

Participation of Male Students in Home Economics Learning

Alif Alfi Syahrin, Bayu Sampurna, Fauziah Sri Wahyuni, Siti Komariah, Ade Gafar Abdullah and
Cep Ubad Abdullah

*Sekolah Pascasarjana Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi 229 Bandung 40154 Jawa Barat Indonesia
{alifalfisyahrin, sitikomariah, ade_gaffar, cepubad}@upi.edu*

Keywords: Participation of Male Students, Home Economics, Learning.

Abstract: This research was conducted to find out the participation level of male students in the home economics learning class, especially in the field of culinary. This study used descriptive research method aiming to describe how the participation of male students is by using questionnaires and structured observation instrument. Based on several aspects, the following results are obtained: 1) the pattern of interaction between teachers and male students in the classroom is not much different from female students except in certain cases requiring special attention; 2) based on the process of execution of tasks performed in classroom practice shows that male students are superior to female students; and 3) performance appraisal results show that female students are superior to male students.

1 INTRODUCTION

Both men and women have their own roles and functions. In addition, there is a tendency based on the nature and characteristics of each. In traditional Taiwanese traditional culture where males tend to be encouraged by parents, teachers, and relatives to pursue the majors of male domination, such as science, mathematics, and engineering; In contrast, females tend to be encouraged to pursue women's dominance majors, such as social sciences, education, arts, literature, and home economics (Hong, McCarthy Veach, and Lawrenz, 2005). But it cannot be denied in certain cases that women can have an interest in the field generally occupied by men. Likewise men can have an interest in a field that is generally occupied by women or domestic field. This also happens with the interest of students in choosing a major in their school, because school is very important for themselves and others. Learning at school is a complex process of socialization into a chosen and valued practice of a society (Mickan, 2007). Schools are a prominent site for socialization and for integrating new entrants into community practice communities (Lamarre and Paredes, 2003).

Based on the results of research Grima and Smith (1993), it is stated that there are more male students (19) than female students (7) in the process in the

classroom. Most students do work together in kitchen cleaning activities. The teacher expects the same standard in terms of work for all students but the school specializes more work for women. Mechling (2015) proposed the results of his studies of male scout members in America with an age range of 11 to 17 years who were briefed in cooking and serving food and cleaning the mess, suggesting that despite the experience of learning how to care about others, their respective sides form a masculine concern and not feminism. Home economics and development focus on learning about work or physical skills to satisfy the need in short themes to serve as a beginning for the development of individual abilities, behaviors, and values that lead them to self-determination (Knye, 1985).

Both sexes will change as well. As women and men continue to shift workplace roles, political power structures, families, homes, and markets, so gender mainstreaming will advance and retreat to different levels in different places. This interaction shows that those involved in the study or practice of development and home economics should renew stagnant relationships or establish new partnerships to move both areas correctly into the first twenty-first century (Betts and Goldey, 2005). In addition, gender stereotypes play a role that moderates the relationship between academic achievement and self-esteem (Hong, McCarthy Veach, and Lawrenz, 2004).

According to research results of Phua, Wong, and Abu (2011) the behavioral intentions of home economics teachers to use the internet positively correlated with internet behavior, usability perceptions, perceptions of ease of use, and perceptions in enjoying. Thus, it will be easier for teachers in the process of teaching and learning in the classroom. Indeed, technology has also changed the way teachers teach in the classroom (Afshari, Bakar, Luan, Samah, and Fooi, 2008). Teachers are expected to use the internet in the classroom to teach all subjects (Lokken, Cheek, and Hastings, 2003; McFadden, Croxall, and Wright, 2001). This implies that all teachers, including Home Economics teachers (HEs), must be able to meet the challenges of using ICTs effectively in the classroom (Wong, Jalil, Ayub, Bakar, and Tang, 2003; Luan, Atan and Sabudin, 2010)

In the long history of the home economics class at school, Moreover, the Scouts were founded in 1910, in large part, in response to the "feminization" felt by American males. The white, middle-class, heterosexual men experienced a "masculinity crisis" in the decades the decline of the nineteenth century, primarily due to the dire economic cycles, shifts in work patterns, increased urbanization, waves of immigrants, and the inclusion of women into the workplace (though as unskilled workers and the like) (Meychling, 2005). By having the goal to prepare young men and women for skilled and profitable work, and equip them to take their place in society as useful parents and citizens (Christopherson, 1957). This became one of the reasons for making it to form in society.

