Proceeding

International Seminar

Early Childhood Education in and for Socio-cultural Diversity

(As a Foundation to Develop Character Building)
Proceeding
International Seminar
Early Childhood Education in and for Socio Cultural Diversity
(As a foundation to develop character building)

Publishing Institute
Yogyakarta State University

Director of Publication
Sugito

Chief Editor
Widyastuti Purbani

Secretary
Ika Budi Maryatun

Editor
Anies Rohidayah

Lay Out
Aran Handoko

Administrator
Anies Rohidayah

Address
International Office, Yogyakarta State University

ISBN : 979-26-1819-8
© 2010 Yogyakarta State University
All right reserved. No part of this publication may be reproduced without the prior written
permission of Yogyakarta State University

Printed in Yogyakarta
By Citra Media

All articles in the Proceeding of Early Childhood Education in and for Socio Cultural
Diversity (As a foundation to develop character building) are not the official opinions and
standings of editors. Contents and consequences resulted from the articles are sole responsibilities of
individual writers
# Table of Contents

Words from the Rector ........................................... ii
Foreword from the Chairman .................................. iii
Table of Contents ................................................ iv

## Part One
Multiculturalism & Early Childhood Education in General
1. Early Childhood Multicultural Education
   *Patricia G. Ramsey* ........................................... 2

## Part Two
How to Develop Programs in Multicultural and Early Childhood Education
2. Perspective Transformation: Making Meaning of Parenting Experiences
   *Sugito* ............................................................ 10

3. Preschool: Promoting Children's Social Competence
   *Siti Partini Suardiman* ....................................... 18

4. Developing Self-Efficacy Beliefs of Young Children to Lessen the Influence of Gender Stereotypes on the Impediment of Career Development
   *Yulia Ayriza* .................................................. 27

## Part Three
Educational Research in Multicultural Diversity
5. How Gender and Race Intersect in Early Childhood Teachers’ Account of South African Children
   *Dheviaa Bhana* ................................................ 42

   *Suyata* .......................................................... 50

## Part Four
Language
7. Parents’ Attitude and Approaches to Supporting Children’s Biliteracy Development and Bilingualism in Australian Home Context
   *Muhammad Basri Jafar* ...................................... 55

   *Titik Sudartinah* .............................................. 68
Part Five
Parenting & Parenting Education
9. Parental Involvement of Parents Without Special Needs Children in Inclusive Education
   Resnia Novitasari........................................................................................................ 75

10. Spiritual Parenting Education as an Alternative to Reduce Neglecting Behavior
    Rumiani...................................................................................................................... 81

11. Role of Parents in Multicultural Awareness in Early Childhood
    Wuri Wuryandani...................................................................................................... 92

12. The Role of Parents and Teachers in Early Childhood Character Building
    Fitri Lestari Issom................................................................................................... 98

Part Six
Character & Character Building
13. Wood Baby Dolls Vs Ragnarok: The Difference in Toy Preference of Children Based on Gender Reasons
    Arundati Shinta........................................................................................................ 106

14. School, Home and Community Partnerships in Early Childhood Character Education
    Winda Dewi Listyasari............................................................................................. 117

15. The 7 Habits of Highly Effective People - Character Building in Early Childhood Education
    Dyah Nurwidita........................................................................................................ 125

16. Building a Nation Personality System in Cultural Diversity Through the Early Childhood Education
    S. Wisni Septiarti & Mulyadi.................................................................................... 133

Part Seven
Model
17. A Compensatory Preschool Program for Children at Barak Sosial Ampera – Salatiga
    Pinkan M. Indira...................................................................................................... 143

18. Negotiating “the Nationalist” and “the Islamic” Voices in Early Childhood Education
    Ali Formen.............................................................................................................. 151

19. Receiving Socio-cultural Diversity in Reggio Emilia’s Schools (Insight from the Visit to Reggio Emilia)
    Ika Budi Maryatun................................................................................................ 161
Part Eight
Teaching

20. The Role of Music in Character Building
   Yeni Rachmawati ........................................................................................................... 169

21. The Child Goes Green via Traditional Games
    (A Part of Early-Childhood Character Building)
    Khristianto ................................................................................................................... 186

