A Hypothetical Model of Gender-Responsive Parenting Education to Improve Parents’ Competence in Children Care

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Abstract: This study describes the development of a conceptual framework for gender-oriented parenting education program to increase parental competence in providing child care. This study uses qualitative methods by applying the initial research and development activities steps. The development stage of this research was conducted by conducting a preliminary study, developing learning scenarios, preparing learning procedures, and evaluating a gender-responsive parenting education model system. This research was conducted in the Non-formal Education of Bengkulu Tengah Regency. The results of this study are in the form of gender-responsive parent class learning prototypes to increase parental competence in providing care to children. The gender-responsive parenting education learning construct is designed using think-pair-share to run the model. The design indicators for measuring the success model are the level of understanding, motivation to learn, and consistency of the number of participants in gender-responsive parent classes, with a proportion of more than 75%. The novelty of this hypothetical model is the availability of learning constructs for parents that can increase parents’ ability to implement parenting based on gender-responsive parenting values in the family so that children’s growth and development become optimal and gender inequality practices decrease with increasing gender-responsive parenting.

Keywords: parenting education, gender responsiveness, parenting competence.

性别敏感育儿教育的假设模型，以提高父母在儿童保育方面的能力

摘要：本研究描述了以性别为导向的育儿教育计划的概念框架的发展，以提高父母提供儿童保育的能力。本研究通过应用初始研究和开发活动步骤使用定性方法。本研究的发展阶段是通过进行初步研究、开发学习情景、准备学习程序和评估性别敏感的育儿教育模型系统来进行的。这项研究是在明古鲁中央政府的非正规教育中进行的。这项研究的结果以性别敏感的家长班级学习原型的形式出现，以提高家长为孩子提供照顾的能力。性别敏感的育儿教育学习结构是使用思想配对分享来运行模型的。衡量成功模式的设计指标是理解水平、学习动机、性别敏感家长班参与人数的一致性，比例达到75%以上。这个假设模型的新颖之处在于可以为父母提供学习结构，可以提高父母在家庭中根据对性别敏感的育儿价值观实施育儿的能力，从而使儿童的成长和发展达到最佳状态，并随着性别差异的增加而减少性别不平等
Introduction

The development of the golden generation begins with an informal learning process carried out by parents in the family. The activities of educating, protecting and caring for their children, both boys and girls, following family values, community norms and religion are the duties of parents as educators in the family [1]. This role as an educator occurs in informal educational institutions, namely the family. Informal education is an integral part of the three parts of education contained in the educational path in Indonesia.

Informal education is a lifelong process obtained through experience, interaction, and family [2]. Similarly, informal education is part of the study of community education. This is because public education occurs in various life sectors [3]. Informal pathways support the formation and development of affective, psychomotor, and cognitive individuals. The big responsibility for the success of informal education lies with each family. This assumes that maximum learning activities (parenting) in the family through parents will affect children's behavior. This success depends on the cooperation of parents, namely the father and mother in the family. Parents become a reflection of their children's identity in the future [4]. The success of education in the family carried out by parents can trigger an increase in the human development index. However, the reality is that the globalization brings changes that all levels of society can feel. The order of human life begins to change in micro, meso, exo and meso [1]. Problems emerge from the family, starting from poverty, moral degradation, and the fading of national identity, which results in the division of roles, gender equality, and development.

Today, human development and gender equality are in the spotlight as they are always related to work and family policies [5]. In essence, gender is not a predictor in determining the academic skills, interests, or even emotional characteristics [6]. A series of data regarding gender inequality occurs in several countries worldwide. According to the SDGs through UNDP [7], cases of gender injustice that has occurred are listed in Table 1.

Gender injustice in the form of discrimination continues to occur in community groups and even within the family. The practice of gender injustice in the form of differences for treating women and men is still common. Gender inequality remains a significant challenge for many societies [8]. Cases of such imbalance can be seen from injustice in obtaining education, health, type of work, earning income, and participation in social and political activities. This happens because some cultures still perceive different roles between men and women. Socioeconomic problems, including divorce, family member conflicts, poverty, domestic violence, and teenage acquaintances, are why welfare has not increased, and national development is still stagnant. This is because of the role formed by society on gender.

Gender roles in the family vary across cultures. Cultural differences are greater for gender role beliefs than shared behavior [9]. Several dimensions of cultural variability have been used in different cultures, including individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity [9]. Hofstede's research [10] revealed that on the masculinity-femininity dimension, cultures with low masculinity (high femininity) have gender roles that tend to overlap and encourage more active women's roles [10]. Gender identity is a personal conception of oneself as male or female (both or neither).

