



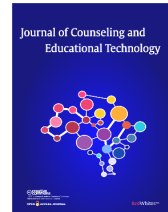
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The Parent's Role and Children's Understanding of Gender Concept; A Correlational Study in Indonesia

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ABSTRACT

The purpose of this study is to find out the extent of the relationship between the role of parents and understanding of the gender's concepts of children in kindergartens. This research was conducted on 30 selected kindergarten students by using proportional random sampling technique. The type of this research used is quantitative research with correlation method. The populations of this study were children in Kartika 1-63 kindergarten of Padang, and the samples were children of kindergarten group B using the technique of proportional random sampling in groups B1, B2, B3, and B4. The research data was collected by using Parent Role Inventory (PRI) and Childhood Gender Concept (CGC) Inventory. The analysis of data was done validity and reliability testing and using the normality test, homogeneity test, and hypothesis test. Research data were analyzed by regression analysis. The findings of the study indicate that there is a significant correlation between the role of the parent towards the understanding of gender concepts for the children in kindergarten group B, Kartika 1 - 63 kindergarten, Padang, with correlation coefficient $r_{xy} = 0.564$ of alpha 0.05 and $\hat{Y} = 52,13 + 0.445X$; Based on the results of this study it can be concluded that parent have a significant role for children understanding about the concept of gender.



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Introduction

Early-childhood education is a variety of learning stimuli that are given to children between the ages of 0 (zero) years to be 8 years old for all the development areas they have (Bindman, Pomerantz, & Roisman, 2015; Legare & Lombrozo, 2014; Nutbrown & Clough, 2014). Early children learn and know everything through exploration (Balter, van Rhijn, & Davies, 2016; Gehris, Gooze, & Whitaker, 2015; Legare, 2014), experimentation, imitation and adaptation (Boucenna, Anzalone, Tilmont, Cohen, & Chetouani, 2014; Kolb, 2014a; Legare, 2017; Schneider, 2015; Smith, Cowie, & Blades, 2015a; Ugur, Nagai, Celikkanat, & Oztotop, 2015; Whiten, 2017; Wilks, Collier-Baker, & Nielsen, 2015). Through exploration, finding and exploiting nearby objects helps children to learn meaningfully. Human-resource development is an important factor of the development of as a nation, and human-resource development efforts should be a continuous process from an early childhood (Hoque & Kamaluddin, 2014; Knowles, Holton III, & Swanson, 2014). Children are the future generation that has the potential to develop optimally, then the education provided must be in accordance with the stage of development (Nurhafizah & Azlina, 2016). The development during early

childhood can occur in their daily activities. This will impact the process through curiosity, and spontaneous attitude (Kerckaert, Vanderlinde, & van Braak, 2015; Newman & Newman, 2017a; Smith, Cowie, & Blades, 2015b). This condition can help the children to get to know his world, new concepts, risks and social skills improvement (Kolb, 2014b; Rogoff, 2014; Sudono, 2000).

Stimulation for children is essential, so that the potential of the child can develop optimally (Bruce, 2017; Newman & Newman, 2017b; Yousafzai, Rasheed, Rizvi, Armstrong, & Bhutta, 2014). Included here is the problem of introducing the concept of gender for children, because it is very important to form the child's personality and moral concept since an early age childhood. The gender concept will be able to influence the attitude and the behavior of children in the future (Arnocky, Milfont, & Nicol, 2014; Cunningham-Sabo & Lohse, 2014; Liefländer & Bogner, 2014). This is done in anticipation to behave like children according to their gender, not to discriminate and not to have deviant sex orientation in the future. Parents and teachers is the main party that contribute to this part by teaching, guiding, and providing knowledge about gender for children (Jong et al., 2014; Retelsdorf, Schwartz, & Asbrock, 2015; Rimm-Kaufman, Baroody, Larsen, Curby, & Abry, 2015). The role of parents such as father and mother is very strategic to instill the concept of gender (Croft, Schmader, Block, & Baron, 2014; Etaugh & Liss, 1992; Kelly et al., 1982).

