

## **ANALYTICAL STUDY OF GENDER EQUALITY ON MALE STUDENTS' INTERESTS IN CHOOSING PIAUD MAJORS AT IAIN PEKALONGAN**

M. Sugeng Sholehuddin<sup>1</sup>, Amma Chorida Adila<sup>2</sup>, Shilna Mukhlishoh<sup>3</sup>, Alfiana Izati<sup>4</sup>

<sup>1234</sup>UIN K.H Abdurrahman Wahid

*m.sugeng.s@iainpekalongan.ac.id<sup>1</sup>, ammachoridaadila@mhs.iainpekalongan.ac.id<sup>2</sup>, shilnamukhlishoh@mhs.iainpekalongan.ac.id<sup>3</sup>, alfianaizati@mhs.iainpekalongan.ac.id<sup>4</sup>*

### **ABSTRAK**

Keberadaan guru laki-laki di lingkungan anak-anak usia dini sangatlah berperan sebagai pengganti sosok ayah di rumah. Hal ini menarik untuk dikaji terkait mahasiswa laki-laki yang memilih jurusan PIAUD dalam perspektif gender. Maka permasalahan yang akan dibahas meliputi motivasi, sifat yang terjadi pada mahasiswa, dan keterkaitan dan partisipasi terhadap kesejahteraan anak dimasa mendatang. Penelitian ini menggunakan metode pendekatan kualitatif dengan jenis penelitian studi lapangan. Lokasi yang dijadikan objek penelitian adalah kampus IAIN Pekalongan. Tujuannya untuk memberikan pemahaman baru kepada para calon mahasiswa laki-laki yang ingin mendaftar jurusan PIAUD. Untuk penjelasan mengenai kesetaraan gender sangat penting. Teori gender selalu dipandang hanya seputar masalah kaum perempuan serta kodratnya. Sebenarnya konsep gender bukan saja berbicara kodrat laki-laki dan perempuan, melainkan menyangkut banyak aspek di dalamnya. Motivasi dari mahasiswa laki-laki memilih jurusan PIAUD karena ada rasa ketertarikan dengan anak-anak, tujuannya ingin menyejahterakan kehidupan anak-anak dengan bermain dan belajar. Selain itu tidak menutup kemungkinan rasa solidaritas antara mahasiswa laki-laki dan perempuan mampu saling bekerja sama karena lebih mengedepankan toleransi untuk berprestasi.

**Kata kunci** : jurusan PIAUD, mahasiswa laki-laki, teori gender

### **ABSTRACT**

*The existence of a male teacher in the environment of early childhood plays a very important role as a substitute for a father figure at home. This is interesting to study male students who choose PIAUD majors from a gender perspective. So the issues to be discussed include motivation, the nature of what happens to students,*

*and the relationship and participation in children's welfare in the future. This research uses a qualitative approach with the type of field study research. The location used as the object of research is the IAIN Pekalongan campus. The goal is to provide a new understanding to male prospective students who want to register for PIAUD majors. An explanation of gender equality is very important. Gender theory has always been viewed only around women's problems and their nature. The concept of gender does not only talk about the nature of men and women but involves many aspects of it. The motivation of male students to choose the PIAUD major is because there is a sense of interest in children, the goal is to improve the lives of children by playing and learning. Besides that, a sense of solidarity between male and female students may be able to work can cause prioritizes tolerance for achievement.*

**Keywords:** *gender theory, male students, PIAUD major*

## **INTRODUCTION**

Education is a foundation for the progress and development of a nation. Superior human resources can be measured by looking at the level of achievement of educational goals. Without exception every level of education from preschool, elementary school, junior high school, high school, and college. In college, it will return to normal, students who study are required to be able to practice theory in the field. So if the higher the motivation of students to study in higher education, the higher the expectations of the community regarding the knowledge they are studying. This shows that each department in the university is very

influential on the surrounding environment.

The Department of Early Childhood Islamic Education is one of the majors in the Faculty of Tarbiyah and Teacher Training IAIN Pekalongan. This department refers to teaching and learning for early childhood in practice in the future students who take this major can apply the science of playing while learning to children. The knowledge learned is related to applied science based on Islam. The discussion about the PIAUD major is very interesting to study since 2020 several students arrested for registering for this major. According to Djamarah's opinion, the influence of interest is a learning

activity. Students who are interested in a lesson will study seriously because there is something in something interesting. In this case, the influence of interest is very good for the selection of a person.