22. Utilize Play Activities during Recess/Break Time to Improve Multicultural
    Awareness in Kindergartens
    Wawan S. Suherman & Endang Sulistyowati ................................................................. 194

23. BRAIN GYM Improving Creative Potencies in Early Childhood in Social Diversity by
    Traditional Culture
    Siti Irene Astuti D ........................................................................................................... 200

Part Nine
Program, Multicultural Research & National Building

24. Multicultural Values in Indonesian Primary Schools:
    A Case Study in Makassar Metropolitan Area
    Mansur Akil & Amirullah .............................................................................................. 215

25. The Instilling of National Vision Through Games for Young Children
    L. Hendrowibowo ........................................................................................................... 224
Developing Self-Efficacy Beliefs of Young Children to Lessen the Influence of Gender Stereotypes on the Impediment of Career Development

Yulia Ayriza
Yogyakarta State University
ayriza_03@yahoo.co.id
yulia_ayriza@uny.ac.id

Abstract
Career development of individuals has since their early childhood needed school-personnel’s attention, especially that of teachers, because it frequently happens that educators have unconsciously internalized gender stereotyped values which negatively influence children’s self-efficacy development: male students tend to feel efficacious in science and technology courses, while female students in language courses, despite there being no significant differences between male- and female-students in the achievements of these three courses. The weakening self-efficacy beliefs in the process of education results in students’ foreclosing to some of their career options which are considered inappropriate to their culture. This is very disadvantageous both to male students and to female, for they will not be able to get careers which are in accordance with their actual aptitudes and interests. To lessen this influence, teachers should have already developed the self-efficacy beliefs, which are found out to have the most important role in individuals’ career development, of the students of early childhood during their educational processes. Since the pervasive influence of gender stereotypes is mostly conveyed through societal expectations, the lessening process of it should be conducted in collaboration with various societal agents, including parents, peers, and mass media.

Keywords: Self-efficacy, gender stereotypes, career development.

2.0 Introduction
As people are growing and developing during the lifespan, career development is a continuous process that occurs from birth until death. In this process many factors, such as environmental, personal, family and economical related issues, affect people’s career choice.
A large part of people’s daily life consists of worklife. It does not only require a lifetime struggling, but also create satisfaction, boredom, as well as stress (Wagner, 2003; Super, Savickas, & Super, 1996). Thus, it is
important to guide children’s career development that has been being built since people spent their early childhood.

As mentioned before, that there are many factors influencing people’s career choices, one of which is gender stereotypes which are, in large part, conveyed through societal expectations, and in turn become structural social barriers in individuals’ career pursuits.

Bill Tiptone, a jazz musician, got married, adopted three sons, and spent a lifetime playing piano and saxophone in nightclubs. When he died at the age of 74, it was revealed that he was actually a woman. According to his wife, the only person who knew his secret, Tipton had changed his identity from female to male by way of removing barriers from social constrictions to a musical career (Lips, 2005). This is a really tragic event which represents the influence of gender stereotypes on the impediment of career development.

Another evidence of a research showed that in educational requirement mastery as an important prerequisite for entering scientific and technological careers, especially in mathematical domain, perceived mathematical-efficacy and masculine gender-role orientation had a direct impact on both selection of mathematically oriented education and career pursuits (Hackett, 1985).

A research which examined sex differences in self-efficacy found out the influential role of self efficacy in career choices. There was cultural sex-type of occupational pursuits: i.e. women generally perceived themselves less efficacious in scientific occupations then did men (Matsui & Tsukamoto, 1991).

Pajares and Miller (1994) also found out that previous mathematical experience and gender orientation affect mathematical performance mostly through their impact on efficacy beliefs, and self-infficacy in mathematical subject can become a barrier and self-limited factor that affect career pursuits by foreclosing many career futures.

From the evidence provided, gender stereotypes exert their negative influences upon individuals’ academic and career development through their efficacy beliefs. This is considered disadvantageous both to male- and to female-students, because they possibly loose opportunities to develop and pursuit careers which are in accordance with their real aptitudes and interests.