Some of the goals with home economics departments in some Vocational High Schools (SMK) are among others the most departmental goals and schools in the field of home economics is to build a healthy education program, to win respect for and accept the program, and to attract students who have intellectual desirable and personal qualities (Christopherson, 1957), the field of home economics is seen as the subject preparing students for the demands of their daily lives (Kenway, 1992). In high school, students are expected to develop practical, cooperative, and information-gathering skills to manage daily life activities. Particularly, "the task is to guide students to take responsibility for their health, human relations, and finances, as well as the comfort and safety of their immediate environment" while recognizing their relationship to local culture and the opportunities created by international and multicultural connections (Haapala, Biggs, Cederberg and Liisa, 2014; FNBE, 2004, p. 250).

This makes home economics a reason for students to choose the course.

The male students of the Culinary Study Program in one of SMK n Bandung, Indonesia, in the academic year of 2017-2018 are interesting to study. This is because of the view that every male student would prefer a masculine department than a feminine department. But, it turns out that in this case, there are also men who choose feminine majors for interesting reasons. In this study, researchers wanted to know how the interaction between teachers and males in the home economics class. In addition, researchers also want to see how the activities in the learning process in the classroom.

2 RESEARCH METHODS

2.1 Research Design

The research method used is quantitative method with descriptive statistical analysis technique, which is used to describe sample data. Descriptive technique is used because in this study aims to describe the participation rate of male students in the household economic learning class. The research technique used is questionnaire, and observation.

2.2 Research Subject

The subjects were: (1) 27 male students and 20 female students from grade X, XI, and XII in culinary study program and (2) 5 teachers who possessed special culinary subjects with 2 teachers remain foundation, and 3 honorary teachers. Of the five teachers, they are not yet certified, but 2 teachers have already participated in the TPT (Teacher Profession Training) so that their academic degree is S.Pd., Gr.

2.3 Instruments

The instruments used are: (1) questionnaire to know the pattern of interaction between teacher and student in class, (2) questionnaire to know whether there are differences in the process of execution of tasks performed between males and female students in classroom activities, and (3) structured observation instruments to know the performance of males and female students in the class.

3 RESULTS AND DISCUSSION

3.1 Pattern of Interaction between Teacher and Male Students in Class

Based on the results of questionnaires to know the pattern of interaction between teachers and male students, the resulting data are as follows:

Table 1: Description of interaction patterns between teachers and male students.

NO.	INDICATORS	SCORE
1.	Differences in teacher interaction to male and female students	a) 40% alike b) 60% depending on the situation, tailored to the gender character
2.	Teacher difficulty level interacting with male students	a) 20% is not difficult b) 80% medium, depending on the child's character
3.	How male and female students interact with teachers	a) 40% slightly different b) 60% different, female students are more polite
4.	Interaction among fellow students in the learning process	a) 20% help each other b) 80% of female students help men a lot
5.	The awkward interaction of male and female students	a) 40% slightly awkward b) 60% not awkward
6.	Teacher proximity to male and female students in learning	a) 20% equally close b) 20% different. Female students closer c) 60% depending on the situation. Female students tend to be closer
7.	Activity of male and female students	a) 20% equally active b) 40% of male students are more active c) 40% of female students are more active
8.	Understanding of male and female students in learning	a) 20% of male students are better understood b) 80% of female students are better understood

In table 1 it can be seen that there is no striking difference between the pattern of interaction between teachers with male students and teachers with female students, but in certain situations and conditions there are differences. As illustrated in the indicators presented in Table 1, differences in interactions are made when certain students need special guidance due to specific cases regardless of males or females. Based on the difficulty level of interaction is categorized in medium category. However, based on the way of interaction, female students tend to be more polite than male students so that female students tend to be closer to the teacher. When examined in terms of student interactions, it turns out that female students tend to provide more support for male students and have faded awkwardly in interacting with fellow students. In the aspect of active activity in the class, the results of female and male students are equally active, but the level of female students' understanding is higher than that of male students.

3.2 The Process of Performing the Tasks Undertaken between Male and Female Students in Classroom Practice Activities

Table 2: Task implementation process.

NO.	INDICATORS	SCORE	
		Male Students	Female Students
1.	Work Preparation	a) 52.2% ever b) 36.2% always c) 11.6% never	a) 50% ever b) 40% always c) 10% never
2.	Process (Systematics and How it Works)	a) 50% ever b) 50% through	a) 60% always b) 40% ever
3.	Processing Material	a) 63.6% ever b) 22.7% always c) 13.6% never	a) 57.1% always b) 42.9% ever
4.	Serve Preparations	a) 60.9% always b) 39.1% never	a) 50% ever b) 42.9% always c) 7.1% never
5.	Spruce Practice Room	a) 50% always b) 45.7% ever c) 4.3% never	a) 67.9% always b) 32.1% ever

Based on the indicators presented in Table 2 we can see that on the aspect of preparing work, processing materials, and presenting the processed male students are superior compared to female students. Female students only excel on aspects of the process of implementation of work and tidying up the room.

