The Perspective of Family-Gender Role of PPKn Teacher Candidates at Universitas Negeri Surabaya

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Abstract— Gender construction builds social agreement on the gender roles of women and men. The division of gender roles is common and may have to occur in life, but sometimes the concept of role sharing leaves injustice in life. There is a role that seems to be a "destiny" of women or men in a family so that the role is difficult to change or exchange with the opposite sex. In patriarchal gender construction, the position of men and women is asymmetrical, with male positions higher than women. The scope of gender roles is divided into two, the domestic territory for women and the public for men. In order to transform gender to egalitarian, Unesa presented Gender and Education choice courses. The data in this study were collected after the students participated in the lecture using questionnaires to students participating in Gender and Education courses. There were 29 students as respondents in this study. The data was collected using a questionnaire to answer the problem of what is the perspective of PPKn teacher candidates about the gender roles of men and women? Data were analyzed descriptively using percentages. Based on the analysis, it can be stated that it is not easy to change views about gender. The partial transformation has occurred. The division of gender roles is no longer rigid, but in some cases, it seems that role exchange is not easy to happen.

Keywords—family-gender role, gender construction, PPKn teacher candidates

I. INTRODUCTION

Gender is a social construction that regulates the roles and relationships of men and women. As a form of social consciousness, gender controls the thinking space and individual behavior, as well as social practices. Gender creates social order and intervenes every individual's attitude and behavior, becomes an individual guide in thinking, behaving, and socializing from generation to generation on an ongoing basis. Through socialization, people learn what their society expects of them as males or females [1] develop beliefs about the roles and expectations that areas associated with each sex group(gender roles) and a self-identity as a member of one sex group or the other (gender identity) [2]. Thus, these values are increasingly internalized and preserved as constructs of value as if they are impossible to change and become the reference of gender roles as attitudes and activities that a society links to each sex [3] Gender determines the relationship between men and women to make decisions and act autonomously [4].

In general, this world is dominated by patriarchal gender values. The social construct of patriarchy's gender creates a domestic-public dichotomy, a rigid masculine-feminine stereotype, a gender role that is not only different but also unequal. This stereotype becomes the identity of gender ideology. Psychologically, this social construction of gender becomes ideological and hegemonic of the individual and social life [5]. Therefore, for teachers and teacher candidates, gender construction becomes very important, because their beliefs about gender will be able to influence their characteristics and their actions can also affect the behavior and learning outcomes of their students [6].

Throughout the formation of gender in the history of human life, the most dominant construct of society shows the existence of gender inequality between men and women [7]. This is called as patriarchal gender ideology. The ideology value places men and women in unequal (asymmetric) relationships. The male position is higher and stronger than female; male power includes the power of women and the system that causes women to be dominated in various ways. The role of men is more prominent than the role of women, even the role of women tends to be ignored and viewed as unimportant. Simone de Beauvoir refers to women as "the second" and men as "the first;" women are created as inferior beings because the power structure in society is in the hands of men [8] In its development, patriarchal gender ideology creates injustice, and its victims are women [9]. According to Fakih, in the patriarchal society, there will be the marginalization of women, women's subordination, stereotypes of women, violence against women, and disproportionate workload on women [10]. Murniati reveals that in social relations, the subordinate position of women is the source of gender inequality so that men and women end up with binary patriarchal relations [9]; relationships are mastered and mastered. Macionis points out, "gender involves hierarchy, ranking men and women differently in terms of power, wealth, and other resources, therefore there is an unequal distribution of wealth, power, and privilege between men and women [3]. This difference in position causes differences in opportunities and obstacles for men and women.

This not only affects gender socialization carried out by adults but also affects the world of work. There is work for men and jobs for women [11][12][13]. The social construction of patriarchal gender makes women prefer servant-related jobs and their domestic role. Thus the division of labor also has the separation between men's work and women's work. Based on several studies conducted, gender inequality is still going on in the world of work. Macionis revealed, although women are closing the gap with men as far as working for income is concerned, the work done by the two sexes remains very different [3] The four issues of inequality experienced by women in various countries are about economic inequality, education, violence against women, and political inequalities [14] Due to the construction that the breadwinner is male, the priority of employment and career opportunities is more open to men, the honorarium or salary that women receive is smaller than men even though they do the same work. In some societies, it has an impact on learning opportunities and a more open education for men than for women. Because women are seen as not smart in making decisions as men, women are positioned in jobs that help, assist, support, serve, and not as leaders. Managerial positions are more seen as a suitable job for men. Clearly, gender differences have an impact on gender inequality in society.

