

**EKSPLORASI PENDAPAT ANAK TENTANG GURU LAKI-LAKI PADA
PENDIDIKAN ANAK USIA DINI**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan pada Program Studi Pendidikan Anak Usia Dini



Oleh:
Rahma Shifa Sephiana
NIM 2216980

**PROGRAM STUDI PENDIDIKAN ANAK USIA DINI
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

**EKSPLORASI PENDAPAT ANAK TENTANG GURU LAKI-LAKI PADA
PENDIDIKAN ANAK USIA DINI**

Oleh
Rahma Shifa Sephiana

S.Pd Universitas Pendidikan Indonesia, 2025

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Anak Usia Dini

© Rahma Shifa Sephiana 2025
Universitas Pendidikan Indonesia
Januari 2025

Hak cipta dilindungi undang-undang.
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa izin dari penulis.

LEMBAR PENGESAHAN

EKSPLORASI PENDAPAT ANAK TENTANG GURU LAKI-LAKI PADA PENDIDIKAN ANAK USIA DINI

TESIS

Oleh

Rahma Shifa Sephiana
NIM 2216980

Pembimbing I



Prof. Vina Adriany, M.Ed., Ph.D
NIP. 197601262003122001

Pembimbing II



Hani Yulindrasari, S.Psi., M.Gendst., Ph.D
NIP. 197907142002122001

Mengetahui,
Ketua Program Studi Magister PAUD



Yeni Rachmawati, M.Pd., Ph.D
NIP. 197303082000032001

EKSPLORASI PENDAPAT ANAK TENTANG GURU LAKI-LAKI PADA PENDIDIKAN ANAK USIA DINI

Rahma Shifa Sephiana

Magister Pendidikan Anak Usia Dini, Universitas Pendidikan Indonesia

email: rahmashifa@upi.edu

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pendapat anak-anak tentang guru laki-laki pada pendidikan anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan menerapkan metode *Photo Elicitation Interview* (PEI), yang memberikan ruang bagi anak-anak untuk menyampaikan pengalaman dan pandangan mereka secara autentik melalui stimulus visual. Partisipan dalam penelitian ini terdiri dari delapan anak di salah satu Taman Kanak-kanak di Purwakarta. Hasil penelitian menunjukkan bahwa anak-anak memiliki pandangan yang unik dan beragam terhadap guru laki-laki. Pak Namu mampu membangun hubungan yang hangat dan mendalam dengan anak-anak melalui pendekatan yang responsif terhadap kebutuhan emosional mereka. Anak-anak melihat pak Namu tidak hanya sebagai guru yang mengajarkan materi, tetapi juga sebagai sosok yang memberikan rasa aman, kenyamanan, dan dukungan emosional, terutama dalam situasi sulit. Selain itu, perannya sebagai teman bermain menonjol dalam pandangan anak-anak, dimana ia mampu menciptakan suasana belajar yang menyenangkan dan mendukung eksplorasi kreativitas mereka. Temuan ini menunjukkan bahwa keberadaan guru laki-laki seperti pak Namu di PAUD memberikan nilai tambah yang penting, baik dalam aspek pendidikan maupun perkembangan sosial emosional anak-anak. Lebih jauh lagi, penelitian ini memberikan kontribusi pada wacana tentang keragaman gender dalam pendidikan anak usia dini, sekaligus membuka peluang untuk redefinisi peran guru laki-laki sebagai figur yang inklusif, peduli, dan mendukung perkembangan anak secara holistik.