In contrast, gender roles are defined as outward manifestations of personality that reflect gender identity. In North America, gender roles are defined by the culture's assigned right and wrong for gender, including how to dress, act, speak, and so on. Gender identity is based on biological sex in almost all cases [11]. In contrast, people in the Middle East face problems related to gender identity and sexual orientation due to strong religious societies with little room for flexibility in religious/cultural norms [11].

This research departs from identifying problems that occur in the field, starting from the community’s

<table>
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<th>Work</th>
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<th>Weddings</th>
<th>Education</th>
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<td>Women only earn 77 cents/dollar wages compared to men for the same work</td>
<td>One in three women or 35 percent of women have experienced physical and/or sexual violence</td>
<td>Women represent only 13% of agricultural land owners.</td>
<td>Nearly 750 million women and girls married before their 18th birthday</td>
<td>Only two-thirds of developing countries have achieved gender equality in primary education</td>
<td>Only 24 percent of members of the national parliament were women as of November 2018, a slight increase from 1995 at 11.3%</td>
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ignorance of childcare activities. Good practice in gender-responsive parenting could be higher, resulting in families, without realizing it, often conducting gender-non-responsive parenting actions. Gender unresponsive practices that occur in society such

1) Parenting is synonymous with the mother (female); therefore, all issues related to child development are considered to be the most appropriate to be controlled and carried out by the mother (female).

2) Parents' provision of play equipment is mostly based on gender stereotypes. Boys are given toys that represent the public domain, for example, cars, while girls are given household toys, such as dolls, cooking utensils, and various other household miniatures [12].

3) The father, who is placed as the 'super,' has placed the man as the superordinate of the woman so that the father dominates the decision-making in the family as the 'head of the family'.

4) Since childhood, children are involved in different roles for boys and girls. From the start, girls are conditioned to identify more closely with various jobs in the household, while boys are invited to recognize the outside (public) area.

There are still forms of sex-based violence, especially against women in the family. The forms of violence that can be found are physical, economic, psychological, sexual and various other forms of violence, which generally place women and children as victims. In 2021, there were 9,428 cases of violence against children, consisting of 2,274 cases of physical violence, 2,332 psychological, 5,628 sexual cases, 165 child exploitation cases, 256 cases of TIP, 652 cases of neglect, and 1,270 other cases of violence [13]. In the long term, this violent behavior often occurs in the school environment, in friendship circles, or when new families are formed. The most common finding is the existence of forms of sexual-based violence, ranging from verbal abusing and the occurrence of various rape incidents. Positive parenting and verbal and physical domestic violence cases still often occur in the family.

In order to follow up on various forms of gender-based violence, the study reveals the greater involvement of fathers in child rearing and its relationship with the commitment of working mothers. Furthermore, material and symbolic aspects are involved although in many cases the two are intertwined. Concerning the sociodemographic aspects of the material, there is a fairly wide consensus that the participation, dedication, and status of the two partners in the labor market are key elements in the unequal distribution of domestic work and childcare [14]. Studies that take an economic approach consider that the relative resources and time available to each partner cause this unequal participation in unpaid work. They further believe in the value of equal gender [15].

Results of the interview with parents in the early childhood education program unit revealed parenting participation from family members and the surrounding community. If studied theoretically, parenting combines family systems that last through generations, gender, and roles [16]. Apart from participating in parenting through non-core families, when it was confirmed to parents regarding parenting activities after finishing work, it was mostly done by the mother. According to Puspitawati [1], in caring for children aged 0-6 years, working parents must adhere to principles such as children are the responsibility of both husband and wife, mutual respect and need for each other in performing family duties, and parenting based on religion, norms, and universal culture and values. In addition, effective communication is key in helping husbands and wives who work and perform multiple roles [1].

Parents' attitude in interacting with their children manifests in parenting styles, for example, giving rules, gifts and punishments, authority, and paying attention to their children [1]. The ideal parenting style starts from the ability to interact between parents and their children during parenting activities. These activities have several abilities marked by skills in educating, guiding, disciplining and protecting children from reaching maturity with the norms in society.