Social gender construction is very likely to change over time. Even so, people always have hope about norms for the way that women and men behave in society [15]. Therefore, fulfilling gender roles means also meeting social expectations. Currently "the concept of androgyny is accepted by Western society, or the presence of both feminine and masculine characteristics or traits as traditionally identified in one individual" [15], as is the case in a developing society. The demand for gender equality and justice is strengthened because of the awareness of a better life.

Ending gender injustice is not an easy matter. The patriarchal gender construction that dominates social life is criticized and questionable. Of course, this requires enormous energy. Education plays an important role in deconstructing the dominant gender. Resistance to gender inequality can be made through awareness in the insight of thinking, thereby growing awareness that biased gender constructs will harm humanity as a whole [9] the ability to recognize gender imbalances especially in terms of the division of labor and access to resources needs to be possessed by individuals in building gender awareness. In this gender transformation, an important figure who is very instrumental in the teacher. Consequently, gender awareness is an important aspect that a teacher must have because, in educational practice, teacher gender discourse will color the relationships and interactions it builds with students.[16] Even at the primary education level, teacher approval is also the most effective way to socialize children [17]. Related to that, teacher candidates become important to be well prepared because the teacher is one of the gender socialization agents. In accordance with the social learning theory, for students, the teacher is a model that will provide stimulus and positive or negative responses to the growth of specific gender behavior desired [18]. Therefore, the preparation of teacher candidates becomes an important moment in order to deconstruct the dominance of gender

values. This paper wants to reveal how the perspective of teacher candidates on gender roles?

An important egalitarian gender discourse is presented to intervene in patriarchal gender power. Gender discourse that describes how the knowledge and values coloring and intervening every way of thinking and doing someone is important to break the chain of its enforceability so that there is a process of transformation toward gender values that put more equality and gender justice. Social norms create different rooms for men and women in public area [19]. Education could be used as a positive force for gender transformation of regimes and the promotion of equitable norms, recognizing the various forms of violence, including gender-based violence, that is present in schools[20]. Experience in Uganda reveals that violence is generally masculine. Therefore, the debate over the root causes of violent masculinity may be the choice of methods in education to build peace [21][20]. in accordance with the characteristics of adult education, Parker's research reveals that through an evidence-based confrontation one's attention to the issue of gender bias and the desire to anticipate it in the future can be enhanced [22]. Teachers as educators must be the main agents who can encourage teachers candidates to reflect their own views and experiences in such a way that gender inequality is a problem for them [23].

II. RESEARCH METHOD

A. Type of Research

This study is a quantitative descriptive study, which will describe how gender roles are portrayed by them.

B. Research Subject

The subject of this study was PPKn teacher candidates who take the subject matter of Gender and Education, a course (choice) which was deliberately presented to intervene in the gender construction of teacher candidates in the context of gender transformation towards egalitarianism.

All students of this course are subject to 29 students, with 22 female and 7 male students.

C. Research Variables

The variables of this research are the perspective on gender roles are the views or opinions of the subject about the roles undertaken by men and women and the possibility of their transformation to egalitarian gender values.

D. Collection and Analysis Technique of Research Data

Data were collected using a closed questionnaire. Then the data is analyzed quantitatively by using percentage to describe the tendency of the answer given by the research subject.

III. RESULT OF THE RESEARCH

The patriarchal domestic role was created for women while the public for men. Both of these roles are so heavily sorted that sometimes anyone thinks they are taboo to be exchanged. The block marks given in the table describe the role of gender in patriarchy. Hence the dominant percentage

given by the subject's answers also illustrates the strength of the construction still held by the subject of the study.

Based on the answers given by the subject as illustrated in table 1 below it can be argued that the subject still tends to be dominated by the strength of patriarchal values. The shift in the role of the domestic public is possible, but it is not dominant enough. As can be seen in the table, almost on all items of questions about the role of men and women in the domestic public sphere of this subject answer is dominated by patterns of answers consistent with patriarchal gender values. Based on existing data, the gender role of "men responsible for public affairs" is the strongest role believed to be difficult or even irreversible or irreversible; 72.72% of female subjects and 100% of male subjects said that men are holders of public responsibility.