Kata kunci : Guru Laki-laki, PAUD

EXPLORATION OF CHILDREN'S OPINIONS ABOUT MALE TEACHERS IN EARLY CHILDHOOD EDUCATION

Rahma Shifa Sephiana

Magister Early Childhood Education, Universitas Pendidikan Indonesia

email: rahmashifa@upi.edu

ABSTRACT

This study aims to explore children's opinions about male teachers in ECE. This study uses a qualitative approach by applying the Photo Elicitation Interview (PEI) method, which provides a space for children to convey their experiences and views authentically through visual stimuli. Participants in this study consisted of eight children in one of the kindergartens in Purwakarta. The results of the research show that children have a unique and diverse view of male teachers. Pak Namu is able to build warm and deep relationships with children through a responsive approach to their emotional needs. The children see Mr. Namu not only as a teacher who teaches the material, but also as a figure who provides a sense of security, comfort, and emotional support, especially in difficult situations. In addition, her role as a playmate stands out in the eyes of children, where she is able to create a fun learning atmosphere and support their creative exploration. These findings show that the existence of male teachers like Mr. Namu in ECE provides important added value, both in terms of education and socio-emotional development of children. Furthermore, this research contributes to the discourse on gender diversity in early childhood education, as well as opening up opportunities for redefining the role of male teachers as figures who are inclusive, caring, and supportive of children's development holistically.

Keywords : Male Teachers, ECE

DAFTAR ISI

LEMBAR PENGESAHAN	i
PERYATAAN TENTANG KEASLIAN TESIS	ii
KATA PENGANTAR	iii
UCAPAN TERIMAKASIH	iv
ABSTRAK	vi
ABSTRACT	vii
DAFTAR ISI	viii
DAFTAR TABEL	x
DAFTAR GAMBAR	xi
DAFTAR LAMPIRAN	xii
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian.....	1
1.2 Rumusan Masalah Penelitian	3
1.3 Tujuan Penelitian.....	5
1.4 Manfaat Penelitian.....	5
1.5 Struktur Organisasi Tesis	6
BAB II KAJIAN PUSTAKA.....	7
2.1 Teori Maskulinitas.....	7
2.1.1 Toxic Masculinity	9
2.1.2 Caring Masculinity	11
2.1.3 Konstruksi Maskulinitas di PAUD	13
2.1.5 Laki-laki dalam Pendidikan Anak Usia Dini.....	14
BAB III METODE PENELITIAN	16
3.1 Desain Penelitian	16
3.2 Partisipan dan Tempat Penelitian	22
3.3 Observasi Partisipan dan Catatan Lapangan	23
3.4 Analisis Data	25
3.5 Isu Etik.....	27
3.6 Refleksi.....	29

BAB IV TEMUAN DAN PEMBAHASAN	31
4.1 Peran Komprehensif Guru Laki-laki dalam Mendukung Perkembangan Anak Usia Dini.....	31
4.1.1 Dukungan Emosional dan Fisik.....	31
4.1.2 Peran dalam Pembelajaran dan Pengasuhan.....	42
4.1.3 Hubungan Interpersonal dan Identifikasi Sosok Guru	53
4.1.4 Peran dalam Bermain dan Aktivitas Fisik.....	59
BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI.....	68
5.1 Simpulan.....	68
5.2 Implikasi.....	69
5.3 Rekomendasi	69
DAFTAR PUSTAKA.....	71
LAMPIRAN	79
Lampiran 1.1 SK Pembimbing Tesis	80
Lampiran 1.2 Kartu Bimbingan.....	84
Lampiran 1.3 Surat Izin Penelitian	88
Lampiran 2.1 Transkrip Wawancara dan Open Coding.....	90
Lampiran 2.2 Focus Coding.....	137
Lampiran 2.3 Axial Coding	138
Lampiran 2.4 Selective Coding.....	139
Lampiran 2.5 Catatan Lapangan.....	141
Lampiran 2.6 Photo Elicitation Interview (PEI)	146
RIWAYAT PENULIS.....	147

DAFTAR TABEL

Tabel 3.1 Contoh hasil Wawancara melalui PEI	20
Tabel 3.2 Data Partisipan Anak	23
Tabel 3.3 Contoh hasil Catatan Lapangan saat Melakukan Observasi	24
Tabel 3.4 Coding Data	25