Previous research has actually revealed that gender stereotypes are very influential for children. For example, what children think is good by gender and what professions they pursue as adults (Meland, Kaltvedt, & Reikerås, 2016). There is sufficient research into the impact of gender during interactions between children and how gender is expressed during everyday activities. The findings of this new study show that 37 percent of children from teachers who do not speak about gender choose to play in a group that includes children of the other gender. While in a classroom where teachers are very concerned about sex, only 13 percent of them choose to play with groups that include children of the other sex. Stereotypical attitudes may have some long-term effects such as a lifestyle as when they mature, such as education and work options.

Stereotypes about gender produce a gender bias that can be different for each culture (Heilman, 2001; Ridgeway, 1997). This gender condition can form and begin within the family (Cahill & Makadon, 2014; Pilcher & Whelehan, 2016). Parents have begun to discriminate the distribution of the nature, role, position, and duties of men and women based on norms, customs and beliefs. The problem that can arise due to the child's lack of understanding about gender is the deviation of sexual orientation, such as lesbian, gay, bisexual, transgender (LGBT). The condition is only categorized as deviant in the community with the eastern culture, especially Asia (Adur, 2017; Ekmekei & Arda, 2017; Lee, 2016). Indonesia is one of the countries that prohibit relations with the same sexual orientation (homosexuality). In addition to cultural opposition, this condition is also contrary to all religious beliefs in this country (Ardi & Yendi, 2017).

The role of parents is very important in this regard due to this phenomenon, because parents are the first and primary educators (Alexander, 2013; Bearss et al., 2015). Parents have a very important role in planting important concepts in children from an early age. including on the introduction of gender concepts (gender differences), and matters relating there too (Mareno, 2014; Sigel, McGillicuddy-DeLisi, & Goodnow, 2014; Uji, Sakamoto, Adachi, & Kitamura, 2014), so that children can understand themselves, their duties and responsibilities as children of gender as they belong and as members of the community as a whole.

Due to the cultural factors of the east that assume that the nature of the gender or understanding of gender or sex role is still considered taboo, so many parents feel reluctant or embarrassed when discussing about it, they are prefer to let by himself to introducing the concept of gender understanding (Ardi & Yendi, 2017). It brings psychological impacts to children. Moreover, early childhood who have great curiosity, if parents do not introduce and provide a correct understanding of the concept of gender, then it is possible the child will find out for themselves through other parties who may not have competence for this, mistaken understanding of the child (Ehrensaft, 2014; Pyne, 2016; Riggs & Due, 2015). Furthermore, due to the busyness of the parents, so that children are less supervised, the environment where children are raised is also less 'safe' for children plus the spectacle factor, the media, the internet and the kind of games that do not educate so it is possible bring negative impacts for the development of children in the future (Ehrensaft, 2014; Pyne, 2016).

The Gender Concept of Early Childhood in Indonesia

Differences in the role of gender have been introduced by parents since children are at an early age in Indonesia, especially for rural areas. There are common values that must be owned by children. Parenting patterns adopted by parents have introduced gender inequalities for girls (Ediati et al., 2015; Graham, Jordan, & Yeoh, 2015). By teaching the children can take responsibility in the household affairs, then to form a perception and develop into a tradition that every woman where the activity is at home, while men have

freedom because since they childhood has been given freedom by parents to play outside the home. These conditions affect the emergence of gender inequalities in education (Adriany & Warin, 2014).

The role of parents in childhood education should be in the first place. It is the parents who the best person to understand the good and bad qualities to their children, whatever they like and what they dislike (Mareno, 2014; Pyne, 2016; Sigel et al., 2014). The parents are the first to know how the change and development of the character and personality of his children. So parents cannot give their total trust to teachers at school, including matters the understanding of the child concept about gender.

Gender is a socio-cultural dimension and psychologist from man and woman, while sex is relation with biology dimension between man and woman (Zadugisti, 2013). According to gender's role, gender is a basic for beginning the different contributions that man and woman make to culture and collective life by distinction which they are as man and woman (Benería, Berik, & Floro, 2015; Lips, 2016).