In addition, the presence of male teachers in the environment of early childhood plays a very important role as a substitute for the father figure at home. Moreover, teachers who give love and nurture children sincerely and sincerely, of course, their services and sacrifices will never be forgotten. In this regard, there have been several studies related to student interest in choosing an early childhood major. Such is the case with the article entitled *Self-Concept of Male Students in the Department of Early Childhood Education (PAUD) Teacher Education at the University of Riau*. It turns out that 2 factors influence it, namely male students who are influenced by the conversations of their parents, family, or close friends. Another factor is that they see that they have potential as early childhood teachers. However, in this case, the author does not mention the achievements of the male students in

educational institutions (Berlian et al., 2019).

Based on the exposure to the relevant research above, this study more or less dissects the interest of male students in choosing the PIAUD major from a gender perspective. So the problems that will be discussed include motivation, the nature of what happens to students, and how academic and non-academic achievements are made. In addition, this article will examine the relationship and participation of early childhood students in the welfare of children in the future. Therefore, the purpose of this research is to provide a new understanding and increase the solidarity of fellow students so that there are no social inequalities on campus. Because male students have the right to gain knowledge in PIAUD majors, or even they can prove it with achievement.

This research uses a qualitative approach with the type of field study research. The location used as the object of research is the IAIN Pekalongan campus. In addition, the researcher selected the respondents using a purposive sampling technique. After that, the

authors conducted interviews with respondents along with analyzing the data obtained from interviews.

## **DISCUSSION**

### **Definitions and Gender Theory of the PIAUD major**

The Department of Early Childhood Islamic Education (PIAUD) is one of the study programs that is oriented toward education for early childhood in Islam. This department is included in the scope of the Faculty of Tarbiyah and Teacher Training at IAIN Pekalongan. The vision of the department is to become a leading and competitive study program in the development of technology-based and Indonesian-oriented Early Childhood Islamic Education at the national level by 2036. Then, it is strengthened by one of the missions to achieve the vision is to organize education to produce graduates of Islamic Education for Children. The department has spiritual intelligence, breadth of science and technology, loyalty to Indonesia, independence, and pioneering in life. The characteristics of this department are dominantly more emphasis on teaching practice

to children. Several weeks at IAIN Pekalongan open lessons for early childhood to learn. Due to the availability of places to play and learn, students who take this major can immediately put their knowledge into practice.

However, the discussion of this article is about the application of gender equality with the object of study of male students in the PIAUD department. The gender theory has always been seen only about women's problems. In the linguist community, there is a kind of assumption and opinion that women's language tends to be unconscious. However, this is due to the stereotype that is formed by the girl herself (Jaeni, 2009).

The concept of gender is not only talking about men and women but the difference between both the sexes also involves many aspects (Ratnasari, 2019). According to (Sarwono, Sarlito W & Meinarno, 2015), the meaning of gender is sex, because is based on biological and physiological factors of sex. Talking about gender is wider than just talking about sex or gender because gender involves the behavior or activity patterns of men and women. A sex-

role stereotype is a belief that the characteristics and abilities of men and women are not the same (Solihin et al., 2022). Gender Stereotyping is a complex category that reflects the impressions and beliefs about the appropriate behavior of a man and a woman (Suguni, 2014).

Indonesian people think negative labeling because of gender assumptions. It can cause a negative image of a person or group (Dianita, 2020). Differences in attitudes and treatment based on gender are a form of gender inequality. The phenomenon of gender discrimination often occurs in the social environment (Barkman, 2018). Therefore, heteronormative norms become a challenge for male students with feminine gender expression to gain acceptance from society (Sumardiono, 2022).

Currently, the majority of PIAUD are demanded by women. The perception of asking for majors results in gender gaps in the social environment. There is nothing of law or regulation that a certain study program is only intended for a certain gender (Asih et al., 2019). Women and men have the right to choose the study

program that they want. This is based on the existence of gender equality and justice, namely a condition where the portion and social cycle between women and men are equal, harmonious, and balanced (Ministry of Women's Empowerment, BKKBN & UNFPA 2005). Negative stereotypes about male PIAUD graduate majors mean that fewer male students are studying at PIAUD.

### **Motivation of Male Student to Choose the PIAUD major**

Every campus has a PIAUD major range of 10% of male students. Male students have reasons to know more about children. All students have the same motivation, both male and female. Likewise, the motivation of male students at IAIN Pekalongan. Part of their motivation is interesting in children, the goal is to improve children's lives by playing and learning. Also, some of them say that there is no strong motivation. However, motivation will change for the better if it is lived with sincerity and potential.