Thus, in order to lessen the negative influence of gender stereotypes on students’ career development, and accordingly promote it optimally, it is considered important to develop their self-efficacy beliefs from early childhood. Since career pursuit has close relationships with academic one as
preparatory requirements (Hackett, 1985), it is the school personnel’s responsibilities, especially those of teachers, to develop students’ self-efficacy in their educational processes.

2.1 The Important Role of Self-Efficacy Beliefs in Career Development
The Social Cognitive Career Theory (SCCT) (Lent, et al., 1994) which developed from Bandura’s Social Cognitive Theory (1986) will be employed in this discussion. There are three segmental models of SCCT: (1) the development of academic and career interests, (2) the formation of educational and vocational choices, and (3) the nature and results of performance in academic and career spheres (Lent, Brown, & Hackett, 1994). Considering that the target of this discussion is children of early childhood, so the model used is “The development of academic and career interests, for the other two are more suitable for middle school and adolescent students than for younger ones.

Considering that career initiation and growth are convincingly determined by academic progress that people achieve, their interest and skills developed at schools will of course help them in the process of career related selections. Hence, based on SCCT, there are three social cognitive variables which play important roles in people’s academic and career development (Lent et al., 1996; Lindley, 2005). The three social cognitive variables mentioned above are explained as follows.

1. **Self-efficacy** deals with the confidence individuals possess that they can skillfully conduct certain actions they need to gain what they want (Bandura, 1997; Eggen & Kauchak, 2004; Pajares, 2002). According to Manstead & Hewstone (1996) the achievement that one obtained will definitely have prominent influences upon their lives. Moreover, Bandura (1997) notes that there are four primary sources of influences which help form one’s self-efficacy. Those sources of self-efficacy information are attained through (a) mastery experiences, in which past experiences, whether success or failure, are used as indicators for judging personal efficacy; (b) vicarious experiences, which can strengthen or weaken perceived self-efficacy, transmit competency of significant model’s performance; (c) verbal persuasion, which promotes the development of people’s competency, makes them confident of their capabilities; and (d) physiological and emotional states, which to some extent, bear some pertinence in areas that are concerned with physical accomplishment, health functioning, and coping with stressors, become indicators for people for judging their personal efficacy.

It is then believed further that the so-called perceived self-efficacy is needed when a person starts his efforts to fulfill his ambition. The stronger
people’s sense of self-efficacy, the more ready they will be to face any obstacles thanks to their confidence in their skill and ability. Even so, the ability to perform complex task needs not only a strong sense of self-efficacy but also task-mastery skills (Lent et al., 1994), which are considered essential in an individual’s concept of self-efficacy in predicting his/her achieving success.

2. **Outcome expectations** are beliefs about possible consequences of action that partly result from the sense of self-efficacy and developed in the course of experiences that individuals learn. Further, these expectations will certainly help them figure out their interests and finally find ways to motivate their behavior (Lent et al., 1996).

3. **Personal goals** are determination that is to engage in a particular activity to achieve a particular outcome. They encourage people to conduct certain actions which will lead to a certain result by which they execute an advanced plan. By having personal goals, people feel their interest development strengthened, and later on, their goal accomplishment encouraged (Lent et al., 1994).

Based on SCCT’s model of interest development, it can be observed how those three social cognitive variables play important roles in the development of interest as they all finally lead to the accomplishment of goals. After receiving feedback from the practices people conduct, they will try to improve their skills and expect satisfactory outcomes. Here, they actually develop their self-efficacies and at the same time their outcome expectations. Developing those two variables will finally result in the development of interest. Interest, self-efficacy, and outcome expectations combine to encourage the establishment of goals. Goal setting leads to experiential activities that result in goal accomplishment, which shape following self-efficacy, outcome expectations, and eventually, interest. Task specific self-efficacy beliefs and outcome expectations have a great impact on the development of interest. (Lent et al., 1994; 1996). More detailed depiction of the process is presented in Figure 1, p. 5.

Thus, based on SCCT, the career interests are developed by three social cognitive variables: self-efficacy beliefs, outcome expectations, and personal goals. Of the three variables, “self-efficacy beliefs” play the most important role in people’s career choice and development (Bandura et al., 2001). It is therefore in this limited discussion, self-efficacy is selected to be developed in the effort of lessening the impediment of career development.
A Simplified View of SCCT’s Model of Interest Development
Adapted from Lent (2005, p. 106).

