

Parents' Perspectives on Male Teachers on Children's Education in Kindergarten in Medan Tembung District

Mahathir Muhammad Laia¹ Wan Nova Listia²

Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Negeri
Medan, Kota Medan, Provinsi Sumatera Utara, Indonesia^{1,2}

Email: muhammadmahathir43@gmail.com¹ wannova@unimed.ac.id²

Abstract

This research aims to determine the perspective of parents and male teachers regarding children's education at the NAZIFA Islamic School Kindergarten, Medan Tembung District. The method used in this research is qualitative. The data source was obtained through an open questionnaire distributed to 34 parents of group B students at NAZIFA Islamic School Kindergarten, Medan Tembung District. The results of this research indicate that male teachers have competence in carrying out their role as kindergarten teachers in children's education. Parents stated that male teachers are able to carry out learning, understand students, are able to develop students, are able to evaluate the process and results of learning, have exemplary personalities, do not take actions that are detrimental to the safety and comfort of students, are able to interact effectively with children and male teachers master the science of early childhood education.

Keywords: Male, Perspective, Teacher



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INTRODUCTION

Parents are a component of the family unit consisting of father and mother. Parents have a role in assisting children's growth and development so that it is more optimal. At the same time, parents are also responsible for providing adequate educational facilities as provisions for the child's future. Mujiyatmi (2023) said that the role of parents in children's education is to provide the basis for education, basic skills and attitudes. One of the efforts made by parents to facilitate basic education for children is by enrolling children in Early Childhood Education (PAUD) units. In the formal education pathway of PAUD as well as elementary school for early childhood, children as students will be guided, taught, and stimulated for growth and development by educators or teachers. Sujiono (Puspitarani and Mujab Masykur 2018) explains the 9 roles of kindergarten teachers for students, namely enrichment, interacting, nurturing, facilitating, planning, handling the environment, learning, managing pressure, and guiding and nurturing. The role of the teaching profession which is very important in developing the potential of early childhood should be carried out by all parties provided that each kindergarten educator must be based on knowledge and education, as explained by the Minister of Education and Culture Regulation (Atika and Purnamasari 2019) that in Indonesia PAUD educators must be based on by a bachelor's degree in psychology or early childhood education, and as low as for accompanying teachers, namely high school/equivalent. Education is very important for an educator as a basis for deepening professional knowledge in work and profession. There is research that discusses the presence of male teachers in PAUD units, namely research that discusses perceptions, parental community beliefs, and the emancipation of male teachers in PAUD units. Research on public perceptions regarding male teachers in early childhood education shows that there is community rejection of the presence of male teachers in PAUD units for several reasons, namely different attitudes and patience compared to female teachers, salaries that are not suitable for men. boys, less ability and classroom

management, and a big threat to children from sexual thoughts. And in their research, only a small percentage of respondents agreed with the presence of male teachers in PAUD (Fadillah and Ngaisah 2023). Other research on parents' trust in male teachers in kindergarten also gave more positive results with results showing 83% of parents' trust in the ability of male teachers to carry out their role as teachers, 91.8% in the integrity aspect, and 90.67% towards the benevolent aspect (Syafudin, Oktaria, & Armaningtias, 2022). This research shows that male teachers are able to carry out the role of a teacher in PAUD units. However, previous research, namely research on the emancipation of male teachers in early childhood education in Metro City (stakeholder perspective), showed results regarding the large amount of parental rejection of the role of male teachers in PAUD on the grounds that male teachers were less painstaking, less patience, and lack of sensitivity to children's behavior, as well as for other reasons, namely regarding safety and the stigma that male teachers do not have teaching skills (Marlisa, Firdausyi, and Tisnawati 2020). With the various research results regarding the presence of male teachers in PAUD units, new research is needed to provide more literacy and educational materials. Based on previous research, parents' gender stereotypes towards male teachers in PAUD influence perceptions and expectations. This stereotype is strengthened by the low ratio of male teachers in Indonesia as explained by Clark (Ulfah and Karolina 2023) that the negative implications of an unbalanced teacher gender ratio reinforce gender stereotypes and contribute to the perception that teaching is a dominated profession. by women. Pusdatin Kemdikbud Ristek (2021) presents statistical data on the distribution of the number of kindergarten teachers in Indonesia, totaling 363,266 teachers spread across 91,375 kindergarten schools, both public and private, with a total of 350,007 female teachers and 13,259 male teachers. Through the data above, it can be calculated that the percentage of male teachers in Indonesia is only 3.65%. The scarcity of male teachers is influenced by stereotype factors in the form of stigma and perception as explained by Maulana, Kurniati, & Yulindrasari (2020). As for the perception of students' parents, they are doubtful about the competence of men in carrying out their roles, thus referring to the rejection of male teachers in PAUD (Mukhlis (Maulana, Kurniati, and Yulindrasari 2020)).