Conditions that occur in parents participating in the Nonformal Education Institution Bengkulu Tengah District program in gender-responsive parenting practices are still low. Some things that need to be improved are the ability to convey feelings to children, maximizing the allocation of time to play with children to children every day, and increasing warmth in the family with literacy activities. Gender-responsive practices can be started from parenting, such as shaping children's attitudes and behavior. Campbell and Palm [17] revealed that caring for and protecting children through effective communication can support optimal brain development in children. Children can still not be independent of various physical circuits [1]. Actions to protect children still need to be carried out within the family. Verbal and nonverbal violence indirectly shows negative family communication with children and, if done continuously, can create a toxic family environment. A toxic family environment is very uncomfortable for children. Such a family environment can traumatize children, make it difficult to get along, feel inferior, and even become depressed. A portrait of family parenting accompanied by verbal and nonverbal violence is not a good example of educating children. Parents using verbal or nonverbal violence may educate their children to always follow what their parents say. Nevertheless, on the other hand, children often do not understand the parents' intentions, so what is in children's minds is that parents are evil figures, do not care about children, are rude, and have other negative assumptions. These results in the ineffectiveness of family communication with their
family members.

In this condition, parents should know the importance of good family communication to educate their children successfully. Educating children properly and correctly is not done with communication accompanied by verbal or nonverbal violence but by setting an example for their children in terms of attitude, behavior, and language. If parents' attitudes, behavior, and language are good, it is imitated. In addition, every time you communicate something to your child, parents should do it gently, does not use emotions, and do not use harsh intonation. In this way, the child pays more attention, is obedient, and can properly understand the parents' intentions rather than verbal or nonverbal violence.

Understanding parents' competence that strengthens modeling this. This study aims to describe a prototype of the findings of a hypothetical model of parental education whose main focus is to explore parents' understanding of gender-responsive parenting using a community education learning perspective. The assumption expressed is that if there is a parenting program that teaches gender responsiveness, it can majorly impact parents in educating their children to meet the needs of caring for responsive children. Awareness and understanding in providing gender-responsible childcare can be achieved by modeling parental education learning. It is hoped that parents equipped with gender-responsive programs will be able to set an example for their children in the same cycle when they grow up. In addition to the facts above, developing a gender-responsive parenting education model is expected to add to the scientific repertoire of community education in meeting parents' special and general needs in providing justice and equality to children in the family using a gender-responsive approach. For this reason, the researcher proposes research titled Gender Responsive Parenting Education Model to Improve Parental Competence in Providing Child Care.

1. Methods

This research is primarily designed with R&D. Creswell [18] states that the purpose of R&D is a procedure for finding problems, analyzing, developing, and testing the model's effectiveness. However, the development of this hypothetical model used the initial stages/phases of research and development with a qualitative approach. Information gathering was carried out by collecting literature studies and field conditions. The desired concept was a hypothetical model that fosters parents' ability to provide care and protection for children in a gender-responsive parenting education learning frame. The steps for developing this conceptual/hypothetical model can be seen in the research on the development of gender-responsive parenting education, which has been described in Fig.

As a whole, the flow of this research in the field is shown in Fig. 2.

Based on this framework, the following explains the flow of constructing the conceptual model in this study.

1. Information-gathering research includes literature and exploratory studies, while the details of the activities are as follows:

- The literature study is conducted by reviewing and establishing grand theories that can be used as guidelines in developing informal education models, such as family education theory, adult education theory, learning theory, child development theory, and family gender responsive family learning theory.

- Exploratory Study as a preliminary study to obtain research findings related to various aspects of child care and protection problems that occur in the family, such as: the development of children in the family, understanding of the needs and demands of children aged 0-6 years for both boys and girls, and division of roles of husband and wife in the family. This exploratory study also describes the parenting activities carried out by the program-implementing agency. Then, start exploring the learning system applied in parenting activities, starting from; planning, implementation, and evaluation activities.

2. The preparation of a hypothetical/conceptual model is carried out by analyzing the theoretical framework relevant to the model's findings conducted in the field regarding parenting education activities. The theoretical framework found is then developed by elaborating it first. After finding the focus of the study, it is outlined in a model development study that includes gender-responsive parenting education learning systems, learning strategies in gender-responsive parenting education models, and evaluation concepts in gender-responsive parenting education models. Next, we compile research instruments and
model development and establish a model analysis framework in a series of research and development.

The object of this research is parents who take part in early childhood education activities at SPNF - SKB Bengkulu Tengah. 20 parents were sampled in the formation of this hypothetical model.