Lent et al. (1994) in SCCT also propose the other prominent factors which also influence individual’s career development. Those contextual factors are called Barriers and Supports, which vary in persons and situations, and are distinguished into: (1) Proximal influences: are often more immediate and appear at choice junctures; and (2) Distal influences: are background factors which support to form interest and self-cognitions. Lent et al. (1994) believe that socio-economic concerns, educational limitations, gender, ethnic discrimination, and family circumstances are important factors in career decision making. Lack of optimal conditions of these factors might prevent individuals from pursuing their interests and career goals. As the purpose of this paper is related to gender diversity, the influence of contextual factors will be focused on children’s gender stereotypes.

2.2 The Pervasive Influence of Gender Stereotypes through Various Societal Agents on Children’s Academic and Career Development
Gender stereotypes are beliefs and opinions, which receive social agreement on categorizing human beings into two groups: male and female, including the characteristics and the qualities associated with those two groups. (Kite, 2002; Santrock, 2005). They carry an image of what the typical member of male and female is like. Once such labels have been assigned, they are difficult to change even the fact is incongruous (Santrock, 2005).
Gender stereotypes often produce sexism that, based on his or her sex, discriminates an individual (Santrock, 2005). For example, the statement
that says women have no competence to be police and men to be chefs is an expression about sexism. 
Unfortunately, the influence of gender stereotype is pervasive (Williams & Best, 1982), and the belief system is conveyed in large part through societal expectations (Kite, 2002), such as those of parents, peers, teachers, and mass media (Berns, 2004; Blakemore, Berenbaum, & Liben, 2009).

2.2.1 Parents’ Influence on the Development of Children’s Gender Stereotypes
Parents influence their children’s development of gender stereotypes by actions and expectations. For examples, by providing boys and girls with distinct social context (O’Brien & Huston, 1985), encouraging them to be active in different plays, and expecting different personality traits between boys and girls (Huston, 1983; Leaper, 2000), also demanding different academic abilities and performances of them (Eccles et al., 1993).

2.2.2 Peers’ Influence on the Development of Children’s Gender Stereotypes
As children grow older, they expand their world outside homes, from the neighborhood to preschool, and later to school context, so that peers become more influential as another agency of gender-role socialization (Shaffer, 2000).
In social relationship, peers influence boys and girls to choose same sex peers as partners and friends (LaFreniere, Strayer, & Ganthier, 1984), to play with gender-appropriate toys (Fagot, 1984; Martin, 1989), and to influence their thought about male’s and female’s job (Liben, Bigler, & Krogh, 2001).

2.2.3 Teachers’ Influence on the Development of Children’s Gender Stereotypes
Teachers’ stereotypic beliefs about boys’ characteristics and girls’ result in their differential responding toward boys’ behaviors and girls’ and their academic achievements. For example, preschool teachers give much attention to boys’ achievement related behaviors and to girls’ compliant behaviors (Fagot, 1984).
Some studies revealed that both in elementary and in secondary schools, boys received, than did girls, more reprimands, more attention of all kinds, more feedback on their performance, and more feedback that they can use to develop greater autonomy in academic tasks (Duffy, Warren, & Walsh, 2001; Okpala, 1996). Further, teachers were likely to give feedback to academically successful boys as the result of their intellectual quality, and to girls as the result of their responsibility and cooperative behaviors and link the failure of the girls to their lack of ability (Tiedemann, 2000). In this
case, any academic achievement by female students, to whom teachers subtly convey its impossibility, is a little expected. Teachers also hold stereotypic beliefs about boys’ and girls’ capabilities in certain subject matters. Teachers believe that elementary male students possess greater skills in mathematics and science than female students do (Shepardson & Pizzini, 1992).

There is evidence of gender bias against both females and males in schools. Most teacher do not intentionally treats boys and girls differentially, yet somehow their daily interactions contribute to students’ different academic enrollment (Hyde, Fennema, & Lamon, 1990) and career interests (Sadker & Sadker, 2003).

