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Analysis of Personality and Social Competencies of Male Early Childhood Education Teachers in Bandung Regency

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ABSTRACT	ARTICLE INFO
<p>This research is motivated by the phenomenon of the lack of male teachers in ECE units. One factor in the lack of male ECE teachers is the widespread public perception that doubts the ability of male teachers to educate children. The purpose of this study is to determine the personality and social competency profiles of male ECE teachers in Bandung Regency. This study uses a descriptive qualitative approach. Data collection techniques were carried out through observation, interviews, and documentation studies. Data were analyzed using thematic analysis techniques. The research subjects consisted of three male ECE teachers in Bandung Regency. The results of the study indicate that the personality and social competency profiles of male ECE teachers in Bandung Regency generally align with the indicators listed in Government Regulation on Education and Culture No. 137 of 2014 concerning National ECE Standards. It is hoped that future researchers can further analyze the competencies of male ECE teachers, so that gender stereotypes in society can be reduced after understanding the potential and suitability of men working as ECE teachers.</p> <p>© 2025 UPI-UPSI</p>	<p>Article History: <i>Submitted/Received 19 Nov 2025</i> <i>First Revised 21 Dec 2025</i> <i>Accepted 4 Jan 2026</i> <i>First Available online 10 Jan 2026</i> <i>Publication Date 10 Jan 2026</i></p> <p>Keyword: <i>Personality Competence, Social Competence, Male Early Childhood Teachers.</i></p>

1. INTRODUCTION

Gender imbalance in early childhood education (ECE) teaching staff is a global phenomenon (Xu & Waniganayake, 2018). This phenomenon refers to the fact that early childhood education positions are generally held exclusively by women, even though it is still common for men to hold the position. Early childhood education (ECE) teaching is a profession that everyone has the right to pursue, regardless of gender or sexual status. This is because gender balance in teaching significantly impacts the quality of education (Ho & Lam, 2014).

According to Yulindrasari (2017), the presence of male early childhood education (ECE) teachers is crucial for gender balance and is expected to provide interactive learning experiences for early childhood. However, male participation as ECE teachers in various countries is still minimal, including in Indonesia (Atika & Purnamasari, 2019). Based on Basic Education Data from the Ministry of Education, Culture, Research, and Technology, the percentage of female kindergarten teachers in Indonesia is around 98.2% (256,752), while the percentage of male kindergarten teachers in Indonesia is around 1.79% (4,681). Similarly, in Bandung Regency, the ratio of male to female kindergarten teachers is quite significant, with 96.49% (1,487) female kindergarten teachers and 3.51% (54) male kindergarten teachers registered in the system (DAPODIK, 2022). One of the factors behind the low number of male ECE teachers in Indonesia is the many different perceptions in society regarding men's work as ECE teachers (Maulana et al., 2020).

This certainly raises pros and cons regarding the community's perspective on the importance of the existence of male ECE teachers. Here are some reasons why male ECE teachers are less welcomed by the community which are supported by the research results of Yulindrasari (2017) and Ottaviano & Persico (2019), including: 1) There are doubts about gender identity and even the personal integrity of men who have chosen jobs as male ECE teachers who are considered more feminine, 2) there is prejudice in society about male ECE teachers, where they are considered pedophiles / homosexuals and concerns about sexual violence, based on the research results of Yulindrasari (2017) shows that there is a negative perception in society towards men that men are more likely to be sexual predators, 3) lack of role models or mentors from male teachers in ECE, 4) the existence of emotional vulnerability in men, 5) lack of social and economic recognition from society, and 6) the existence of stigmatization of parenting that prioritizes women when compared to men.

Regarding the reasons for the lack of acceptance of male teachers in early childhood education, it is stated that there are aspects that question the performance of male teachers in terms of self-control and social skills with children. Therefore, based on the above problems, solutions or efforts are certainly needed to ensure the public accepts the presence of male teachers in Indonesian ECE units. One effort that male ECE teachers can take is to avoid any unprofessional behavior to avoid suspicion (Ejuu, 2016). This is because many people still view the presence of male teachers as a risk, thus requiring extra caution, especially regarding their sexuality (Yulindrasari, 2017). Furthermore, efforts that can be made include analyzing the performance of male teachers in relation to the competencies that ECE teachers must possess. According to Francis (in Yulindrasari, 2017), analyzing the performance of male teachers is important for assessing the prevailing assumptions regarding gender in education.

Based on the background of the problem outlined above, the main discussion of this study is formulated in the form of the following research questions:

- i. What is the personality competency profile of male early childhood education teachers in Bandung Regency?
- ii. What is the social competency profile of male early childhood education teachers in Bandung Regency?