DAFTAR GAMBAR

Gambar 3.1 <i>Photo Elicitation</i> (Dokumen penelitian)	19
Gambar 4.1 <i>Photo Elicitation</i>	32
Gambar 4.2 <i>Photo Elicitation</i>	34
Gambar 4.3 <i>Photo Elicitation</i>	35
Gambar 4.4 <i>Photo Elicitation</i>	37
Gambar 4.5 <i>Photo Elicitation</i>	39
Gambar 4.6 <i>Photo Elicitation</i>	41
Gambar 4.7 <i>Photo Elicitation</i>	42
Gambar 4.8 <i>Photo Elicitation</i>	44
Gambar 4.9 <i>Photo Elicitation</i>	45
Gambar 4.10 <i>Photo Elicitation</i>	47
Gambar 4. 11 <i>Photo Elicitation</i>	49
Gambar 4.12 <i>Photo Elicitation</i>	50
Gambar 4.13 <i>Photo Elicitation</i>	52
Gambar 4.14 <i>Photo Elicitation</i>	53
Gambar 4.15 <i>Photo Elicitation</i>	56
Gambar 4.16 <i>Photo Elicitation</i>	57
Gambar 4.17 <i>Photo Elicitation</i>	60
Gambar 4.18 <i>Photo Elicitation</i>	62
Gambar 4.19 <i>Photo Elicitation</i>	63
Gambar 4.20 <i>Photo Elicitation</i>	64
Gambar 4.21 <i>Photo Elicitation</i>	66

DAFTAR LAMPIRAN

Lampiran 1.1 SK Pembimbing Tesis	81
Lampiran 1.2 Kartu Bimbingan	84
Lampiran 1.3 Surat Izin Penelitian	89
Lampiran 2.1 Transkrip Wawancara dan Open Coding	90
Lampiran 2.2 Focus Coding	137
Lampiran 2.3 Axial Coding	138
Lampiran 2.4 Selective Coding	139
Lampiran 2.5 Catatan Lapangan	141
Lampiran 2.6 Photo Elicitation Interview (PEI)	146

DAFTAR PUSTAKA

- Adriany, V. (2018). The internationalisation of early childhood education: Case study from selected kindergartens in Bandung, Indonesia. *Policy Futures in Education*, 16(1), 92–107. <https://doi.org/10.1177/1478210317745399>
- Akman, B., Taskin, N., Ozden, Z., Okyay, O., & Cortu, F. (2014). Parents' views on the appointment of male teachers in Turkish pre-schools. *Education as Change*, 18(1), 21–32. <https://doi.org/10.1080/16823206.2013.847009>
- Al Baqi, S. (2021). Penguatan identitas gender pada siswa laki-laki melalui kehadiran guru laki-laki di tingkat PAUD. *Martabat: Jurnal Perempuan dan Anak*, 5(2), 289–309. <https://doi.org/10.21274/martabat.2021.5.2.289-309>
- Andika, D. M., & Widiastuti, A. A. (2022). Keterlibatan pendidik dan tenaga kependidikan laki-laki dalam sistem dan layanan pendidikan bagi anak usia dini di kota salatiga dan sekitarnya. 8(2), 177–190.
- Anliak, S., & Beyazkurk, D. S. (2008). Career perspectives of male students in early childhood education. *Educational Studies*, 34(4), 309–317. <https://doi.org/10.1080/03055690802034518>
- Atika, A. R., & Purnamasari, Y. M. (2019). Persepsi orang tua terhadap layanan guru laki-laki dan guru perempuan di taman kanak-kanak. 5(2), 84–92. <https://doi.org/10.22460/ts.v5i2p84-92.1532>
- Bastian, A., & Novitasari, Y. (2022). Pendidikan anak usia dini dalam perspektif gender. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4359–4366. <https://doi.org/10.31004/obsesi.v6i5.2639>
- Besnard, T., & Letarte, M.-J. (2017). Effect of male and female early childhood education teacher's educational practices on children's social adaptation. *Journal of Research in Childhood Education*, 31(3), 453–464. <https://doi.org/10.1080/02568543.2017.1319445>
- Boise, S. D. (2019). Editorial: Is masculinity toxic? *NORMA*, 14(3), 147–151. <https://doi.org/10.1080/18902138.2019.1654742>
- Bosacki, S., Woods, H., & Coplan, R. (2015). Canadian female and male early childhood educators' perceptions of child aggression and rough-and-tumble play. *Early Child Development and Care*, 185(7), 1134–1147. <https://doi.org/10.1080/03004430.2014.980408>
- Brandes, H., Andrä, M., Röseler, W., & Schneider-Andrich, P. (2015). Does gender make a difference? Results from the german 'tandem study' on the pedagogical activity of female and male ECE workers. *European Early Childhood Education Research Journal*, 23(3), 315–327. <https://doi.org/10.1080/1350293X.2015.1043806>