Hypothetical Model Development The development of this hypothetical model is focused on the learning management aspects of the gender-responsive parenting education hypothetical model, including the following components: rationale, objectives, model scope, model paradigm, model stages, model products developed, and success criteria.

2. Results and Discussion

Hypothetical model development refers to several studies considered relevant to continue model development. Researchers conducted novelty searches and gap research using Publish or Perish and VOS Viewer in this study. The results obtained from this search indicate that research related to gender-responsive parenting education is still small. The results of this search are grouped within the last decade.

![Fig. 3 Bibliometric research](image)

It can be seen from the visualization above that much research related to gender has been carried out, but this is not on gender-responsive parental education in the study of child care and protection. It can be analyzed that studies on family and gender are related to gender-responsive budgeting, gender and culture, gender equality, and gender difference. Researchers are very confident with this research. Developing a gender-responsive parenting education model for improving child care and protection adds to the scientific treasures of family education from a community education perspective.

Yusiyaka [20] conducted the first research on gender-responsive family education. This research was conducted to examine related and relevant theorems in implementing gender-responsive family education. This research discusses that education in gender-responsive families is highly prioritized. Children can develop without gender bias, which greatly influences the mindset and formation of human character that is virtuous and empowered so that they can realize a resilient generation. Parents are the main parties responsible for education in the family. To make this happen, of course, several things need to be prepared so that these goals can be achieved; like an educational institution, some things need to be prepared, including; educators, infrastructure, and a family environment that can support the implementation of family education. But in reality, it is found that many parents who act as educators do not have the scientific maturity and knowledge about education that will be held in the family.

Furthermore, research conducted by Putra [12] regarding gender studies: Stereotypes in Children. In this study, people's perceptions of gender and negative labeling of children still occur in the family. This labeling can take the form of different roles, rules for activities, play media, and playmates given to boys and girls. This research method uses a quantitative description. The data collection tool used was a questionnaire given to families in one of the subdistricts in the city of Bandung. The results of the data analysis show that there are still acts of gender injustice in the form of labeling and differentiating the duties and functions of men and women toward children in the family. Obtaining a score of 40.33% in the 37-52 scale rating range is in the unfavorable category. The analysis of descriptive data shows that the gender treatment that children receive is a treatment that looks simple but can negatively impact the future. Research on gender perceptions and labeling representations of boys and girls forms a term that is gender inequality that can harm men and women in the future. From these two relevant studies, the researchers believe that follow-up needs to be made regarding developing a gender-responsive parenting education model to increase parental competence in providing child care. The development of this model is carried out to reduce discriminatory practices and gender injustice in the social structure of society, starting from the smallest group of people, namely the family.

Researchers examine gender-responsive child care and protection because gender inequality occurs due to beliefs and justifications instoughtout human life, which ultimately has an impact. This action also often occurs in families such as boys who are continuously motivated to be strong, aggressive, brave and capable of being leaders. Meanwhile, women are motivated to be obedient and encouraged to carry out social and domestic activities. A rigid division of roles can have an unfavorable impact on children. This makes the child a person who cannot develop optimally as a whole person and can respond to complex life changes. It is hoped that gender-responsive parenting and child protection can produce generation that can work together well without a high sense of ego.

The parenting education model was developed to improve parents' ability to provide gender-responsive
care. This model refers to the fulfillment of parental competence in behaving and realizing well-being in the family, starting from the division of roles in performing family functions, understanding the rights and obligations of parents to children, understanding the principles of gender-responsive care and protection, and providing protection for girls and boys based on the ecological environment. And apply positive discipline to children in the family. In essence, this model realizes the optimal quality of child development without gaps in the care and protection of boys and girls.

The parenting practices and communication patterns within each family make these findings even more varied. Some parents already have gender-responsive knowledge and parents who are not yet gender-responsive; therefore, it strengthens the conceptual model carried out in this study and can be applied by collaborating between parents who are gender-responsive and not yet gender-responsive to build knowledge with the type of experience sharing jointly.

In the study of the model above, this gender-responsive parenting education model provides information, be it knowledge, skills, or attitudes, from parents in realizing quality child development. This model emphasizes forming a learning environment whose source is the family experience.

In this case, families are participants who have experience and share information about parenting activities that have been carried out at home, starting from communication patterns, parenting styles, role division, and child protection activities. The function of the family as another participant is to record positive things and criticize things that are considered deviated/negative. This model is equipped with learning strategies that can increase interest in learning because it is based on cooperative groups.