On the other hand, there is a problem regarding gender theory based on liberal feminism (Marzuki, 2007). This theory states that women

have the same rights as men. Nevertheless, being a teacher in preschool is not everyone's dream, especially boys. The presence of a male teacher in preschool education can play a role as a substitute for a father figure at home, especially for boys (Sinaga, 2019). The character men of masculine will be strong figures. Apart from being a model for male students, male teachers also need to be developing early childhood education so that the generation will not have negative stereotypes about gender.

Based on interviews with male student respondents in the PIAUD department, they said that they remained close friends with other men. Because a high sense of sociability and being able to multiply the potential in him can form a superior personality. In this case, they can maintain their masculine character.

#### **National Children's Day Welfare Achievements and Participants**

In society's perception, achievement is interpreted as the result of direct efforts and activities in certain situations (NauliThaib, 2013). Because everyone has their field that

they are good at one's achievements cannot be equated or compared. Achievements are divided into two categories, namely academic achievement, and non-academic achievement. Academic achievement is all forms of achievement related to the scientific field. Meanwhile, non-academic achievements are achievements that are obtained outside of their school hours. This achievement can be in the form of extracurricular activities or other activities that can develop their interests and talents (Taqiuddin, 2020).

It is possible that most of the male students majoring in PIAUD also have achievements, including those who took part in an Islamic solo pop competition and became volunteers, in 1st Place in the PIAUD Ambassador Contest. Some of them have even become student activists, such as the PIAUD HMJ (Department Student Association), IKMAB, "*Petungkriyono Berjuang*" Volunteer, and the "*Petungkriyono Berjuang*" Program. In this case, the achievement is influenced by one's interests and talents. However male students became more interested and

talented in sports. Some of them like badminton, archery, swimming, playing ball, table tennis, soccer, futsal, volleyball, and, takraw. Based on the results of interviews conducted by the author, some respondents are very enthusiastic about exercising so almost all sports are controlled.

So it can be said that a person's interests and talents to obtain achievements are related to internal and external factors. This internal factor is a factor that comes from within the student, in the form of physiological factors and psychological factors. While external factors are factors that come from the student environment itself. For example, the family environment, school environment, and community environment (Safitri, 2021). Thus, they will be encouraged to continuously improve their learning achievement.

Although the male student population majoring in PIAUD at IAIN Pekalongan is a minority group. However, this minority does not prevent them from socializing. They feel comfortable making friends with men and women, there is no real difference between the two so a

harmonious atmosphere can be created in friendship. The vision and mission that are in line with learning and interest in children are very important to support their achievement. Significant obstacles are not found in the acquisition of these achievements. This is due to the performance and cohesiveness between female and male students. From here, there is no social gap in terms of fellow students between other majors at IAIN Pekalongan.

Based on the explanation of the interests and talents and achievements of male students, it can be analyzed that PAIUD students have a strong grip on on-campus gender equality at IAIN Pekalongan. The concept also applies to other departments, they prioritize a sense of tolerance to maintain mutual harmony. In addition, male and female students majoring in PIAUD also contribute to maintaining the welfare of early childhood today. In Presidential Decree No. 36 of 1997, it is explained that children have 10 absolute rights and 4 basic rights. Absolute rights include the right to joy, the right to education, the right to protection, the right to a name, the

right to nationality, the right to food, the right to health, the right to recreation, the right to equality, and the right to a role in development. While the 4 mandatory rights are the right to life, the right to grow and develop, the right to participate, and the right to protection (Fitri et al., 2015). Thus, in the future, this writing can be used as reference material for prospective male students who will enroll in the PIAUD department.

## CONCLUSION

Based on the analysis of the data presented, it can be concluded that the Department of Early Childhood Islamic Education (PIAUD) is one of the study programs that is oriented toward education for early childhood but is based on Islam. The discussion of this article emphasizes the application of gender equality with the object of study of male students in the PIAUD department. Gender theory has always been viewed only around women's problems and their nature. The concept of gender does not only talk about the nature of men and women but involves many aspects of it. They also obtained motivational

data from male students choosing PIAUD majors because there is a sense of interest in children. The goal is to improve the lives of children by playing and learning. Besides that, it is possible that a high sense of solidarity and being able to multiply their potential in him can form a superior personality for these male students. In addition, male and female students can work together because they prioritize tolerance for achievement.