Gender entering the last two decades has become a language that enters every social analysis into a subject in the discourse debate on social change and becomes an important topic in every conversation. Gender is considered to be a social construction and traditional perceptions of gender seem to be well entrenched in kindergarten (Eidevald, 2009; Rossholt, 2012)

There is no gender term in the Indonesian language. Also, In the English dictionary, it is not clearly distinguished between the words 'sex and gender'. The term 'gender' is used to provide clear and indivisible boundaries of 'sex'. According to Lips and Stevenson 'sex' is a term for a person's biological condition, male and female (Lips, 2016). This biological phenomenon is closely related to the arrangement of chromosomes, gen and the influence of hormones in the human body. Meanwhile, according to Deaux (in Stevenson, 1994) the term 'gender' refers to the psychological conditions or social categories associated with a person's biological state. Gender is a non-physiological aspect of sex, cultural expectations of femininity and masculinity.

Physically-biologically men and women are not only distinguished by gender identity, form and other biological anatomy, but also chemical composition in the body (Guigue, 2014; Nagoshi & Nagoshi, 2013). This latter distinction causes biological physical consequences, such as men having big sounds, mustaches, bearded, slender hips, flat chests; and women have a clearer voice, prominent breasts, generally more wide hips, and reproductive organs that are very different from men.

Method

This research was conducted at Kartika 1-63 Kindergarten, Padang. This consists of four classes in group B, which each class consists of 15 students. The research method in this research is survey method with correlation technique. Data collection using Parent Role Inventory (PRI) that consists of five dimensions: support or motivation, example role model, advice, habituation, and provide free time. Another variable was use the Understanding Gender Concept Inventory (UGCI) that consists of three dimensions, which is the understanding the difference of sex, gender-appropriate attitudes, reward on different gender. The calculation of instrument reliability is used KR-20 formula. Analysis of the research data is done by using; steps 1 testing normality and linearity, steps 2 perform data processing research using product moment correlation formula from Pearson; steps 3 Conduct data processing research by using regression variance and correlation analysis.

Results and Discussions

In this section will be presented a description of the data associated with the variables studied are: dependent variable understanding of the concept of gender (Y), the independent variable is the role of Parent (X). The data descriptions of both variables will be expressed in Average Scores (mean), Standard Deviation (SD), Mode, and Median.

Table 1 the data description of PRI and UCGI

	PRI	UCGI
Mean	82,03	67,23
SD	6,39	8,10
Median	82	68
Mode	79	66
Variants	40,85	65,64
Range	33	39
Min Score	69	46
Max Score	102	85

The data required for regression analysis should be normally distributed. Therefore, testing the normality requirements for regression analysis is necessary. Normality test for each research variable was done by using Lilliefors test. The calculation result of Lcount is consulted with Ltablel on the level of significance $\alpha = 0,05$ and $0,01$. Research data is said to be normal distribution if the price of Lcount < Ltablel. Normality calculation of research data is done for Y over X.

The test results are presented as follows : a. Test Normality Estimated Error Regression Y over X. The steps to perform the normality test analysis are as follows: (1) find the regression form Y over X, (2) find lcount (maximum) then test it with Ltablel.

The result of calculation of normality test of Y over X obtained Lcount = 0,044, with n = 60 and significance level $\alpha = 0,05$ and $\alpha = 0,01$ obtained Ltablel (0,05) = 0,133 Ltablel (0,01) = 0,133 Lcount = 0,044 < Ltablel (0,05) = 0,114 and Ltablel (0,01) = 0,133, hence can be concluded that sample come from normal distributed population.

The homogeneity test of variance Y (Understanding the gender concept of the child) is based on the data grouping of the Parent Role (X), done by using Microsoft Excel 2003 program. The test is done by Bartlett test using chi-square statistic. Testing criterion is Ho accepted if χ^2 count < χ^2 table on $\alpha = 0,05$ and $\alpha = 0,01$. Based on the calculation of variance homogeneity test obtained χ^2 count = 11,692 If $\alpha = 0,05$ and $\alpha = 0,01$ from list of chi-square distribution with dk = 33 obtained $\chi^2_{0,05}(33) = 43,8$ and $\chi^2_{0,01}(33) = 50,9$, this means χ^2 count (11,692) < χ^2 tables (0,05; 33) (43,8) and χ^2 table (0,01; 33) = 50,9, so the null hypothesis is accepted at the level of significance $\alpha = 0.05$ and $\alpha = 0.01$. Thus it is concluded that the variable data Y seen from the variable X has a homogeneous variant.