- Brandth, B., & Kvande, E. (1998). Masculinity and child care: The reconstruction of fathering. *The Sociological Review*, 46(2), 293–313. <https://doi.org/10.1111/1467-954X.00120>
- Brandth, B., & Kvande, E. (2018). Masculinity and fathering alone during parental leave. *Men and Masculinities*, 21(1), 72–90. <https://doi.org/10.1177/1097184X16652659>
- Bullough, R. V. (2015). Differences? Similarities? male teacher, female teacher: an instrumental case study of teaching in a head start classroom. *Teaching and Teacher Education*, 47, 13–21. <https://doi.org/10.1016/j.tate.2014.12.001>
- Burgess, H., & Carter, B. (1992). ‘Bringing out the best in people’: Teacher training and the ‘real’ teacher. *British Journal of Sociology of Education*, 13(3), 349–359. <https://doi.org/10.1080/0142569920130304>
- Buschmeyer, A., & Lengersdorf, D. (2016). The differentiation of masculinity as a challenge for the concept of hegemonic masculinity. *NORMA*, 11(3), 190–207. <https://doi.org/10.1080/18902138.2016.1217672>
- Cameron, C. (2001). Promise or problem? A review of the literature on men working in early childhood services. *Gender, Work & Organization*, 8(4), 430–453. <https://doi.org/10.1111/1468-0432.00140>
- Cappello, M. (2005). Photo interviews: Eliciting data through conversations with children. *Field Methods*, 17(2), 170–182. <https://doi.org/10.1177/1525822X05274553>
- Charmaz, K. (2015). Teaching theory construction with initial grounded theory tools: A reflection on lessons and learning. *Qualitative Health Research*, 25(12), 1610–1622. <https://doi.org/10.1177/1049732315613982>
- Charmaz, K., & Belgrave, L. L. (2018). Thinking about data with grounded theory. *Qualitative Inquiry*, 25(8), 743–753. <https://doi.org/10.1177/1077800418809455>
- Clark-Ibáñez, M. (2004). Framing the social world with photo-elicitation interviews. *American Behavioral Scientist*, 47(12), 1507–1527. <https://doi.org/10.1177/0002764204266236>
- Cruickshank, V. (2019). Male primary teachers’ fear and uncertainty surrounding physical contact. *Education 3-13*, 47(2), 247–257. <https://doi.org/10.1080/03004279.2018.1434221>
- Cushman, P. (2005). Let’s hear it from the males: Issues facing male primary school teachers. *Teaching and Teacher Education*, 21(3), 227–240. <https://doi.org/10.1016/j.tate.2005.01.012>
- Cushman, P. (2008). So what exactly do you want? What principals mean when they say ‘male role model.’ *Gender and Education*, 20(2), 123–136. <https://doi.org/10.1080/09540250701805847>