In initial observations, there was only one school in Medan Tembung District that had a male teacher. One such kindergarten is the NAZIFA Islamic School Kindergarten, Kec. Tembung Field. There are 2 male teachers in the kindergarten who act as tahfidz teachers and science, coding and games coordinator teachers. Through interviews with researchers with the principal of the NAZIFA Islamic School Kindergarten, Kec. Medan Tembung in initial observations obtained an overview of the problem, namely that there was a negative response to the initial presence of male teachers at the NAZIFA Islamic School Kindergarten with the perception that male teachers were not competent in carrying out their role as teachers in educating and would endanger children's safety in the context of sexual harassment. while in the school environment. However, the impression of parents after three years of learning with male teachers at NAZIFA Islamic School Kindergarten is that they are happy with the learning activities carried out by male teachers. This impression is supported by the personality of male teachers who are able to limit physical contact and sensitive interactions with children which lead to sexual harassment behavior and can carry out the learning process well in accordance with the responsibilities that have been entrusted to them.

A comparison between initial perceptions and impressions obtained after learning activities with male teachers at the NAZIFA Islamic School Kindergarten shows that there are differences that start from negative perceptions to produce positive impressions from parents. This is what prompted researchers in conducting this research to collect information that supports this comparison which is based on the competence of male teachers in children's

education from the perspective of parents. Sihite & Rangkuti (2022) explain that the meaning of perspective is a point of view or way of thinking that arises from a person's awareness of certain issues that are currently occurring. This research aims to determine the parents' perspective of male teachers regarding children's education which focuses on teacher competence. In the teaching profession, there are 4 (four) competencies that must be mastered and possessed, namely pedagogical competence, professional competence, social competence, and personal competence or personality competence (Damanik et al. 2021). Febriana (p.9-14, 2019) describes 4 (four) teacher competencies based on the Teacher and Lecturer Law and Government Regulation Number 19 of 2005 as follows:

1. Pedagogical Competence. Pedagogical competence is the teacher's ability to manage learning which includes the teacher's ability to understand the characteristics of students, design and implement learning, evaluate learning outcomes, and develop students in achieving their potential. Learning is a term that comes from the word teaching which is used to replace other terms such as teaching, teaching and learning processes and activities (Yus & Sari, p.4, 2020). Meanwhile, in implementing teaching activities, there are 5 components that must be owned. These basic components consist of teaching objectives, learning materials or content that must be understood, methods and techniques, equipment and facilities, and evaluation (Listia, Sari, & Anjaswulan, p.4, 2022). According to government regulations, educators must have the ability to manage student learning which includes at least the following things:
 - a. Have an understanding of insight and educational foundation in the form of a scientific background in accordance with the subject being coached. This is proven by an academic diploma and teaching certificate from an educational unit or institution accredited by the government.
 - b. Have an understanding of students through the child's background to be able to identify children's problems or learning needs.
 - c. Able to develop a national education curriculum that is adapted to the conditions of the school environment.
 - d. Educators are able to plan structured and strategic learning by utilizing existing resources.
 - e. Educators can create an active, creative and enjoyable learning atmosphere and are able to provide space for children to explore their potential so that it can be stimulated and developed.
 - f. Educators can apply and utilize technological media as learning media.
 - g. Teachers or educators are able to carry out evaluations consisting of planning evaluations, evaluating children's responses, evaluating learning outcomes, evaluating methods and approaches.
 - h. Teachers are able to develop children's potential through guidance, providing a platform for children, and training.
2. Professional Competency. Professional competence is the ability of teachers to master broad and in-depth learning material. Professional competence includes mastering the curriculum and scientific substance that covers the material, as well as mastering scientific structures and methods. Professional sub-competencies have their respective essential indicators. Sub-competencies related to the field of study indicators are understanding teaching material, understanding scientific structures, concepts and methods that are relevant to teaching material, understanding the concept of relationships between subjects, and applying scientific concepts in everyday life. The sub-competency of mastering scientific structures and methods has essential indicators, namely mastering the steps in research and reviewing critically to deepen knowledge or material.