The first and second hypotheses were tested with simple correlation and regression analysis techniques. Simple regression analysis test includes regression significance test and regression linearity test. Testing is done by using F test. While simple correlation analysis test include correlation significance test by using t test. The technique used in simple correlation test is Pearson Product Moment.

From the results of simple regression analysis that Parent role variables (X) with variables Understanding of Gender Concept (Y) obtained coefficient regression direction $b = 0.445$ and the constant $a = 52.13$. Thus, the relation between the two variables can be described by the equation $\hat{Y} = 52.13 + 0.445 x 1$. Before the results of these calculations are used for prediction, the regression equation must meet the requirements of significance and linier.

The significance of Y over X as in table 4.5 above, obtained Fcount price of 27.03 while F table with DF numerator 1 and DF denominator 58 at significance level $\alpha = 0.05$ of 7.13 and $\alpha = 0.01$ of 2.42 . Because the price of Fcount > Ftable or $F_h = 27.03 > F_t(0.05) = 4.02$ and $F_t(0,01) = 7,13$, it can be concluded that the regression coefficient Y over X is very significant.

To test the linearity of the regression equation, the obtained value of Fcount = 1.64 is smaller than the Ftable (0.05) value of 1.86 and Ftable (0.01) 2.42 or ($F_h < F_t$) at the significance level $\alpha = 0, 05$ and $\alpha = 0.01$, so it can be said the regression is linear. Thus the regression equation $\hat{Y} = 52.13 + 0.445 x 1$ can be used to predict the relationship of the dependent variable Y by using the independent variable X. This equation means that every increase of 1 unit of X, will be followed by a Y increment of 0.445 at a constant of 52.13.

The strength of the relationship between Parents Role with Understanding the concept of gender is shown by product moment correlation coefficient of $r_{y1} = 0.564$ and significance test correlation coefficient with t test obtained price $t_{count} = 5.20$ Price t_{table} with $db = 58$ and significant level $\alpha = 0.05$ obtained value 1.63 Because $t_{count} = 5.20 > t_{table} (0.05) = 1.63$ and $t_{table} (0.01) = 2.02$ can be concluded that H_0 is rejected, in other words H_1 accepted. This finding concludes that there is a positive relationship between the role of parents and the understanding of the gender concept of the child. In other words, the better the role of parents then the understanding of the gender concept of the children will be better too.

The coefficient of determination is the square of the correlation coefficient between X and Y $(0.564)^2 = 0.3181$ or 31.81% variation that occurs in understanding the concept of gender can be explained by the Role of Parents with regression equation $\hat{Y} = 52,13 + 0,445X$.

There is a decreasing relationship, but shows the level of positive relationship between the roles of Parents with Understanding the concept of gender. The magnitude of the correlation coefficient by controlling the other independent variables can be summarized in Table 4.8 below

Table 2 significant correlation test between Y and X variables

Correlation Coefficient	Determination Coefficient	t_{count}	$t_{table} (\alpha = 0,05)$	$t_{table} (\alpha = 0,01)$	conclusion
0,564	0,3181	5,20	1,68	2,02	Significant

The summary of partial correlation coefficient between Y and X can be seen in table 4.9 below:

Table 3 Review of coefficient of partial correlations between Y and X variables

Relationship	Coefficient of Partial Correlation (r)	Determination of Coefficient (r^2)	t_{count}	$t_{label} (\alpha = 0,05)$	$t_{label} (\alpha = 0,01)$
Variable Y and X	0,564	0,3181	5,20**	1,63	2,02