2. METHODS

This study employed a descriptive qualitative approach to provide a natural and in-depth overview of the personality and social competency profiles of male early childhood education (ECE) teachers, as defined by Government Regulation on Education and Culture No. 137 of 2014 concerning National ECE Standards. Qualitative research is a research procedure that produces descriptive data, whether in oral, written, or behavioral form, from the observed subjects (Bogdan and Taylor, in Nugrahani, 2014).

The primary data sources for this study were three male early childhood education (ECE) teachers from three different ECE institutions in Bandung Regency. Other supporting data sources included school principals, fellow teachers, and community members, including parents/guardians of students at the ECE institutions.

3. RESULTS AND DISCUSSION

3.1. Personality Competency Profile of Male Early Childhood Education Teachers in Bandung Regency

1. Respect students without differentiating between customs, social status, region of origin, and gender.

The three male ECE teachers in Bandung Regency were able to respect the diversity of their students by treating them equally, while still paying attention to the children's needs based on their characteristics. Adapting these needs is related to tolerance of student diversity. This is in line with research conducted by Anggraeni (2023) regarding educators' awareness and understanding of multiculturalism, which requires acknowledging and respecting children's differences and introducing them to social and cultural diversity from an early age. Furthermore, Ruslan (2017) also concluded in his research that gender differences in children are not a reason to treat them discriminatoryly. This finding is interesting because male teachers are also able to respect their students regardless of their sex or gender status, just as female teachers generally do. Therefore, it is necessary to create a conducive environment without gender bias, regardless of the gender of the educator.

2. Demonstrating behavior consistent with their religion, laws, social norms, and prevailing norms.

The three male early childhood education (ECE) teachers in Bandung Regency have demonstrated behavior consistent with their religion, laws, social norms, and prevailing norms. This is evidenced by their ability to implement and instill their religious values; they demonstrate a strong social conscience through friendliness, excellent communication skills, and extensive connections within the community; and they have no history of violations or deviations from norms. This demonstrates that the male teachers consistently adhere to the religion, laws, and norms prevailing in their environment. Like true men, this is essential to maintaining their masculine identity.

3. Demonstrating disciplined, firm, and tolerant behavior towards students.

The three male early childhood education teachers in Bandung Regency have demonstrated disciplined, firm, and tolerant behavior towards students, demonstrating adherence to applicable rules and regulations, such as punctuality and appearance. Furthermore, the male teachers are also firm in their actions and enforce applicable rules and agreements in a manner that is acceptable to the children, including gentleness, humor, physical touch, and meaningful understanding. Meanwhile, in terms of tolerance, the male teachers recognize that each child has different abilities, requiring understanding. They are able to position their tolerant attitude in appropriate situations and conditions to prevent the child from becoming overly spoiled. They also provide sufficient motivation to prevent intervention or coercion. Based on this, male teachers can be seen as an advantage in being assertive and respected by the children without displaying behavior that is intimidating to them.

4. Demonstrating exemplary behavior for young children and peers.

The three male teachers in Bandung Regency have demonstrated exemplary behavior for both students and peers. This exemplary behavior encompasses attitudes, actions, and speech, all accompanied by moral ethics. Some of the behaviors demonstrated by the male teachers that are exemplary for students include ethical/moral behavior, praying for one another, caring for others, being patient, and treating those around them with polite and courteous language, such as "sorry," "thank you," "please," and "excuse me." Meanwhile, some behaviors demonstrated by the male teachers that are exemplary for their peers include high enthusiasm and initiative, good social skills and friendliness, discipline in following rules, assertiveness as a man, religious expertise, open-mindedness, and strong solidarity.

5. Demonstrating the ability to address problems or conflicts.

The three male teachers in Bandung Regency have demonstrated the ability to address problems or conflicts. This is related to men's emotional state, which is easier to control than women's when faced with problems or stressful situations. Men tend to think more clearly and wisely. The three male teachers' actions and concerns included concealing their personal problems to maintain professionalism, improving communication with various parties, and avoiding blame and instead seeking solutions together.

6. Demonstrated the ability to control himself and his emotions.

The three male early childhood education (ECE) teachers in Bandung Regency have developed their own methods for controlling themselves and their emotions. These include maintaining a gentle demeanor by not yelling or scolding their children and even avoiding physical punishment. Furthermore, the male teachers remain calm, patient, and control themselves and their emotions as wisely as possible. They also recite the prayer of forgiveness, often used by Muslims, known as *istighfar*, which is believed to soothe emotions. This demonstrates that not all men, especially educators, are emotionally volatile and temperamental; rather, they have their own ways of controlling their emotions when upset or angry.