3.3 Performance Results between Males and Females in the Class

Table 3: Performance of male and female students.

NO.	INDICATORS	SCORE
Product Making		
1.	Cleanliness	67
2.	Colors	78,75
3.	Texture	68
4.	Taste	80
5.	Decoration	82,5
Average		75,25
Procedures for Food and Drink Services		
6.	Communication	81,5
7.	Systematic Delivery	80,5
8.	Interview	76
9.	Cleanliness	84
10.	Enthusiastic	80
11.	Gestures and Appearances	79
Average		80,2
Performance Results		
12.	Differences in performance outcomes of male and female students	a) 20% of male students are better b) 80% of female students are better
13.	Obstacles in completing the task	a) 20% of female students experience obstacles b) 80% of male students experience obstacles
14.	Factors affecting the completion of work	a) Facilities, b) Duration of time, c) Time management, d) Accuracy, e) Activity, f) Motivation, g) Creativity, h) Cooperation, i) Trust,

		j) Activities outside of classroom learning
15.	Good work results	a) 100% better women
16.	Cooperation of work completion between male and female students	a) 100% cooperation occurs
17.	Consistency of the work of male and female students	a) 100% change / inconsistency
18.	The influence of tastes on male and female performance outcomes	a) 100% influence
19.	Influence of friendship between male and female students on performance	a) 100% influence
20.	Effect of learning outcomes in class with performance outcomes	a) 40% influence of learning b) 60% performance results respectively

Table 3 shows that the product manufacturing aspect obtained an average score of 75.25, so this score indicates that male students have sufficient ability on aspects of product manufacturing. In the aspect of food and beverage service procedure of male students get the average score of 80.2, then we can know that male students have good ability in the implementation of food and drink service procedures. In terms of performance outcomes, female students are more superior to male students. It is comparable to the obstacles that are also experienced by many male students. In addition, the cooperation between male and female students works well. But in certain conditions the performance results are sometimes inconsistent because it is influenced by various factors such as by taste and most of the task implementation is the result of each perception and sometimes do not implement according to the procedures presented by teachers in the classroom. Factors that affect the completion of work include facilities, duration of time, time management, accuracy, liveliness, motivation, creativity, cooperation, trust, and activities outside of learning in the classroom.

Based on the results that have been obtained, we can see that on certain jobs that demand the role of men more dominant than male students more appear. So is the opposite, on aspects related to the needs of women's touch is more dominant than female

students are superior. As the results of Hong's research, McCarthy Veach, and Lawrenz (2005) suggest that traditional culture especially in Taiwan strongly encourages men and women to pursue fields according to their gender characteristics and characteristics.

The learning process ideally involves the various components optimally. Components in these lessons can at least be a trigger for students, especially male students in order to participate optimally in the learning process. As the results of research Phua, Wong, and Abu (2011) which reveals teachers who use the Internet as one of the media used in the home economics learning class. The results obtained show positive correlation and facilitate the teacher in delivering the material. In this century is the century that allows science and technology to develop rapidly, then the learning process is expected to follow. This is because when users feel that a technology is easy to use, it is likely they will assume that the system is simple and will be satisfied with the system (Sun et al., 2008; Ramayah, Muhamad Jantan, and Noraini Ismail, 2003)

The data also obtained information that the results of classroom study only give 40% influence on performance results. This is because several factors consist of: a) internal factors of students such as time management, accuracy, activeness, motivation, creativity, cooperation, trust, and activities outside of classroom learning; b) external factors such as teacher ability, facilities, learning resources, duration of time, and so forth. Therefore, it needs to be optimized for external factors

Nevertheless, in the middle of the study, one teacher stated that during his teaching experience it turns out that in the learning process it is possible that female students will play a more dominant role and show better results than male students. But in time to work in the world that demands professionalism, it turns out that male students who at the time of learning seem less serious even more emerging and able to carry out their work in the field of home economics professionally. This is in line with Betts and Goldey (2005) which suggests the possibility of a shift in aspects of roles, workplaces, political power structures, families, homes, and markets for men and women. It shows that men and women are not always synonymous with each characteristic especially in the process of self-actualization. However, to get a full conclusion, further research is needed on this subject in the Indonesian context. The results revealed in this article still focus on the participation rate of male students in the home economics learning class.