Based on the results, hypothesis testing performed is known that the three proposed hypotheses have been tested for truth. Therefore, from these results can be concluded that, there is a positive relationship between Parents Role with Understanding the concept of gender of children. The role of parents is proven to have a positive relationship with the understanding of the gender concept of the child. Coefficient correlation between parent role with Understanding of child gender concept equal to 0,564 with regression equation $\hat{Y} = 52.13 + 0,445X$. From the relationship of regression equation means that it can be known the higher the role of parents, the higher the understanding of the gender concept of the child. A one-score increase in the role of parents led to an increase of 0.445 score of understanding of gender concepts at constants 52.13. A person who gets a good parent role will support a good understanding also on, so as to improve understanding of the gender concept of the child. The coefficient of determination between the role of parents with the understanding of gender concepts is 0.3181 This value means that about 31.81% of the variations occurring in the understanding of the gender concepts of children can be explained by the parent.

If we observe an object, then it is impossible to get something definite. Therefore, although research has been done optimally, but still not escape the shortcomings and weaknesses. The sources of deficiencies that are expected to cause bias against the results of this study include:

1. Research is limited only to understanding the concept of gender in Kartika Kindergarten 1-63 Padang. It requires more extensive research and development to understand the deeper variables
2. Sampling in this research simple random sampling technique with the assumption of all kindergarten students relatively homogeneous.
3. Questionnaires used to express the understanding of gender concepts in the form of questioner, so as not yet fully able to describe the comprehension quality of children's gender concept comprehensively in samples locations
4. In preparing the instrument statement, it is possible there is still a lack of statement expressing the research indicators. This allows the child to understand the contents of the statement, so the child

responds blindly.

Nevertheless, the results obtained in this study can still be viewed as an accountable empirical reality, since the research is conducted on the basis of methodological guidance. Whatever the results obtained in this study may be new is preliminary information that still needs to be reviewed through research to obtain a generalize result.

Conclusions

The analysis of the research results shows that there are a significant correlation and contribution of the parent role to early child gender understanding. This positive relationship implies that the better the parent's role in educating children about gender issues, a good child's understanding of gender will also be created. The proof of the contribution of the parent role is seen in the regression equation $\hat{Y} = 52.13 + 0.445X$. This contribution implies that children who have parental roles will support a better understanding of gender. So it can be said that one important step in improving understanding of gender is by increasing the role of parents for children.

In addition, the contribution of parent's role to gender understanding is also seen from the coefficient of relationship determination between the two variables. The coefficient of determination between the roles of parents with the understanding of gender concepts is 0.3181 this value means that about 31.81% of the variations occurring in the understanding of the gender concepts of children can be explained by the role of the parents. This means that the higher the value of the parent's role, the higher the understanding of gender concepts of the kindergarten children of group B. Thus it can be concluded to improve the understanding of the gender concept of kindergarten children of group B needs to be improved the role of parents.

The exposure of research shows that the role of parents is one important factor in the psychological development of children. The role is primarily in relation to support and motivation for children, examples of models and roles of parents about behaving, giving advice, planting positive habits and providing free time by parents. The role of parents is also an important basis in developing the potential and good habits for children from an early age, in accordance with the nature of the role of parents as the school and the first education for children. The importance of the role of parents is one of them related to the understanding of gender for early childhood. The cultivation of values in life is also an important factor in the role of parents. The value that is embedded from an early age becomes the foundation for the child in living his life in the future (Nurhafizah, 2011).

Indonesia as a country with the dominance of eastern culture in the last few decades talked about gender factors in various patterns and methods of education, including early childhood education. Gender concept is important because children need to understand and understand about gender function, starting from themselves. The importance of gender understanding by early childhood will have an impact on the child's developmental period in the next phase. Mistakes in understanding from an early age will have a certain impact on the next period of individual development.

The results of this study indicate that the importance of the parent role in developing children gender understanding early on, especially the dimension of understanding about gender difference, gender-appropriate attitudes and reward on different gender. So it can change the paradigm that the planting of gender understanding early on is taboo. Therefore, understanding the concept of gender in the learning process should be supported by methods and media learning is good and interesting, especially for kindergarten children who are still at the stage of pre-operational concrete that requires high creativity form parents and teachers. Parents' active methods and role in building gender understanding in early childhood will build a strong foundation for addressing future gender issues.

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