviations are women who feel that gender roles in society are not equal but they do not take any action.

The problem of gender roles was not felt by non-*fujoshi* participants because they stated that the problem did not exist. However, participants who are *fujoshi*, feel dissatisfied with the gender roles of women. The genre of boy's love can be expressed as a form of escape from the *fujoshi's* dissatisfaction. This form of escape can also be explained as a form of defense mechanism, namely compensation, where *fujoshi* face their dissatisfaction by reading the genre of boys love which does not have a female character so that there is no problem with the gender role of women as they feel in the real world.

3.1.3. Factors that Shape Gender Role

Participant A believes that gender roles come from parents because it is parents who introduce the world to their children for the first time by providing clothes that are considered appropriate for their gender and giving toys with gender labels such as toy cars which are identified with toys for men. Apart from parents, the environment is also shaped by dividing children to play according to their gender, such as men playing ball outside the house, while women playing with dolls inside the house. Participant A said,

Of course, the first is from parental upbringing because parents from the beginning introduce their children to the world. For example from the way he dresses. If it's a boy, it means that he was given boy's stuff. Meanwhile, if you are a girl, you will be given a pink dress. That's the formation of gender roles. Maybe from the environment too, for example, his father began to teach boys to play ball. While the girls play with dolls at home or learn to cook.

Personally, participant A revealed that his gender role was formed from his experiences and the manga he reads. According to him, in general, in the manga,

women rely less on logic and only use emotions in dealing with problems. Based on experience, this does not solve the problem and makes him try to rely more on logic. In addition, participant A has a brother and from his brother, he realizes that men do not have to be strong as demands as men should be by society. Participant A said,

I also see from the manga, the girl is crying, whatever, it's emotional, it's lazy, it's like that. Why do you complicate things like that, after a long time we become influenced, so it's like thinking it's logical first, because really, what the heck? Have you ever felt it before, what does it feel like when you're emotional, because it's really rich after the emotion runs out, the logical side is thinking, 'What are you doing like that?' Well, it won't solve the problem, you know. I have a sister.. what is the term? Let me tell you, it's like I see that the guy isn't it's okay, it has to be strong, it doesn't have to be like that. Although, he demands something like that, and secondly from reading the manga, that's what it is. Because right, in boys love, the guy doesn't have to be masculine, right? Moreover, some are typical, there are those who are the bottom, that's a more lenient term, yes, that's not masculine, I mean, that doesn't match the gender role that exists in society, like that.

The factors that shape gender roles for participant V are not much different from participant A. Participant V stated that gender roles come from parents because parents are the first socialization of children. Apart from family, in terms of work can affect a person's gender role. According to participant V, a job that is mostly done by one gender can only be done by one gender, such as jobs that require aesthetics, the majority of female workers, while menial jobs such as construction workers are mostly male. It can also describe how socialization from the environment shapes gender roles. Participant V revealed,

The first is definitely from the family, we are born, we have been exposed together with the family. We've been born in a small nation called family. Then, from work, rich.. own job.. salon, mostly, the majority are girls. Aesthetic places are also girls. The construction workers of all kinds are mostly male. Indirectly there is a label for a job, if this job must be a boy, and this job it must be a girl.

In participant V, the genre of boy's love forms an understanding of gender roles in men. According to him, the boys' love genre shows that men don't have to be strong, they can be feminine like women. This makes participant V think that women can be masculine and someone can determine their role without being limited by the individual's gender. Participant V revealed,

If we watch it, we read boys, love, I told you earlier, we will see a guy who is very, very elegant, very feminine. We know that for example, a guy doesn't have to be strong, a guy can be weak it can work in a salon, girls can be security guards. Girls

beat up people too. Gender is just a label, you can be whatever you want. And in my opinion, I can do that too, be whatever I want without being limited by gender. A woman doesn't have to be feminine, she doesn't have to be only in the house. She doesn't have to be in the kitchen, she doesn't have to take care of the kids, because she's the one who takes care of the kids. I mean, you're family, so boys can take care of kids, boys can change diapers, boys can cook.

Participant S was not much different from participant A and participant V who stated that a person's culture and society formed gender roles, the culture of a family. Participant S explained that because both of his parents work, he sees a woman's gender role not only at home as a traditional gender role, but also can provide income for the family. For participant S, women who work outside the home cannot be separated from their work at home. Remain a woman's role to do household chores. Participant S revealed,

I come from a family where both parents work, so I have a gender role where men and women both work in the household. Even though it's possible, women do more cooking, cleaning, but both of them provide for the family.