3. **Social Competence.** Social competence is the ability that educators must have in interacting with students, education staff, parents of students, and the community in an affective manner. The social competencies that educators must have are:
 - a. Skilled in communicating with students and parents of students.
 - b. Communication is the process of sharing information with other people. Anggraini (2021) said that the expected communication is that effective communication can lead to understanding, enjoyment, better relationships, influence on attitudes and actions.
 - c. Have a sympathetic attitude towards the surrounding environment.
 - d. Able to collaborate with the school committee or education board.
 - e. Able to get along with colleagues at work and educational partners.
 - f. Have the ability to understand the surrounding environment.
4. **Personality Competencies.** Personality competency is an ability that must be possessed by educators because educators or teachers are role models who appear as someone whose advice/sayings/or orders should be obeyed and whose attitudes and behavior will be imitated. Personality competency is the teacher's ability to provide a self-reflection that is stable, authoritative, wise and has noble character. The indicators of the personality subcompetencies referred to are explained by Arifai et al. (2018) as follows:
 - a. Steady and stable personality subcompetencies have indicators: acting appropriately in accordance with legal norms, in accordance with social norms, and consistently acting in accordance with rules and norms. Based on these indicators, it shows the demands on a teacher to comply with the norms that apply legally and socially as stated in the teacher's professional code of ethics and its functions.
 - b. Mature personality subcompetencies have indicators of displaying independence and work ethic as a teacher.
 - c. Wise personality subcompetence with indicators showing actions based on openness in thinking and acting and the benefit of students, schools and society.
 - d. The sub-competency of an authoritative personality has indicators that have a positive impact and are respected by students which is reflected through attitudes and behavior.
 - e. Personality sub-competency with noble character with indicators of acting based on religious norms and exemplary behavior towards students.

Personality competency indicators are described by Anggraini (2022) as follows: humble, honest, forgiving, always wanting to progress, cheerful, energetic, istiqamah, disciplined, tenacious, fair, creative, sincere, honest, empathetic, brave, open, persistent, generous, patient, sociable, humorous, affectionate, appreciative, polite and authoritative. Based on the explanation above, it can be concluded that the 4 (four) competencies that must be possessed by teachers or educators are pedagogical competence, professional competence, social competence, and personality competence which contain indicators that must be achieved for an educator to define himself. as someone who works as a teacher.

RESEARCH METHODS

This research is a type of qualitative research. Qualitative research is research that does not use statistics and research that emphasizes understanding problems in social life based on real conditions or natural settings that are complex, holistic and detailed (Anggito, Johan Setiawan, and Ella Deffi Lestari 2018). Qualitative research allows researchers to explore the meaning, experiences and views of parents regarding the competence of male teachers in children's education. The instrument used in this research was a questionnaire sheet. The questionnaire used is an open questionnaire (open questionnaire). Maryati & Suryawati (2007) explained that an open questionnaire is a questionnaire that gives informants or respondents

freedom in answering questions, so that respondents can answer questions in their own language and there are no restrictions on the answers that will be given. Questionnaires or open questionnaires have the advantage of obtaining unlimited answers from sources or respondents, the answers obtained vary so that it does not rule out the possibility of new insights or the latest information. The location of this research is at the NAZIFA Islamic School Kindergarten, Medan Tembung District. The research was carried out by distributing questionnaires containing indicators: carrying out learning, understanding students, developing students, evaluating learning processes and outcomes, having an exemplary personality, a stable personality, interacting effectively, and mastering the field of knowledge. Indicators derived from 4 teacher competencies produce 13 questions. The questions are as follows:

1. Based on your observations, have the male teachers at the NAZIFA Islamic School Kindergarten carried out learning as per the duties of a teacher?
2. According to you, what is the learning atmosphere created by male teachers during the learning process?
3. Based on your knowledge, are male teachers at NAZIFA Islamic School Kindergarten able to find problems in children and provide solutions according to the problems faced by children?
4. Can you briefly tell us about the problems that male teachers at the NAZIFA Islamic School Kindergarten have encountered with your children and the solutions provided.
5. Based on your observations and knowledge, are the male teachers at NAZIFA Islamic School Kindergarten, Medan Tembung District, able to develop children's talents or potential?
6. Based on your knowledge, do male teachers always assess children's learning achievements?
7. Do male teachers at the NAZIFA Islamic School Kindergarten always inform you of the results of learning activities that the child has or has not achieved to Mr/Ms as the student's parent?
8. Based on your observations, what personality do male teachers at NAZIFA Islamic School Kindergarten have and reflect?
9. Based on the child's learning experience, has the child ever shown attitudes and complaints that have the potential to be detrimental to security and comfort by male teachers at the NAZIFA Islamic School Kindergarten?
10. Based on your observations, are the male teachers at NAZIFA Islamic School Kindergarten able to interact with students appropriately?
11. Based on your observations, are the male teachers at NAZIFA Islamic School Kindergarten able to communicate with students using good language and speech?
12. Based on your observations, do the male teachers at NAZIFA Islamic School Kindergarten feel happy and attentive towards children?
13. Based on your knowledge, how can teachers at the NAZIFA Islamic School Kindergarten mastery of early childhood education knowledge be seen from the teaching and learning activities at school?

The respondents to this questionnaire were 34 parents of group B students at NAZIFA Islamic School Kindergarten, Medan Tembung District.

RESEARCH RESULTS AND DISCUSSION

Research conducted by distributing open questionnaires to collect parents' perspectives regarding male teachers on children's education obtained findings. Of the 34 questionnaires distributed, 29 questionnaires were filled out. Meanwhile, 5 other questionnaires had no response or were not returned to the researchers. Based on the responses given, the following results show:

1. **Implementation of Learning.** The results showed that 29 parents stated that male teachers carried out learning like a teacher. In implementing this learning, male teachers create an active, creative and fun learning atmosphere. Apart from that, parents stated that male teachers were able to create a learning atmosphere that was enthusiastic, orderly, conducive, enthusiastic, comfortable, interesting and innovative.
2. **Understanding Students.** Understanding students with the aim of identifying students' problems and learning needs. The results of the research showed that 24 parents had the perspective that male teachers were able to find children's learning problems and provide solutions. This shows that male teachers have the ability to understand students.
3. **Developing Students.** Developing students means developing the talents and potential of children. Based on the results of responses from 28 parents, it was stated that male teachers were able to develop the potential and talents of students. Developing students' talents and potential is carried out by training, guiding and motivating students. This shows that male teachers can encourage children to achieve their optimal abilities.
4. **Evaluating Learning Processes and Outcomes.** Through the results of the analysis, 27 parents stated that there was an assessment process and information on the results of their children's learning achievements carried out by male teachers. Thus, it can be seen that male teachers are able to carry out evaluations of student learning processes and outcomes. This is based on the large number of respondents who answered that male teachers carry out assessments of children's learning achievements.
5. **Exemplary Personality.** An exemplary figure appears in the form of a personality who obeys advice and a figure whose attitudes and behavior will be imitated. The results of the research show that there is no personality of a male teacher that cannot be imitated by students. This is based on the finding that no respondents stated that male teachers showed despicable attitudes, behavior and speech. Based on the views of parents, male teachers have a personality that is polite, well-mannered, respectful, has a leadership spirit, is friendly, socializes appropriately, has authority, shows a devout attitude towards religion, has morals, is patient, creative, innovative, has a good appearance, and can be an example or example.
6. **Steady Personality.** Based on the results obtained, no parents reported complaints experienced by their children or other parties regarding the safety and comfort felt by students through the actions or behavior of male teachers. This shows that male teachers do not take actions that are detrimental to students on the basis of deviations. With these results, it can become literature regarding parental stereotypes regarding concerns about the presence of male teachers in early childhood education units which is contrary to what was stated in previous research, namely Lusi Marlisa, et al (2020) where the results were written about the amount of rejection. parents towards male teachers due to parents' views stating that male teachers have a dangerous impact on the safety of students.
7. **Interact Effectively.** From the results found, parents have the perspective that male teachers are able to interact naturally with students. Through analysis it was also found that 27 parents were able to communicate well with their children. Also, the findings also show that parents see the joy and attention that male teachers have for their children. Based on these results, it shows that parents have the perspective that male teachers are able to interact effectively with students.
8. **Mastery of Early Childhood Education Science.** Most parents believe that male teachers master early childhood education well. Parents are able to see the ability of male teachers to master the science of early childhood education through teaching methods that are deemed appropriate for early childhood, through male teachers' self-confidence in carrying out their duties at school, and teaching material that is seen to be appropriate to the learning context

at school. teacher field. This shows that male teachers have adequate knowledge and skills to teach early childhood.

Overall, the results of this study show that parents have a positive perspective towards male teachers in their children's education. Male teachers are considered to carry out their duties well, demonstrate pedagogical skills, and have personalities that support the creation of a safe and enjoyable learning environment. This is in line with the results of research conducted by Ulwan Syafrudin, et al (2023), the results of which show that parents' trust in male teachers is 83% in carrying out their role as teachers, and 90.67% in aspects of benevolence. The findings above are also a comparison to the results of research conducted by Lusi Marlisa, et al (2020) in which the results also contain the context of stating parental stigma towards male teachers who do not have teaching skills. At the same time, comparing the results of research conducted by Fadillah & Ngaisah (2023), the results of which explain the public's perception of the big threat posed by male teachers to sexual abuse of children. The threat of abuse against children is a threat to the safety and comfort of students.

CONCLUSION

Parents' perspectives regarding male teachers at the NAZIFA Islamic School Kindergarten, Medan Tembung District, show the results that, first, male teachers are able to carry out learning and are able to create an active, fun and creative learning atmosphere. Second, male teachers are able to understand students. Third, male teachers are able to develop students through the actions of training, guiding and motivating. Fourth, male teachers carry out and are able to evaluate the process and results of students' learning achievements. Fifth, male teachers have positive personalities. Sixth, male teachers do not take actions that are detrimental to the safety and comfort of students. Seventh, male teachers have the ability to interact effectively with students through normal social interactions with students, good communication, and a sense of enjoyment and attention towards children. Eighth, male teachers have mastery of early childhood education. In general, the conclusion from parents' perspective of male teachers regarding children's education is that male teachers have competence in the role of teachers in children's education.

Suggestion: Based on the conclusions above, the researcher suggests that the Early Childhood Education (PAUD) or Kindergarten (TK) foundation, especially the NAZIFA Islamic School Kindergarten, Medan Tembung District, provide opportunities for male teacher candidates to be able to serve themselves in foundation. Also, to the community and parents, researchers suggest that they always monitor the process of children's activities at school and provide more support to male teachers to be able to carry out their duties and responsibilities. To prospective and male teachers, researchers suggest that they always develop their qualities in carrying out their role as competent educators. And to the reader, the researcher hopes that there will be further research that will be able to develop this research in order to create the latest literature regarding male teachers as teachers in early childhood education units, and hopes for criticism and suggestions to improve the researcher's abilities in creating subsequent research.

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