## REFERENCES

- Asih, T. W., Romas, M. Z., & Rohyati, E. (2019). Hubungan Antara Kesetaraan Gender Terhadap Sikap Memilih Jurusan pada Siswa SMA X di Kabupaten Klaten. *Jurnal Psikologi*, 15(1), 39–47.
- Barkman, L. L. S. (2018). Muted Group Theory: A Tool for Hearing Marginalized Voices. *The Academic Journal of CBE International*.
- Berlian, H., Tampan, K., & Pekanbaru, K. (2019). Konsep Diri Mahasiswa Laki-Laki Jurusan Pendidikan Guru Pendidikan Anak Usia Dini



- (PAUD) Di Universitas Riau. *Peran Dalihan Na Tolu Dalam Pelaksanaan Upacara Perkawinan Masyarakat Batak Toba Di Kelurahan Tanjung Penyembal Kota Dumai Oleh*, 6, 1–13.  
<https://ejournal.undiksha.ac.id/index.php/JJPBS>
- Darmawan, R. (2015). Pengaruh Minat Belajar Dan Perhatian Orang Tua Terhadap Prestasi Belajar Siswa Kelas Tinggi SD Negeri 01 Wonolopo Tahun Ajaran 2014/2015. *Skripsi Thesis, Universitas Muhammadiyah Surakarta.*, 2(1).
- Dianita, E. R. (2020). Stereotype Gender Dalam Profesi Guru Pendidikan Anak Usia Dini. *Genius*, 1(2).
- Fitri, A. N., Riana, A. W., & Fedryansyah, M. (2015). Perlindungan Hak-Hak Anak Dalam Upaya Peningkatan Kesejahteraan Anak. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 2(1), 45–50.  
<https://doi.org/10.24198/jppm.v2i1.13235>
- Jaeni, M. (2009). Bahasa dan Ketimpangan Gender. *Muzawah*, 09, 165–172.
- Marzuki, M. (2007). Kajian tentang teori-teori gender. In *Jurnal Civics: Media Kajian Kewarganegaraan* (Vol. 4, Issue 2).  
<https://doi.org/10.21831/civics.v4i2.6032>
- Nauli Thaib, E. (2013). Hubungan Antara Prestasi Belajar Dengan Kecerdasan Emosional. *Jurnal Ilmiah Didaktika*, 13(2), 384–399.  
<https://doi.org/10.22373/jid.v13i2.485>
- Nuryanto, S., Isna Wahyu Septiana, Y., & Agustina, W. (2020). Motivasi Mahasiswa Memilih Program Studi PG PAUD. *Jurnal Buah Hati*, 7(2).  
<https://doi.org/10.46244/buahhati.v7i2.1103>
- Ratnasari, D. (2019). Gender Dalam Perspektif Alqur'an. *Humanika*, 18(1), 1–15.  
<https://doi.org/10.21831/hum.v18i1.23125>
- Safitri, D. (2021). Manajemen Kesiswaan dalam Meningkatkan Prestasi Akademik dan Non Akademik Peserta Didik di SMP

- Negeri 5 Batusangkar. In *Https://Ejournal.Iainsurakarta.Ac.Id/*.
- Sarwono, Sarlito W & Meinarno, E. A. (2015). *Psikologi Sosial*. Salemba.
- Sinaga, J. V. (2019). Konsep Diri Mahasiswa Laki-Laki Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Paud) Di Universitas Riau. *Journal UNRI*, 6, 1–13.
- Solihin, O., Nurhadi, Z. F., Mogot, Y., Sovianti, R., Studi, P., Komunikasi, I., Komputer, U., Studi, P., Komunikasi, I., Garut, U., Studi, P., Komunikasi, I., & Bhayangkara, U. (2022). *Dampak Sex Roles Stereotypes Dan Gender Stereotyping*. 821–831.
- Suguni, F. (2014). Pemberian Stereotype Gender. *Jurnal Musawa*, 6(2).
- Sumardiono, N. (2022). *Representasi identitas gender influencer laki-laki dengan ekspresi gender feminin di Instagram Representation of male influencer gender identity with feminine gender expression on Instagram*. 8(1), 93–106.
- Taqiuddin, A. I. (2020). *Manajemen strategi kepala madrasah dalam peningkatan prestasi akademik dan non akademik siswa di Madrasah Tsanawiyah Nahdlatul Ulama Pakis Kabupaten Malang* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).