The mutual collaboration system used in this model requires learning participants to work together as a team so that learning participants can empathize and accept the opinions of others and can implement the experiences of their colleagues in the family. The experience and knowledge gained could be disseminated to other new groups. More cooperative, authentic and responsible learning can encourage learners to be more active in the learning process. Learning participants gain new concepts from studying learning materials and thoughts different from reading the perspectives and experiences of their colleagues. Acquiring knowledge also helps some students increase their confidence in facing tasks, and many can apply the concepts learned in real-life practice [21].

Individuals have the power to influence mindsets through learning designs [22]. Increasing parents’ mastery of academic content regarding stunting and nutrition is carried out through a three-stage process, namely through a thinking process; students are invited to respond, think and seek answers to the facilitator's questions through a pairing process (groups), and students are invited to work together and mutually help in small groups to jointly find the most appropriate answers to the content provided by the facilitator. Finally, through the sharing stage, students are invited to share the results of discussions with friends in a study group. Thus, via the think-pair-share method (TPS), the learners mastery of the academic content of the subject matter can increase. In the end, constructivism can increase the learning achievement of the learning participants. The constructivist position is to produce knowledge within the learning community [23].

In think-pair-share (TPS), the facilitator challenges open-ended questions and gives students half to one minute to think about the questions. This is important because it allows the learner to formulate answers by retrieving information from long-term memory. Students receive awards in the form of grades both individually and in groups. Individual scores are based on the results of the answers at the thinking stage. In contrast, group scores are based on the answers at the pair and share stages, especially during presentations giving explanations to the entire study group. The learning outcomes the learner achieves are the teaching and learning process parameters. By learning think-pair-share (TPS), the development of student learning outcomes can be identified in stages. Thus, at the end of learning, the results obtained by students can be more optimal.

This hypothetical model is designed to consist of several components: rationale, objectives, model scope, model paradigm, model stages, model product developed, and success criteria.

2.1. Rationale
Parenting programs are here to complement the needs of parents in providing information about childcare activities. Parenting is an activity that parents can follow to support educational activities in stimulating the growth and development of children so that optimal development is realized in children. Parenting is the method parents use to support learning in the family and become the foundation for children in the future. Activities that occur in parenting are (1) nourishing, giving instructions (guiding) and (2) provision of protection (protection). Community education complements the educational needs of parents in supporting childcare activities. Parental education is carried out flexibly, making it easier for the community participates in the program, for example by organizing activities of a general nature. Besides that, maximizing education for parents can be done by providing learning components in the form of a curriculum to educate people to become better parents. Components of supporting education for parents in
child care and protection activities have yet to be found in community education units. Implementing these activities is considered very much needed at this time. Seeing this interest, it is necessary to develop a learning model that can provide information about needs related to gender-responsive child care and protection so that the goal of optimizing the growth and development of children can be realized properly.

Parental education participants were grouped as parents with children aged 0-6 years. This group became a target because this period entered the “Golden Age” of children. The process in the period that occurs in early childhood from the age of 0 to 3 years, where at this time, the child's brain cells develop very quickly up to 80% up to the age of 4-6 years. At that age, the brain can receive and absorb various information, not seeing good or bad. Providing stimulation or stimulation too early in childhood continuously and precisely according to the child's age level, ability, and willingness will give good results. This process takes a long time but gives a perfect result that will be firmly ingrained in the brain and is not easily erased. Parents are obliged to provide the best for their children, which is not only providing material but also more than that, such as providing stimulation even when the child is still in the womb and caring for and protecting the child when the child is born.

The flexibility of the parental education program makes it possible to arrange the learning model in such a way. Sources of knowledge can be obtained from the experience of each parent. Patterns and approaches to adult education need to be implemented, where adults do not want to be patronized or forced and must be respected as human beings. The experience possessed by these parents can be utilized in curriculum development activities and the implementation of a gender-responsive parenting education model. Cooperative learning is used as a strategy in developing this model. The design of this model uses cooperative learning with the think-pair-share (TPS) type. TPS (Think-Pair-Share) aims to influence the interaction patterns of learning participants. Through TPS, learning participants must work in small groups to help each other. This activity has been carried out with the implementation process through the following flow: Participants can read from various references or experiences they have through the assignment of facilitators. Next, the facilitator asks related questions, describes, or interprets something. Participants are given a few minutes to think about an answer. Educators can ask them to turn to partners and share, that is, the new pair, and then give their responses. Then, the educator asks the learning participants in other groups to become volunteers who want to share answers. This directs learning participants to be able to share experiences either based on agreeing or disagreeing. Activities like this allow students to participate actively in their groups, solving complex and challenging problems/scenarios. Engagement (two-way communication) indicates that students actively collaborate with their group mates or classmates from different groups [24].