Participant S emphasized that his family shaped his current gender role, but he also stated that the genre of boy love he read was also involved in shaping him. According to him, the genre of boy's love made him open to the existence of male gender roles like women. Participant S revealed,

My mom also works, my dad also works, so both of them support the family. So I thought women don't have to cook at home, take care of children, stay at home don't work, just wait for husband to come home. BL is a male main character, there is no female main character. Maybe I have a broader view of men. It's okay if a man wants to cook at home, like that, or maybe he's more emotional too, like a woman, e. If men cry too, I really don't have a problem, like that. I'm not saying they are cowards or anything like that. But as a person myself, I have an open mind, so it's about gender roles.

According to EL participants, the factor that shapes gender roles is the gender of the individual itself. In addition, cultural factors are also involved in shaping gender roles. Culture determines how the roles of individuals of the sexes, such as women playing cooking and men playing kites. EL participant revealed,

Gender based on culture, because from a young age, it seems like it's been decided that a girl will play cooking, a boy will play a kite. So it's like it was deliberately shaped from a young age. Gender roles are like dividing tasks between girls and boys but according to each culture.

VA participants stated that the factors that shape gender roles are family such as mothers and friends

who have the same gender. The gender of the opposite sex is also involved in shaping but the same gender is more involved in shaping gender roles. The formation of gender roles from observing and engaging in activities with other people. VA participants revealed,

What makes it up is family, friends too. From playing with my female friends, seeing my mother, seeing the people around me. Maybe my father and my male friends also formed me, but not much.

The factor that forms the gender role for the four participants, namely participants A, V, S, and VA is family because family is the first socialization medium for individuals. Families teach gender roles indirectly from toys and clothes given as a child or by what parents do in front of their children. For participant V and participant S, apart from family, there are other factors, namely work. Employment is indirectly divided into two, namely, work for women and work for men. This is due to the division of how a gender should act and make gender the majority in a job. In EL participants, culture is also involved as a factor because of cultural differences, the gender roles that are formed are also different. In addition, for fujoshi, another factor involved in the genre of boys love they read.

4. DISCUSSION

This study is to determine the perception of *fujoshi* on gender roles compared to the perception of non-*fujoshi*. The understanding of gender roles for each participant has something in common, namely roles that are divided based on gender. In this case, the participants have an understanding that is by the theory of Santrock [10] which states that gender is a characteristic of a person as a woman or a man. Gender roles are a set of expectations that refer to how women and men should think, act, and feel.

The results obtained are based on interviews that have been conducted, which form the main gender role is the family, followed by the workplace. The difference in *fujoshi* is that they add the genre of boy's love as a shaper of their perception. Based on this, according to the theory by Albert Bandura, the social cognitive theory is an extension of social learning theory that children learn gender roles through socialization. The three main sources of social influence on gender development are family, peers, and culture [011].

The three subjects who are *fujoshi* have a perception of gender roles that exist in society are still fixated on traditional gender roles. The traditional gender roles for the three subjects limit freedom of expression, especially for the female gender. This is a form of *fujoshi's* dissatisfaction with gender roles in society. Dissatisfaction is based on the experiences they get from their environment. This is in line with the results of research by [12] *fujoshi* who are dissatisfied with conventional gender and sexuality norms that exist in society, that women are dominated by men in

public (eg companies, politics) and privately (eg family, intimate relationships).

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5. CONCLUSION

The three subjects who are *fujoshi* have a perception of gender roles that exist in society are still fixated on traditional gender roles. The traditional gender roles for the three subjects limit freedom of expression, especially for the female gender. This is a form of *fujoshi's* dissatisfaction with gender roles in society. Dissatisfaction is based on the experiences they get from their environment. This is in line with the results of research by [12] *fujoshi* who are dissatisfied with conventional gender and sexuality norms that exist in society, that women are dominated by men in public (eg companies, politics) and privately (eg family, intimate relationships).

Dissatisfaction with gender roles was only felt by *fujoshi* while non-*fujoshi* participants had no problems or dissatisfaction with gender roles. To eliminate this feeling of dissatisfaction, these *fujoshi* use the boy's love genre as an alternative solution. This can also be expressed as a form of defense mechanism, namely compensation because dissatisfaction with gender roles only leads to women and the boys' love genre does not have a female character so that the feeling of dissatisfaction disappears.

6. LIMITATIONS AND SUGGESTIONS

There is quite a lot of literature discussing gender roles, but there is still a lack of discussion on *fujoshi*. This study provides a perception of gender roles from the *fujoshi* point of view. The limitation of this study is the unequal number of participants between *fujoshi* and non-*fujoshi*. Although this difference in numbers can

draw results from interviews, the views of the general public are not represented in terms of the number of participants. Therefore, for further research, it may be possible to research with the same number of participants.

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