2.2.4 Mass Media’s Influence on the Development of Children’s Gender Stereotypes

Children’s daily life cannot be detached from socialization with some mass media, which also have pervasive influences on their gender development. These include story books (Turner-Bowker, 1996), television (Huston & Wright, 1998; Signorielli, 2001; Ware & Stuck, 1985) as well as video game software (Funk & Buchman, 1996; Sheldon, 2004), which all have influence on children’s gender stereotypes, affecting views or beliefs about gender-related personality characteristics, and ways of behaving as well as occupation aspiration.

To sum up, within a day, children are continually exposed to gendered representation information through various societal agents. The socialization processes of these information tend to bias the access against boys and girls in receiving experiences that direct them to develop strong self-efficacy and positive outcome expectations about sex-typed activities, for example, science related activities for boys and helping activities for girls. These tendencies in turn will influence boys and girls to develop skills and interests in careers that are only considered gender appropriate to their culture (Hackett & Betz, 1981) and forclose many career options which are considered inappropriate to their culture (Pajares & Miller, 1994).

In a research, Betz & Hackett (1981) found out that male college students feel efficacious for both traditionally male-dominated and traditionally female-dominated occupations, but female college students feel more efficacious for the types of traditionally female-dominated occupations, and judge themselves less efficacious to master educational requirements and job functions of occupations dominated by males.

Gender differences also appear in 11-year-old to 15-year-old children in terms of scholastic domains that have special relevance to perceived occupational self-efficacy and choice. This is signified by the fact that mathematics and geographic science attract boys’ sense of efficacy as language coursework does girls’ (Bandura et al., 2001), which then confirms
that children's consideration of certain career choices are clearly led by their academic efficacy that affect their occupational efficacy. As the case in adults, children in Bandura's research seemed to believe more in their academic self-efficacy rather than in their academic performance as the ground of their occupational efficacy. This finding was in line with Betz's research (1994) that girls' perceived efficacy and socio-structural factors helped them determine whether certain career options were received or even rejected. Thus, although girls' level of performance is as well as boys' in science and technology, the former still think that those fields of study do not suit them best. Thus, perceived self-efficacy, especially academic self-efficacy, both directly and indirectly affects career development and choice. Some societal practices have caused females to judge themselves less efficacious in mathematics and sciences, have low interests in these subjects and view them as less useful to their lives than to their male counterparts', which in turn limit their opportunities in some career options. Since the career development is convincingly determined by prior academic achievement, and the influence of gender stereotypes is pervasively conveyed through various societal systems, it is the responsibilities of the school, especially those of the teachers, to develop students' self-efficacy beliefs in collaboration with other societal agents, such as parents, peers, and mass media, for referring to the latter, they have an important role by the fact that they have direct and daily interactions with the students in educational processes.

2.3 The Strategy of Developing Young Children's Self-Efficacy Beliefs to Lessen The Influence of Gender Stereotypes on the Impediment of Career Development

What should be done and what kinds of informational sources of self-efficacy can be applied by the teachers to developing their young students' self-efficacy beliefs are as follows:

1. For teachers: They have to be frequently refreshed and made aware of the importance of their teaching and educating to both male- and female-students equally without involving any sense of gender stereotypes that can lower students' self-efficacy in certain sex-typed activities. This step can be elaborated into:
   a. Promote students’ interests to various academic subjects and activities, and reward them in accordance with their achievements so as to develop their self-efficacy beliefs.
   b. Encourage students to be persistent in facing difficulties which they consider as challenges to be mastered.
   c. Motivate students to get recovery from failure in a short time.
d. Direct and guide their students to do physical exercises regularly to increase health functioning, and lower stressed levels and emotional reactions.

For these purposes, "mastery experience", "social persuasion", and "physiological and affective states" as informational sources to develop self-efficacy can be applied; students' self-understanding is to be increased, especially about what interests they have, what skills they manage to execute courses of behavior successfully, and how persistent they are, and how well they recognize their physiological and affective states.