Parenting education activities to improve the care and protection of children using the think-pair-share (TPS) learning strategy must be implemented with careful planning to be effective. The facilitator must have learning objectives before designing an activity. Therefore, this design is beneficial in increasing the learner's ability to be active in asking questions so that these questions support the learning objectives set [25]. TPS can be applied to relevant learning activities, such as parenting programs. Cooperative type think-pair-share (TPS) is an active learning model for adults because they can develop critical thinking skills, receive social support systems for learning, and efficiently acquire knowledge [24].

Learning reflects teaching, while constructivist theory does not agree that the surrounding environment can determine, instruct, and inform self-realization. Further learning is the adoption of reality - the learners activity is emphasized but attributes cognitive openness to reality and is based on the representativeness of success. Learning is an autonomously controlled cognitive system that interacts with its conditions [26]. Applying the think-pair-share (TPS) learning model aims to enable participants to develop thinking skills and be responsive in communicating and helping each other in small groups in solving problems.

This learning model emphasizes that learning participants can actively develop their potential by creating groups of two or more people who can create optimal interaction patterns, develop team spirit and motivation, and foster the emergence of effective communication. Through think-pair-share (TPS) cooperative learning, learning participants can actively express themselves in their respective classes [27]. In the gender-responsive parenting education program to increase parental competence in providing child care, a foundation is built. This can be seen when: (1) what parents learn based on internal motivation to increase parental competence in providing gender-responsive childcare; and (2) learning activities are programs that are family-to-family in nature and are good for the family itself to increase parental competence in providing gender-responsive childcare. Thus, gender responsive parenting education has great benefits for parents starting from the learning approach, providing material, and the impact of learning activities. Therefore, it must be designed and implemented for the benefit of the parties. The development of this model is very relevant and can be applied effectively if parents collaborate in increasing knowledge from each other's experiences.
2.2. Objective

Overall, this model aims to give a new color to parenting programs organized by community education units by using parental experience as a learning center. The orientation of this activity is the fulfillment of parental competence in providing gender-responsive child care. Parents are fully involved in designing learning, carrying out learning activities, and evaluating their learning with a think-pair-share cooperative learning strategy (TPS). The urgency of developing this model is that the parenting program could be more optimal, and the implementation of the program is only counseling, so it still does not impact families in providing the best care and protection for their children. In particular, this gender-responsive parenting education model aims at:

1. Introducing a learning model for parents based on the assumption of adult learning following the concept of community education;
2. Emphasizing the importance of learning design in parental education organized by community education units, in this case at early childhood education institutions;
3. Maximizing parental functions in providing gender-responsive care and protection for children;
4. Encouraging the realization of gender-responsive care and child protection within the family.

2.3. Model Scope

The parenting education model uses an andragogical approach with a cooperative learning strategy of the think-pair-share type. Thus, the andragogy learning approach becomes the basis for perfecting this model. The learning stages in this activity adopt pedagogical approach steps such as: (a) creating an atmosphere conducive to learning through collaboration in planning learning programs, (b) finding learning needs, (c) developing goals and suitable material to meet learning needs, (d) designing learning patterns in many learning experiences for students, (e) conducting learning activities using appropriate methods, techniques, and learning tools and (f) assessing learning activities and diagnosing learning needs for further learning activities. The essence of andragogy theory is students' technology self-involvements (ego). This means that the key to success in students' learning process lies in their involvement in the learning process [28].

Andragogy can bridge adult brain function through neural performance in the adult brain with instructional techniques [27]. Andragogy and its learning process [29] can be applied using constructivist learning theory. The purpose of cooperative learning is to create conditions for individuals to accept the success obtained based on the influence of the abilities of each group on the process. Constructivists are divided into several types, one of which emphasizes the social context in learning and that knowledge is built and constructed together [30]. This cooperative consists of several types, one of which is think-pair-share (TPS).