- Dianita, E. R. (2020). *Stereotif gender dalam profesi guru pendidikan anak usia dini*. 1(2), 87–105. <https://doi.org/10.35719/gns.v1i2.20>
- Drudy, S. (2008). Gender balance/ gender bias: The teaching profession and the impact of feminisation. 15 Juli 2008, 20(4), 309–323. <http://dx.doi.org/10.1080/09540250802190156>
- Elliott, K. (2016). Caring masculinities: Theorizing an emerging concept. *Men and Masculinities*, 19(3), 240–259. <https://doi.org/10.1177/1097184X15576203>
- Elliott, K. (2018). Challenging toxic masculinity in schools and society. *On the Horizon*, 26(1), 17–22. <https://doi.org/10.1108/OTH-11-2017-0088>
- Fadillah, C. N., & Ngaisah, N. C. (2023). *Persepsi masyarakat mengenai guru laki-laki pada pendidikan anak usia dini*. 9(1), 63–73. <http://dx.doi.org/10.22373/bunayya.v9i1.16885>
- Fagan, J. (1996). *Getting men in early childhood programs*. 62(2), 1.
- Ferber, A. L. (2000). Racial warriors and weekend warriors: The construction of masculinity in mythopoetic and white supremacist discourse. *Men and Masculinities*, 3(1), 30–56. <https://doi.org/10.1177/1097184X00003001002>
- Ford, K., Bray, L., Water, T., Dickinson, A., Arnott, J., & Carter, B. (2017). Auto-driven photo elicitation interviews in research with children: Ethical and practical considerations. *Comprehensive Child and Adolescent Nursing*, 40(2), 111–125. <https://doi.org/10.1080/24694193.2016.1273977>
- Gomes, F. D. (2018). *Dampak dominasi perempuan dalam profesi guru PAUD*. 2(1). <https://doi.org/10.36928/jipd.v2i1.258>
- Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), 13–26. <https://doi.org/10.1080/14725860220137345>
- Harris, K., & Barnes, S. (2009). *Male teacher, female teacher: Exploring children's perspectives of teachers' roles in kindergartens*. 179(2), 167–181. <http://dx.doi.org/10.1080/03004430802667005>
- Hasanah, H. (2017). Teknik-teknik observasi sebuah alternatif metode pengumpulan data kualitatif ilmu-ilmu sosial. *At-Taqqaddum*, 8(1), 21. <https://doi.org/10.21580/at.v8i1.1163>
- Hedlin, M., Åberg, M., & Johansson, C. (2019). Fun guy and possible perpetrator: An interview study of how men are positioned within early childhood education and care. *Education Inquiry*, 10(2), 95–115. <https://doi.org/10.1080/20004508.2018.1492844>
- Heikkilä, M., & Hellman, A. (2017). Male preschool teacher students negotiating masculinities: A qualitative study with men who are studying to become preschool teachers. *Early Child Development and Care*, 187(7), 1208–1220. <https://doi.org/10.1080/03004430.2016.1161614>

- Huber, J., & Traxl, B. (2018). Pedagogical differences and similarities between male and female educators, and their impact on boys' and girls' behaviour in early childhood education and care institutions in Austria. *Research Papers in Education*, 33(4), 452–471. <https://doi.org/10.1080/02671522.2017.1353674>
- Ikhtisar data pendidikan 2023/2024*. (2023). Portal Data Kemendikbudristek. <https://data.kemdikbud.go.id>
- Intan, F. R. (2022). Pentingnya pembelajaran gender di lembaga pendidikan anak usia dini. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 5(2), Article 2. <https://doi.org/10.31851/pernik.v5i2.8033>
- Karner, T. (1996). *Fathers, sons, and vietnam: Masculinity and betrayal in the life narratives of vietnam veterans with post traumatic stress disorder*. 37(1), 63–94.
- Ketelle, D. (2014). The ground they walk on: Photography and narrative inquiry. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2010.1164>
- Kim, M. (2013). Constructing occupational identities: How female preschool teachers develop professionalism. *Universal Journal of Educational Research*, 1(4), 309–317. <https://doi.org/10.13189/ujer.2013.010406>
- Kupers, T. A. (2005). Toxic masculinity as a barrier to mental health treatment in prison. *Journal of Clinical Psychology*, 61(6), 713–724. <https://doi.org/10.1002/jclp.20105>
- Larsson, J., Williams, P., & Zetterqvist, A. (2021). The challenge of conducting ethical research in preschool. *Early Child Development and Care*, 191(4), 511–519. <https://doi.org/10.1080/03004430.2019.1625897>
- Lee, L. (1991). *Ethical issues related to research involving children*. 8(1), 24–29. <https://doi.org/10.1177/104345429100800105>
- Lomas, T. (2013). Critical positive masculinity. *Masculinities & Social Change*, 2(2), 167–193. <https://doi.org/10.4471/mcs.2013.28>
- Lundy, L. (2007). 'Voice' is not enough: Conceptualising article 12 of the united nations convention on the rights of the child. *British Educational Research Journal*, 33(6), 927–942. <https://doi.org/10.1080/01411920701657033>
- MacNaughton, G., Smith, K., & Lawrence, H. (2003). *Hearing young children's voices*. Victoria: Centre for Equity and Innovation in Early Childhood. <http://www.edfac.unimelb.edu.au/LED/CEIEC>
- Marlisa, L., Firdausyi, A. N., & Tisnawati, N. (2020). *Emansipasi guru laki-laki terhadap pendidikan anak usia dini di kota metro (perspektif stakeholder)*. 118–125. <http://dx.doi.org/10.24127/jlpp.v5i2.1549>
- Martino, W. john. (2008). Male teachers as role models: Addressing issues of masculinity, pedagogy and the re-masculinization of schooling. *Curriculum*