7. Accepting criticism and being open to ideas and suggestions.

The three male early childhood education teachers in Bandung Regency tended to be happy when receiving constructive criticism. Their responses to criticism were generally relaxed, without any signs of stress or rebellion. Evidence of this acceptance of criticism can be seen in the changes the male teachers brought about. In addition to accepting criticism, the three male teachers were also open to ideas

and suggestions from anyone in their environment, appreciating each idea without belittling or dismissing it.

8. Providing emotional support to students.

The three male teachers in Bandung Regency have been able to meet the emotional needs of their students in different ways. These include providing a sense of security and comfort through fatherly treatment, motivating children through engaging activities generally enjoyed by children, being humorous and engaging, and positioning themselves as friends, teachers, and parents at school. This allows children to be more open and open. This demonstrates a strength of male teachers that female teachers generally lack: being a positive father figure at school.

9. Demonstrated classroom management skills.

The three male early childhood education teachers in Bandung Regency demonstrated classroom management skills by establishing an agreement regarding the rules applicable to the classroom. Furthermore, this agreement serves as a prerequisite for conducting learning and play activities to ensure a conducive atmosphere. However, when the classroom atmosphere is not conducive, teachers should find solutions to ensure learning and play activities can continue as intended.

10. Demonstrate a strong work ethic and responsibility towards the profession.

Based on the interview results, researchers concluded that the primary motivation for male early childhood education teachers' commitment to their profession is their desire to pioneer and continue higher-quality early childhood education institutions to produce quality students. One male teacher expressed a commitment to continuing the foundation and family institution. Furthermore, another male teacher shared a similar commitment, a desire to establish his own foundation and institution out of love for his profession as an early childhood teacher. This demonstrates that male teachers possess a strong commitment and leadership to their profession, a desire to continuously develop and manage an institution to its full potential.

11. Demonstrating self-confidence and pride in being a teacher.

Three male early childhood education teachers in Bandung Regency have demonstrated their self-confidence and pride in being early childhood teachers. The scarcity of male teachers in early childhood education makes their profession a source of pride for them. Factors contributing to this self-confidence and pride include the fact that their profession teaches patience, fosters gentleness and friendliness, empowers children to be needed and expected, and fosters an understanding of children's diverse personalities, leading them to strive to improve their character.

12. Demonstrate curiosity and understanding about Early Childhood Education (ECE).

The three male ECE teachers in Bandung Regency have demonstrated curiosity and have a sufficient understanding of ECE. This understanding is based on their extensive teaching experience. However, they are not yet confident enough to continue expanding their knowledge and understanding of ECE, as they recognize that knowledge is dynamic and constantly evolving. One way to increase their understanding of ECE is by participating in specialized training programs and webinars/workshops, which are now easily accessible online.

13. Demonstrating professional collaborative work.

The three male early childhood education teachers in Bandung Regency demonstrated professional collaborative work with the principal and their colleagues. The three male teachers prioritized effective communication in their teamwork. This is expected to facilitate collaboration. Furthermore, male teachers are considered the most reliable teachers on the team. This is because male teachers are considered wise decision-makers and are therefore always listened to by other teachers.

14. Demonstrate behavior consistent with the teacher code of ethics.

The three male ECE teachers have implemented several codes of ethics required of teachers. These include: developing professional quality, creating a positive work environment, maintaining professional relationships, implementing the Pancasila Student Profile, obtaining information about students for guidance and development, maintaining the quality of the PGRI organization, and establishing good relationships within the local community. These codes of ethics align with the Indonesian teacher code of ethics outlined at the 16th Teachers' Congress in Jakarta in 1989.

3.2. Social Competence Profile of Male Early Childhood Education Teachers in Bandung Regency

1. Demonstrate an inclusive, objective, and non-discriminatory attitude towards students.

The three male early childhood education (ECE) teachers in Bandung Regency have demonstrated an inclusive, objective, and non-discriminatory attitude. This is demonstrated by engaging in a father-like role at school, providing equal learning experiences and opportunities without discriminating against their students in any way, and adapting to the characteristics and needs of specific children.

2. Building effective, empathetic, and polite communication.

The three male early childhood education teachers in Bandung Regency already possess effective, empathetic, and polite communication skills. Effective communication is demonstrated by speaking cheerfully, using simple language that children can easily understand, and using physical touch as a distraction. Empathetic communication is demonstrated by enthusiastically and attentively listening to children's stories and respecting those who are speaking without interrupting. Furthermore, polite communication is demonstrated by using the four magic words: sorry, thank you, please, and excuse me. Furthermore, the male teachers consistently use kind and polite language and consistently greet everyone.

3. Building positive interactions with students.

The three male teachers in Bandung Regency have demonstrated the ability to build positive interactions with students. These positive interactions include building rapport with students, providing verbal and non-verbal appreciation, providing physical touch such as patting a child's head or back, being friendly, being helpful to children, and being a pleasant person by being relaxed and enjoying joking with children. These positive interactions strongly reflect the role of male teachers as fathers in schools.