2. Teachers in collaboration with parents: to convey some information about appropriate gender socializing to their children, teachers involve parents in career guidance by inviting them to school, for example:

a. How to treat their male- and female-children impartially, especially in their expectations of their children's personality traits, academic achievements, and career interests.

b. Explore their children to as many career options as possible, and explain to them about the academic preparatory as requirements in a simple way.

c. Encourage their children to behave in androgyrous role. For example, a boy can be independent and nurturant as well; and a girl can be sensitive and assertive as well.

For these purposes, "social persuasion" and "vicarious learning" as informational sources to develop self-efficacy can be applied.

3. Teachers in collaboration with peers:

a. Teachers encourage their students to play with both same- and other-sex-peers, and do the same activities for both sexes.

b. Teachers do not let their students review or evaluate any activity, interest, or behavior of their peers in gender-stereotypic views. For example, boys punish their peers who join in "nursing" pretend play by ridiculeing or isolating him from their group.

c. Teachers stimulate students to encourage each other to be active in various activities in which they feel competent.

d. Teachers encourage students to reward and reinforce their peers who successfully achieve any academic subject or other activities.

For these purposes, "mastery experiences", "vicarious learning", and "social persuasion" as informational sources of developing self-efficacy can be applied.

4. Teachers in collaboration with mass media producers. They can collaborate in producing educational story books, films, and video game software with relatively equal male- & female-portrayals.
and show the scene of various academic subjects and careers that could be done either by males or females efficaciously. For this purpose, “vicarious learning” as an informational source to develop self-efficacy can be applied. Teachers’ success in their effort of strengthening students’ self-efficacy will bring about high self-efficacy students with the characteristics as follows, in that they: (1) believe they will succeed, (2) accept challenging tasks, (3) expend high effort when faced with difficulties, (4) persist when goals are not initially reached, (5) control stress and anxiety when goals are not met, (6) believe they are in control of their environment, (7) discard unproductive strategies, and (8) perform better than low-efficacy students of equal ability (Eggen & Kauchak, 2004).

By developing young children’s self-efficacy in various academic achievements and career pursuits, it is expected that they will in turn develop skills and interests which are career-relevant and tend to become more and more defined and crystallized over time, yet are still relatively alterable based on additional self-understanding and information about careers. In this way, career development is led to congruency with personal aptitudes, interests, and values.

3. Conclusion
In Social Cognitive Career Theory (SCCT), there are three socio-cognitive variables which influence people’s career development: self-efficacy beliefs, outcome expectations, and personal goals. Of the three, self-efficacy is considered the most important determinant of one’s career development. As people’s career development since their childhood has been being built and influenced pervasively by gender stereotypes through various societal agents such as parents, teachers, peers, and mass media, children’s lower self-efficacy in certain sex-typed academic subjects which in turn influence foreclosing of many of career options for the consideration of cultural gender-appropriateness results. In this context, developing young children’s self-efficacy beliefs will of course contribute to lessening the pervasive influence of gender stereotypes on the impediment of their career development. Since career development is convincingly determined by prior academic performances, it is the responsibilities of the school, especially those of the teachers, to develop students’ self-efficacy beliefs in collaboration with other societal agents, such as parents, peers, and mass media, for referring to the latter, they have an important role by the fact that they have direct and daily interactions with the students in educational processes.

In this collaboration, the four informational sources of self-efficacy beliefs, which are mastery experiences, vicarious learning, social persuasion, and
physiological and affective states, can be applied by teachers to developing their students’ self-efficacy beliefs. What teachers have to do is collaborate with those three societal agents: educate, teach, rear, present appropriate models to, and interact with children of both sexes in equal gender ways. In addition, teachers can explore their students to various academic subjects and activities, also reward and reinforce the performances of their students objectively in accordance with their competence but not in stereotypic ways so as to effect students’ high self-efficacy beliefs with the characteristics in that they: (1) believe they will succeed, (2) accept challenging tasks, (3) commit to their daily tasks, (4) expend high effort when faced with difficulties, (5) get recovery from failures in a short time, (6) enhance health functioning, and lower stressed levels and emotional reactions.

By developing students’ self-efficacy beliefs, they are led to developing skills and interests that are career-relevant to their personal aptitudes, interests, and values.

References