- Inquiry*, 38(2), 189–223. <https://doi.org/10.1111/j.1467-873X.2007.00405.x>
- Martino, W., & Kehler, M. (2006). Male teachers and the “boy problem”: An issue of recuperative masculinity politics. *McGILL JOURNAL OF EDUCATION*, 41(2), 113–132.
- Maulana, R. A. (2021). *Pengalaman guru laki-laki di pendidikan anak usia dini* [Universitas Pendidikan Indonesia]. <https://repository.upi.edu/66004/>
- McGowan, B. L. (2016). Interpersonal relationships: Exploring race and relationship decisions among african american college men. *Journal of Student Affairs Research and Practice*, 53(3), 243–255. <https://doi.org/10.1080/19496591.2016.1118381>
- Messner, M. A. (1998). The limits of “the male sex role”: An analysis of the men’s liberation and men’s rights movements’ discourse. *Gender & Society*, 12(3), 255–276. <https://doi.org/10.1177/0891243298012003002>
- Miller, K. (2015). *Dear critics: Addressing concerns and justifying the benefits of photography as a research method*. 16(3), 1–17. <https://doi.org/10.17169/fqs-16.3.2434>
- Moosa, S., & Bhana, D. (2022). ‘Troubling men who teach young children’: Masculinity and the paedophilic threat. *Pedagogy, Culture & Society*, 30(4), 511–528. <https://doi.org/10.1080/14681366.2020.1818117>
- Morrell, R., & Jewkes, R. (2011). Carework and caring: A path to gender equitable practices among men in South Africa? *International Journal for Equity in Health*, 10(1), 17. <https://doi.org/10.1186/1475-9276-10-17>
- Murray, J. (2019). Hearing young children’s voices. *International Journal of Early Years Education*, 27(1), 1–5. <https://doi.org/10.1080/09669760.2018.1563352>
- Murray, J., & Cousens, D. (2019). Primary school children’s beliefs associating extra-curricular provision with non-cognitive skills and academic achievement. *Education 3-13*, 48(1), 37–53. <https://doi.org/10.1080/03004279.2019.1572769>
- Murray, S. B. (1996). “We all love charles”: Men in child care and the social construction of gender. *Gender & Society*, 10(4), 368–385. <https://doi.org/10.1177/089124396010004002>
- Nayak, A. (2023). Decolonizing care: Hegemonic masculinity, caring masculinities, and the material configurations of care. *Men and Masculinities*, 26(2), 167–187. <https://doi.org/10.1177/1097184X231166900>