4. Building parental/guardian involvement.

The three male teachers in question have been able to build parental involvement, establishing intense communication to provide guidance to their children, both at school and at home. This collaboration involves discussing how to address children's challenges to ensure a balance between parenting styles at home and at school. They also organize joint activities, such as socializing school programs that

involve parents. Although some awkwardness was felt by parents, it is hoped that the interaction and collaboration between the male teachers and parents/guardians of the students will continue to proceed naturally.

5. Demonstrating the ability to adapt to the work environment.

The three male teachers in Bandung Regency have demonstrated the ability to adapt directly to their work environment. Some of the ways the male teachers have been able to adapt directly include always participating when needed, mingling with those around them, and being in a positive environment that provides a comfortable work environment.

6. Demonstrating social sensitivity to the environment.

The three male teachers in Bandung Regency have demonstrated social sensitivity to the environment, demonstrating a high level of initiative, sensitivity and concern for those around them, and complementing each other. The initiative demonstrated by these three male teachers is based on their abilities and capabilities.

7. Utilizing a variety of media and professional communities for communication.

The three male early childhood education (ECE) teachers in Bandung Regency are actively involved in organizations, both within their professional communities and outside their professional identity. This is expected to foster communication that supports professional and personal development among male ECE teachers.

4. CONCLUSION

The conclusions drawn based on the findings and discussion of the research regarding the analysis of the personality and social competency profiles of male early childhood education (ECE) teachers in Bandung Regency are as follows.

The personality competency profiles of male early childhood education (ECE) teachers in Bandung Regency include:

1. Male early childhood education (ECE) teachers in Bandung Regency are able to act in accordance with Indonesian national norms, religion, law, social norms, and culture, namely by respecting the diversity of their students; and have demonstrated attitudes consistent with their religion, law, social norms, and prevailing norms.
2. Male early childhood education (ECE) teachers in Bandung Regency are able to present themselves as honest individuals with noble morals and role models for young children and the community, namely by demonstrating disciplined, firm, and tolerant behavior toward students; and by demonstrating behavior that can be emulated by both students and colleagues.
3. Male early childhood education (ECE) teachers in Bandung Regency are able to present themselves as individuals who are steady, stable, mature, wise, prudent, and authoritative, namely by responding to conflicts/problems tactfully. Able to control oneself and one's emotions; able to accept criticism and be open-minded about ideas/suggestions; provide emotional support to students; and demonstrate skills in managing a classroom to ensure it remains conducive as it should be.
4. Male early childhood education teachers in Bandung Regency have demonstrated a strong work ethic, high sense of responsibility, self-confidence, and pride in being teachers, namely by having a sense of responsibility and commitment to the profession; demonstrating self-confidence and pride in being teachers; possessing an

understanding and demonstrating curiosity about early childhood education; and demonstrating professionalism when working in a team.

5. Male early childhood education teachers in Bandung Regency have upheld the teacher code of ethics, namely by behaving in accordance with the teacher code of ethics in their daily lives.

The social competency profile of male early childhood education (ECE) teachers in Bandung Regency can be concluded as follows:

1. Male early childhood education (ECE) teachers in Bandung Regency are able to adopt an inclusive, objective, and non-discriminatory attitude toward students, namely by establishing a close relationship with them as a substitute father figure at school, providing equal learning experiences and opportunities without discriminating against their students in any way, and adapting to the characteristics and needs of specific children.
2. Male early childhood education (ECE) teachers in Bandung Regency are able to communicate effectively, empathetically, and politely with students, colleagues, the school, parents/guardians, and the community; build positive interactions with students; and foster parental/guardian involvement in guiding and nurturing their children.
3. Male early childhood education (ECE) teachers in Bandung Regency are able to adapt to the socio-cultural diversity of Indonesia, namely by possessing the ability to adapt to their work environment; and by demonstrating social sensitivity within their environment.
4. Male ECE teachers in Bandung Regency have been able to build professional communication, namely by being active in organizations, both in professional communities and outside their professional identity, which is expected to establish communication that supports the profession and self-development of male ECE teachers.

5. AUTHORS' NOTE

Based on the research findings, researchers hope that male early childhood education (ECE) teachers in Bandung Regency will be aware of the need to continuously improve themselves by participating in training or workshops focused on improving teacher competencies in accordance with standards. This is expected to enable each teacher to gain a deeper understanding of teacher competencies based on applicable standards, namely Government Regulation on Education and Culture No. 137 of 2014 concerning National ECE Standards.

Future researchers are expected to further analyze the competencies of male ECE teachers, thereby reducing gender stereotypes in society by understanding the abilities and suitability of men as ECE teachers.

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