Think-Pair-Share (TPS) is a collaborative learning strategy used in the classroom to encourage students to work together to solve problems or answer questions about assigned readings [31-35]. Education provides cases with questions, and students think about them individually before pairing them with others to discuss their thoughts. Finally, the pairs share their ideas with the whole class. This activity helps students develop social skills and feel more comfortable sharing their thoughts in front of others. It also provides time and structure to think about specific topics, allowing them to differentiate the instruction.

The think-pair-share learning model has three stages: thinking, pairing, and sharing. The first stage is thinking. At this stage, the facilitator asks questions to the participants. The facilitator gives students a few minutes to think about their answers. Usually, 3 minutes. Students think to find the answer independently. Pairing: The facilitator gives directions to the participants to form groups by pairing up with their friends. Participants discuss the questions given by the teacher in the first stage with their partners. In the discussion, there was a unification of opinions on the answers they thought. Time in this stage is approximately 5-7 minutes. Sharing: At this stage, the facilitator asks the students to convey the results of their discussion to other parents. Assignment results can be delivered in front of the class to save time. The ideas conveyed can be same as those conveyed by educators/trainers [36]. Signs of the scope of the implementation of this model are determined based on the following:

1. Create lesson-planning tools
2. Develop teaching modules based on model development objectives and adapt them to the characteristics of gender-responsive parenting education participants.
3. Pay attention to the learning motivation of the learning participants.
4. Arrange learning evaluation activities following the concept of democracy.
5. Using the tools and materials needed in learning activities following the material discussed.
6. The awareness of the participants is an indicator of the success of the model.

2.4. Hypothetical Product Model

The product model produced in the development of a gender-responsive parenting education model to increase parental competence in providing gender-responsive childcare can be seen in Table 2.
Table 2 Gender-responsive parenting education model indicators

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<td>B. Study Contract</td>
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<td>C. Formulation of learning materials</td>
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<td><strong>Implementation of Learning</strong></td>
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This model is then tested for feasibility according to expert assessment and field testing stages. Model trials were repeated until the model was feasible and ready to be disseminated. The illustration of a gender-responsive parenting education model to increase parental competence in child care is as follows.

Through learning activities developed in gender-responsive parenting education to improve gender-responsive parenting and child protection, boys and girls are prepared to become healthy, intelligent, and virtuous human beings and to be able to live together with other people in harmony and harmony throughout the ages. The hope of developing this model is that parents gain understanding from their fellow parents through think-pair-share activities of sharing experiences with three children.

In the hypothetical model design (Fig. 4), think-pair-share is the first step in increasing parental competence in child care.

Through these activities, the main indicators are emphasized in gender-responsive child care and protection activities. One of them are investments in supporting the growth and development of boys and girls, such as: providing investment in children in terms of material, time, attention, affection, spirituality, facilities, and infrastructure that can support the growth
and development of boys and girls. Another is the quality of the physical, social, psychological and spiritual development of boys and girls, such as parents understanding the physical, social, psychological and spiritual development of boys and girls, able to provide appropriate treatment for optimizing child growth and development, and understand the development of each family member according to their respective developmental stages. For example, reducing a priori attitudes toward each family and being aware of each family member's differences, developments, and needs.

The application of this model is considered successful because it verifies the following criteria.

2.4.1. Short-Term Criteria
1. Participants can understand, accept, and apply the contents and principles of the gender-responsive parenting education model by 75%;
2. Participants have minimum motivation from various experiences and feel comfortable in the learning environment by 75%;
3. There is a process of complementarity with cooperative learning strategies in child care and protection activities;
4. Learning materials follow the needs to learn participants and have benefits for optimizing children's growth and development;
5. There were no participants who withdrew from the learning process.

2.4.2. Long-Term Criteria
1. Fostering gender-responsive child care and protection values in the family;
2. The growth and development of children are becoming optimal;
3. Gender inequality has been reduced by increasing gender-responsive child care and protection.

3. Conclusions
The hypothetical model in this research is designed to be flexible and make it easier for people to participate in the program, such as providing learning components in the form of a curriculum to educate people to become better parents. Components of supporting education for parents in child care and protection activities have yet to be found in community education units. In contrast, implementing these activities is now considered very much needed. Seeing this interest, it is necessary to develop a learning model that can provide information about needs related to gender-responsive child care and protection so that the goal of optimizing the growth and development of children can be realized properly.

Program designs, curricula, and other learning components that can support parenting education programs are still an obstacle to massive parenting programs for families. Suppose it is related to gender-responsive studies in the family.

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