- Paechter, C. (2003). Masculinities and femininities as communities of practice. *Women's Studies International Forum*, 26(1), 69–77. [https://doi.org/10.1016/S0277-5395\(02\)00356-4](https://doi.org/10.1016/S0277-5395(02)00356-4)
- Paechter, C. (2006). Masculine femininities/feminine masculinities: Power, identities and gender. *Gender and Education*, 18(3), 253–263. <https://doi.org/10.1080/09540250600667785>
- Pardhan, A., & Pelletier, J. (2017). Pakistani pre-primary teachers' perceptions and practices related to gender in young children. *International Journal of Early Years Education*, 25(1), 51–71. <https://doi.org/10.1080/09669760.2016.1263938>
- Pruit, J. C. (2015). Preschool teachers and the discourse of suspicion. *Journal of Contemporary Ethnography*, 44(4), 510–534. <https://doi.org/10.1177/0891241614545882>
- Pullen, A., & Simpson, R. (2009). Managing difference in feminized work: Men, otherness and social practice. *Human Relations*, 62(4), 561–587. <https://doi.org/10.1177/0018726708101989>
- Putri, W. P., Kusumastuti, N., & Wijayanti, A. (2022). Peran guru laki-laki pada lembaga PAUD ditinjau dari perspektif fungsi afeksi di TK aisyiah bustanul athfal 1 ngawi. *JECED: Journal of Early Childhood Education and Development*, 4(1), 88–99. <https://doi.org/10.15642/jeced.v4i1.1792>
- Qosyasih, N. N. S., Amirullah, & Sari, Z. (2023). Hegemoni maskulinitas: Konstruksi gender pada pendidikan anak usia dini. 7(1), 479–490. <https://doi.org/10.31004/obsesi.v7i1.3168>
- Rachman, B., Pranoto, Y. K. S., & Formen, A. (2022). Faktor minat laki-laki memilih profesi guru PAUD. 6(5), 4735–4744. <https://doi.org/10.31004/obsesi.v6i5.2701>
- Rentzou, K. (2011). Greek parents' perceptions of male early childhood educators. *Early Years*, 31(2), 135–147. <https://doi.org/10.1080/09575146.2010.530247>
- Saigol, M., & Danish, S. (2016). Feminisation of teaching: Factors affecting low male participation in early childhood teaching at private schools in pakistan. *Journal of Education and Educational Development*, 3(2), 147–178.
- Sak, R., Şahin Sak, İ. T., & Yerlikaya, İ. (2015). Behavior management strategies: Beliefs and practices of male and female early childhood teachers. *European Early Childhood Education Research Journal*, 23(3), 328–339. <https://doi.org/10.1080/1350293X.2015.1043807>
- Scambor, E., Bergmann, N., Wojnicka, K., Belghiti-Mahut, S., Hearn, J., Holter, Ø. G., Gärtner, M., Hrženjak, M., Scambor, C., & White, A. (2014). Men and gender equality: European insights. *Men and Masculinities*, 17(5), 552–577. <https://doi.org/10.1177/1097184X14558239>

- Sculos, B. W. (2017). Who's afraid of 'toxic masculinity'? *Class Race Corporate Power*, 5(3). <https://doi.org/10.25148/CRCP.5.3.006517>
- Sevier, B., & Ashcraft, C. (2009). Be careful what you ask for: Exploring the confusion around and usefulness of the male teacher as male role model discourse. *Men and Masculinities*, 11(5), 533–557. <https://doi.org/10.1177/1097184X07302290>
- Sexton, S. S. (2017). Men teaching children 3-11: Dismantling gender barriers / Men, masculinities and teaching in early childhood education: international perspectives on gender and care. *Gender and Education*, 29(7), 952–954. <https://doi.org/10.1080/09540253.2016.1170326>
- Shapiro, M., Cole, K., & Plaisir, J. Y. (2021). "I am the teacher": How male educators conceptualize their impact on the early childhood classroom. *Journal of Early Childhood Teacher Education*, 42(4), 381–403. <https://doi.org/10.1080/10901027.2020.1754310>
- Shaw, D. (2013). A new look at an old research method: Photo-elicitation. *TESOL Journal*, 4(4), 785–799. <https://doi.org/10.1002/tesj.108>
- Skelton, C. (2002). Constructing dominant masculinity and negotiating the "male gaze." *International Journal of Inclusive Education*, 6(1), 17–31. <https://doi.org/10.1080/136031102753389819>
- Skelton, C. (2003). Male primary teachers and perceptions of masculinity. *Educational Review*, 55(2), 195–209. <https://doi.org/10.1080/0013191032000072227>
- Skelton, C. (2009). Failing to get men into primary teaching: A feminist critique. *Journal of Education Policy*, 24(1), 39–54. <https://doi.org/10.1080/02680930802412677>
- Smith, E. F., Steel, G., & Gidlow, B. (2010). The temporary community: Student experiences of school-based outdoor education programmes. *Journal of Experiential Education*, 33(2), 136–150. <https://doi.org/10.1177/105382591003300204>
- Steedman, C. (1985). 'The mother made conscious': The historical development of a primary school pedagogy. *History Workshop Journal*, 20(1), 149–163. <https://doi.org/10.1093/hwj/20.1.149>
- Sum, T. A., & Talu, A. T. I. (2019). Faktor penyebab kurangnya minat laki-laki untuk menjadi guru PAUD di kabupaten manggarai. *Jurnal Pendidikan dan Kebudayaan Missio*, 10(2), 192–203. <https://doi.org/10.36928/jpkm.v10i2.170>
- Sumsion, J. (2005). Male teachers in early childhood education: Issues and case study. *Early Childhood Research Quarterly*, 20(1), 109–123. <https://doi.org/10.1016/j.ecresq.2005.01.001>