4 CONCLUSIONS

This study aims to reveal the participation rate of male students in the home economics education classroom. Based on the research results, the following conclusions are obtained:

- a. The pattern of interaction between males and teachers in the classroom is not much different from females except in special cases that require special attention. In the communication process female students tend to be closer and more polite in the communication process.
- b. The process of performing the tasks in the preparatory work, processing the materials, and presenting the processed male students is superior. While female students excel in the process and tidy up the practice room.
- c. Based on the results of observation on the performance, female students showed better results than male students.

REFERENCES

- Afshari, M., Bakar, K. A., Luan, W. S., Samah, B. A., Fooi, F. S. 2008. School leadership and information communication technology. *Turkish Online Journal of Educational Technology*, 7 (4), 82-91.
- Finnish National Board of Education (FNBE). 2004. *National core curriculum for basic education*. Vammala: Vammalan Kirjapaino Oy.
- Grima, G., Smith, B., Anne. 1993. The Participation of Males and Females in Home Economics. *Journal Gender and Education*, 5 (3), 1993.
- Hong, Z. R., McCarthy Veach, P., Lawrenz, F. 2005. Psychosocial predictors of psychological distress in Taiwanese secondary school males and females. *Sex Roles*, 53(5/6), 419-432.
- Hong, Z. R., McCarthy Veach, P., Lawrenz, F. 2004. Psychological predictors of self-esteem of Taiwanese secondary students. *Alberta Journal of Educational Research*, 50(4), 433-449.
- Irja Haapala, Simon Biggs, Riitta Cederberg, Anna-Liisa Kosonen (2014) Home Economics Teachers' Intentions and Engagement in Teaching Sustainable Development, *Scandinavian Journal of Educational Research*, 58:1, 41-54.
- Kenway, J. 1992. The wind beneath females' wings: gender justice, social change and home economics, *Journal of the Home Economics Association of Australia*, 24(2), June, pp. 44-53.
- Knye, E. 1985. Home Economics and Development. *Journal Development Southern Africa*, 2, (1), February 1985.
- Kosonen, A., Haapala, I., Kuurala, S., Mielonen, S., Hänninen, O., Carvalho, G.S. 2009. Health knowledge

- construction and pedagogical style in Finnish health education textbooks. *Health Education*, 109, 226–241.
- Lamarre, P., Paredes, J. 2003. Growing up trilingual in Montreal: Perceptions of college students. In R. Bayley and S. Schecter (Eds) *Language Socialization in Bilingual and Multilingual Societies* (pp. 62–80). Clevedon: Multilingual Matters.
- Luan, W. S., Atan, H., Sabudin, S. 2010. Exploring teacher's perceptions of their pedagogical role with computers: A case study in Malaysia. *Procedia-Social and Behavioral Sciences*, 2 (2), 388-391.
- Lokken, S. L., Cheek, W. K., Hastings, S. W. 2003. The impact of technology training on family and consumer sciences teacher attitudes toward using computers as an instructional medium. *Journal of Family and Consumer Sciences Education*, 21 (1), 18-32.
- McFadden, J. R., Croxall, K. C., Wright, C. B. 2001. The place of computers in family and consumer sciences classrooms. *Journal of Family and Consumer Sciences Education*, 19 (2), 11-18.
- Mechling, J. 2005. Male Scouts and the Manly Art of Cooking, Food and Food ways: Explorations in the History and Culture of Human Nourishment, 13:1-2, 67-89.
- Mickan Peter. 2007. Doing Science and Home Economics: Curriculum Socialisation of New Arrivals in Australia, *Language and Education*, 21:2, 107-123.
- Phua, Lin, Peng; Wong, Luan, Su; Abu, Rosidi. 2011. Factors Influencing the Behavioural Intention to Use the Internet as a Teaching-Learning Tool in Home Economics. *Journal Procedia: Social and Behavioral Sciences*.
- Sherry C. B., Patricia Goldey. 2005. A multidisciplinary NGO: the interface of home economics with gender and development, *Development in Practice*, 15:1, 106-114.
- Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., Yeh, D. 2008. What drives a successful e-learning? An empirical investigation of the critical factors influencing learner satisfaction. *Computers and Education*, 50 (4), 1183-1202.
- Victor A. Christopherson. 1957. Problems in Home Economics. *The Journal of Higher Education*, 28:4, 207-237.
- Wong, S.L., Jalil, H. A., Ayub, A. F.M., Bakar, K.A., Tang, S. H. (2003). Teaching a discrete information technology course in a constructivist learning environment: Is it effective for Malaysian pre-service teachers? *The Internet and Higher Education*, 6 (2), 193-204.