TABLE 1 PERSPECTIVE SUBJECT OF RESEARCH OF DOMESTIC AND PUBLIC ROLE

No	Description		Women			Tot	Men			Tot
			Yes	No	May		Yes	No	May	
1	Wife is required to settle domestic affairs before work.	f	14	4	4	22	6	0	1	7
		%	63.64	18.18	18.18	100	85.71	0	14.29	100
2	Women are solely responsible for household affairs or activities.	f	12	6	4	22	3	1	3	7
		%	54.55	27.27	18.18	100	42.86	14.29	42.86	100
3	Men are responsible for public affairs	f	16	0	6	22	7	0	0	7
		%	72.73	0	27.27	100	100	0	0	100
4	Men are responsible for domestic affairs	f	7	3	12	22	1	3	3	7
		%	31.82	13.64	54.55	100	14.29	42.86	42.86	100
5	The husband works at home and his wife works outdoors.	f	0	10	12	22	0	4	3	7
		%	0	45.46	54.55	100	0	57.14	42.86	100
6	Husband helps his wife to work on domestic affairs	f	3	6	13	22	0	2	5	7
		%	13.64	27.27	59.09	100	0	28.57	71.43	100
7	The husband gives his wife the opportunity to make a career while he becomes the father of the household	f	1	7	14	22	1	5	1	7
		%	4.55	31.82	63.64	100	14.29	71.43	14.29	100

Source: primary data

Consistent with the dichotomy of the gender role, the role of domestic gender is also dominantly agreed upon as a role "created" for women. 63.64% of female subjects stated

this and 85.71% of male subjects agreed. This means that men and women cannot be positioned "neutral" towards the division of space and domestic-public roles or activities.

It is interesting to note that men and women may work together to solve domestic work, but that does not mean that men take over women's domestic roles and responsibilities. The concept of men as "house fathers" (fatherhood) cannot be accepted. There are different views on men and women's subjects about men's and women's workspace, although both view (100%) that they cannot accept if "husbands work at home and wives work outdoors." Female subjects can still accept if this happens (54.55%), but male subjects tend to say "no" to the problem. Patriarchy values still run in everyday life and through their practices, reproduce gender inequality [24].

Although the division of domestic roles is possible, women still play the position of the person in charge of domestic work. Therefore, women who have a dual role by working in the public sphere are considered obliged to complete their domestic work before they leave for work; They must raise their children before working outside [25]. Both female and male subjects agreed to it, even though the dominance of this perspective was stronger in males (85.71%) than females (63,64%). This is considered as a consequence of the differences between personal standard as worker woman and societal standards of motherhood become even more unattainable when mothers are confronted with work expectations [26][25]. Consistent with this perspective, men also tend to refuse to give their wives the opportunity to pursue a career if it causes them to stop working and take on the role of a household father (71.43%). Meanwhile, female subjects revealed it could have happened (63.64%). Role exchanges tend not to or have not been possible for most research subjects. If noted, the opportunity to exchange roles is more acceptable to women, neither are men. The dichotomy of domestic and public roles is still strong. It also shows the still dominant construction of gender "mothers" for women.

Patriarchal gender ideology places men in different functions related to their productive roles. Men are considered as family breadwinners and women as additional breadwinners. Therefore, it can be predicted that the socialization of gender roles will still be very colored by the priority of this role. As happened in India, this gender socialization one of the norms is "Girls should prepare for the roles of wife and mother, while boys should concentrate on their careers" [27].

TABLE 2 PERSPECTIVE SUBJECT OF RESEARCH OF GENDER PRODUCTIVE ROLES

No	Description		Women			Tot	Men			Tot
			Yes	No	May		Yes	No	May	
1	Economic capacity and independence are important for both men and women.	f	22	0	0	22	6	0	1	7
		%	100	0	0	100	85.71	0	14.29	100
2	Men are the main	f	19	0	3	22	7	0	0	7