- Tennhoff, W., Nentwich, J. C., & Vogt, F. (2015). Doing gender and professionalism: Exploring the intersectionalities of gender and professionalization in early childhood education. *European Early Childhood Education Research Journal*, 23(3), 340–350. <https://doi.org/10.1080/1350293X.2015.1043808>
- Therese, B., & Ayse, D. (2010). *Perseverance of male students in early childhood educator training*. 2, 3206–3218. <https://doi.org/10.1016/j.sbspro.2010.03.490>
- Tufan, M. (2018). Public perceptions and the situation of males in early childhood settings. *Educational Research and Reviews*, 13(3), 111–119. <https://doi.org/10.5897/ERR2017.3458>
- Warin, J. (2006). Heavy-metal humpty dumpty: Dissonant masculinities within the context of the nursery. *Gender and Education*, 18(5), 523–537. <https://doi.org/10.1080/09540250600881683>
- Warin, J., & Adrian, V. (2015). Gender flexible pedagogy in early childhood education. *Journal of Gender Studies*, 26(4), 375–386. <https://doi.org/10.1080/09589236.2015.1105738>
- Widari, I., & Amelia, E. (2023). Persepsi orangtua dan guru mengenai peran guru laki-laki di raudhatul athfal al-musaddadiyah garut. *Jurnal Pendidikan Islam Anak Usia Dini (Anaking)*, 2(1), 128–135. <https://doi.org/10.37968/anaking.v2i1.386>
- Wright, T. (2018). *Contesting hegemony: Re-imagining masculinities for early childhood education*. 19(2), 117–130. <https://doi.org/10.1177/1463949118781893>
- Yelland, N. (1998). *Gender in early childhood* (1st ed.). Taylor & Francis e-Library Routledge. file:///C:/Users/HP/Downloads/10.4324_9780203161869_previewpdf.pdf
- Yulindrasari, H. (2017a). Conflicting social perceptions of men who teach in Indonesian kindergarten. *Indonesia: Atlantis Press*, 233–238. <https://doi.org/10.2991/icece-16.2017.41>
- Yulindrasari, H. (2017b). *Negotiating masculinities: The experience of male teachers in Indonesian early childhood education* [University of Melbourne]. <http://hdl.handle.net/11343/194518>
- Yulindrasari, H., & McGregor, K. (2011). Contemporary discourses of motherhood and fatherhood in *Ayahbunda*, a middle-class Indonesian parenting magazine. *Marriage & Family Review*, 47(8), 605–624. <https://doi.org/10.1080/01494929.2011.619304>
- Zhang, Y., & Leung, M. H. (2023). A review of using photo-elicitation interviews in qualitative education research. *International Journal of Qualitative Methods*, 22, 1–14. <https://doi.org/10.1177/16094069231185456>