



**THE EFFECT OF PATRIARCHICAL CULTURE AND GLASS CEILING ON
TEACHER CAREER DEVELOPMENT MEDIATED BY CAREER
OPPORTUNITIES IN KINDERGARTEN TEACHERS IN SOUTH
CIKARANG DISTRICT, BEKASI REGENCY**

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Abstract

Career development is a hope for workers everywhere, any position, including as a teacher. The purpose of this study was to analyze the influence of Patriarchal Culture and Glass Ceiling on Teacher Career Development mediated by Career Opportunities in Kindergarten Teachers in South Cikarang District, Bekasi Regency. This study uses a quantitative method, the respondents with a population of 134 and a sample using the slovin formula obtained a sample of 100 respondents. Data collected through questionnaires distributed using Google Form. Data management is carried out using Partial Least Square (PLS) through the Structural Equation Model (SEM) technique with the help of the SmartPLS version 4.1.1 program. The results of the analysis obtained are that Patriarchal Culture has a significant effect on Teacher Career Development, Glass Ceiling has a significant effect on Teacher Career Development, Career Opportunities do not have a significant effect on Teacher Career Development, Patriarchal Culture has a significant effect on Career Opportunities, Glass Ceiling does not have a significant effect on Career Opportunities. In addition, career opportunities are not able to mediate the influence of Patriarchal Culture on teacher career development, and career opportunities are not able to mediate the influence of Glass Ceiling on teacher career development.

Keywords: Patriarchal Culture, Glass Ceiling, Teacher Career Development, Career Opportunities



INTRODUCTION

In the world of education, the role of teachers is very important in shaping the future generation; however, from a gender perspective, female teachers still face various challenges, especially in career development. Patriarchal culture and the glass ceiling phenomenon are two main factors that can hinder women's career progress, including in the field of education.

According to (Saefulloh et al., 2023), in the era of ever-evolving social transformation, gender roles and social norms associated with them continue to be the subject of significant study. One domain that shows the real implications of this dynamic is the world of women's careers, where the influence of patriarchal culture on career development has attracted widespread attention. Patriarchal culture, as a value system that prioritizes the power of masculinity and places women in a subordinate position, has a complex impact on women's career choices and aspirations. The patriarchal system that dominates the culture of society causes gender inequality and injustice that affects various aspects of human activity. Men have the role of the main control in society, while women are only allowed to follow the decisions of men.

In Indonesia, patriarchal culture is still very strong, which often limits the role of women in various sectors, including education. Traditionally, women are more identified with domestic roles, while men are more dominant in the public sphere. This condition creates a gap that makes it difficult for women to achieve leadership positions or higher career levels. One of the real impacts of this patriarchal culture is the glass ceiling phenomenon, namely the invisible barrier that prevents women from reaching top positions in the world of work, even though they have the same competence and qualifications as men.



According to (Azzahra & Winarsih, 2023), nowadays, many women are involved in professional activities such as in the service sector, offices, business, and others, which are based on education, skills, expertise and so on which create progress and levels of achievement of career; however, there are obstacles and barriers experienced by women to achieve high managerial positions that are a universal phenomenon. The presence of women working in the workforce is almost impossible to reach the top management level, and this is a phenomenon known as a glass ceiling or a barrier that is so subtle and transparent. The glass ceiling phenomenon in the world of education in Indonesia is often experienced by female teachers who want to advance their careers to a higher level, such as becoming a principal or supervisor. These obstacles do not only come from external factors such as policies or social norms, but also internal factors, such as the lack of opportunities for them to develop their capacity. Opportunities in the form of training, promotion, and self-development play an important role in determining how far a female teacher can develop in her career.

If examined in a more specific scope, such as in Bekasi Regency, this phenomenon can also be found. Bekasi Regency is one of the areas in West Java Province that has experienced rapid development in the education sector; however, amidst this growth, there is still gender inequality in teacher career development, especially at the kindergarten (TK) level. The majority of TK teachers are women, but they often face challenges in advancing their careers due to social stereotypes and limited access to professional development opportunities.