No	Description		Women			Tot	Men			Tot
			Yes	*No*	*May*		*Yes*	*No*	*May*	
	breadwinners of the family									
		%	86.36	0	13.64	100	100	0	0	100
3	Women are not the breadwinners of the family despite higher incomes	f	6	5	11	22	4	0	3	7
		%	27.27	22.73	50	100	57.14	0	42.86	100
4	Wife as the main breadwinner of the family	f	0	13	9	22	0	4	3	7
		%	0	59.09	40.91	100	0	57.14	42.86	100
5	The wife as the family breadwinner	f	9	1	12	22	2	1	4	7
		%	40.91	4.55	54.55	100	28.57	14.29	57.14	100
6	A mistake if the man does not work.	f	15	5	2	22	7	0	0	7
		%	68.18	22.73	9.09	100	100	0	0	100
7	A mistake if women do not work.	f	6	12	4	22	1	5	1	7
		%	27.27	54.55	18.18	100	14.29	71.43	14.29	100
8	Getting a good income is important for men	f	18	3	1	22	7	0	0	7
		%	81.82	13.64	4.55	100	100	0	0	100
9	If forced, it is better for the wife to stop working than the husband.	f	10	4	8	22	6	0	1	7
		%	45.46	18.18	36.36	100	85.71	0	14.29	100
10	The wife must obey her husband's commands at work	f	6	3	13	22	6	0	1	7
		%	27.27	13.64	59.09	100	85.71	0	14.29	100

Source: Primary data

Gender roles that men as heads of households and women as housewives have a long-term impact on their participation in working to meet the economic needs of the family. Both groups of research subjects agreed that men and women were important to have economic capability and independence; only 14.29% of male subjects are "likely" about it. Women are not in the passive position of receiving income and dependent on the strength of men (husbands) in meeting their needs.

Men (husband) served as the main breadwinner of the family. This impact on the importance and participation of men is work with good income. 100% of male subjects stated that men are the main breadwinners of the family, therefore for working men, it is a necessity and it is important for him to work with good income. Because with a good income, of course, the family's economic needs can be met well. This does not happen to women. Although the subject of women reveals that it is important for women to earn their own income, yet according to 54.55% of female subjects, it is not a mistake if women do not work. The same is also expressed by 71.43% of male subjects. This view differs from the role of men as breadwinners in the family. 86.36% of women and 100% of men agreed. Therefore, in the view of the all-male subjects (100%) hold a mistake if men are not working and a good income is very important for men. Women's entirely female dependence on men is not desirable, but by most subjects, women are not the main breadwinners of the family but are highly likely to be positioned as an extra breadwinner for their family. Position to help her husband, therefore in the choice of forced (for reasons of the child) then women should stop working. Subjects, women (45.46%) and men (85.71%), also tend to agree on that.

Based on the exposure of data in both tables it can be argued that the division of the roles of men and women as well as homework becomes an issue that seems difficult to change[24]. A high amount of income is not a determinant variable that makes a person who has a role as a breadwinner. The breadwinner is more of a social construction characterized by a person's primary obligation to be responsible for the fulfillment of family economic needs. What seems to be changing is that women should not rely on men to meet the family's economic needs, but the working of women does not make it possible to take over the position and role of men as the breadwinner of the family.

IV CONCLUSION

Gender perspective which tends to be patriarchal indicates that the ideological dominance is still strong in the construction of the subject. This not only reveals how difficult it is to counter the dominant patriarchal ideological power but also indicates that the short-lived efforts stimulated through the Gender and Education courses are still not strong enough to transform these gender values. This can happen because the power of ideological work has long intervened in the value system of the subject. However, the presence of this course can be at least an early stepping stone to make the subjects (the students) understand that there are issues that have been viewed as "natural" are actually present due to the social formation and the strength of those values prevailing in society.

The "social destiny" that places women in the domestic sphere still dominates the subject's gender discourse, although it has been understood that gender roles are interchangeable roles since the role is the role of social formation present and the change is due to social agreements. Taking a burden and a dual role are also accepted as a consequence of the obligations that must be accepted by the female subject when she works. If it is associated with the chance of success in her career, this is also what contributes to the obstacle. Glass ceiling that depicts women's obstacles in a career though not visible, comes as a result of the individual's self-awareness, as well as society demands. Both female and male teacher candidates are affected by patriarchy in differing degrees.

They will have offer only small improvements unless there is an intervention in the process [28]. This also shows the strength of patriarchal gender power in the discourse of life. The change to egalitarianism is not a simple matter, especially when those in subordinate positions do not support the effort, even "enjoy it" by adjusting to the demands. That is why the struggle of deconstructing old gender values and transforming them into egalitarian gender has become an important issue in the present order of life. It is needed another way of approaching that might include a re-conceptualization of "encounters" to engage that necessitates self-implication and self-reflexivity [29]. Gender values are dynamics, but the transformation runs slowly. At the very least, this partial transformation can be the beginning of gender transformation efforts towards egalitarian values.

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