In the Cikarang Selatan District, Bekasi Regency, this challenge is increasingly felt. Patriarchal culture is still quite strong, where men occupy more



leadership positions than women; this causes limited access for female teachers to career development opportunities. Factors such as lack of training opportunities, minimal structural support, and gender bias in the promotion process also worsen this condition; therefore, it is important to conduct further research on the influence of patriarchal culture on career development.

Another phenomenon is the influence of the glass ceiling on the career development of female teachers at the kindergarten level in South Cikarang District, Bekasi Regency. In addition, this study will explore the role of opportunities given to female teachers as a factor that can reduce the negative impact of patriarchal culture and the glass ceiling on their career development.

Research on patriotic culture and its influence on career development is interesting to study further. The results of this study are expected to provide deeper insight into the obstacles faced by female teachers and help formulate more inclusive policies to improve gender equality in education. The table below presents a temporary questionnaire of 20 respondents regarding career development problems faced by female teachers in Bekasi Regency.

Table 1.
Initial Research Results on Teacher Career Development

| No | Statement Items | Results Yes | Results No | Results Yes | Results No |
|----|---|----------------|---------------|----------------|---------------|
| 1 | I have a Bachelor's degree in Early Childhood Education | 14 | 6 | 70% | 30% |
| 2 | I regularly attend training or workshops to improve my teaching skills. | 9 | 11 | 45% | 55% |



| | | | | | |
|---|--|----|----|------|-----|
| 3 | I feel comfortable working in a noisy and dynamic environment with young children. | 20 | 0 | 100% | - |
| 4 | I am interested in developing a career in the field of Early Childhood Education, for example becoming a principal or Kindergarten supervisor. | 3 | 17 | 15% | 85% |
| 5 | I feel responsible and committed to developing my career. | 1 | 19 | 5% | 95% |
| 6 | I feel that there is pressure to put family first over my career as a kindergarten teacher. | 3 | 17 | 15% | 85% |
| 7 | I feel supported by my work environment or family for my career development as a kindergarten teacher. | 4 | 16 | 20% | 80% |
| 8 | I feel that working as a kindergarten | 19 | 1 | 95% | 5% |



| | | | | | |
|--------------|------------------------|----|-------|-------|--|
| | teacher is satisfying. | | | | |
| Total | 73 | 87 | 45.6% | 54.4% | |

Source: Processed Data, 2025

Based on the results of the pre-survey in Table 1.1, it can be seen that 20 kindergarten teacher respondents stated that there were still several challenges in the process of developing their careers. As many as 55% Respondent still not regularly attending training or workshops to improve teaching skills, then the data shows 85% of respondents not interested in developing a career in the field of Early Childhood Education, for example becoming a Principal or Kindergarten supervisor, 95% of respondents have not feel responsible and committed to developing a career, then as many as 80% of respondents stated that they had not feel supported by the work environment or family for career development as a kindergarten teacher. This shows that the career development of teachers in kindergartens is still lacking and has not developed because it is influenced by patriarchal culture and glass ceiling.

Based on the results of initial research, teacher careers need to be studied to find out the things that influence them. Career development, according to (Dewi & Rusdinal, 2020) is an effort from a person to achieve a career plan that has been prepared. Career development is essentially an employee's personal effort; if the employee does not want his career to develop, then his career development will not be carried out. Career development is very important to do, because it can increase awareness of tasks and work, facilitate the use of employee potential, help employees in formulating development strategies, and career development can also increase employee loyalty in their work.

Research conducted by (Saefulloh et al., 2023), there is a significant influence between patriarchal culture and career development, this is also

The Effect of Patriarchal Culture and Glass Ceiling...



reinforced by research conducted by (Beautiful Praise of Rahayu, 2024), but there are some contradictory studies where patriarchal culture does not influence teacher career development, as studied (Apriliandra & Krisnani, 2021) stated that patriarchal culture towards teacher career development in his research obtained empirical evidence that the proposed hypothesis was rejected. The researcher (Economics, 2024) stated that patriarchal culture does not influence teacher career development.

Research conducted by (Putra et al., 2024), there is a significant influence between the glass ceiling and teacher career development, as is also the case with research conducted by (Azzahra & Winarsih, 2023). Looking at the results of several previous studies, glass ceilings affect teacher career development, but several studies contradict each other, where glass ceilings do not affect teacher career development, as studied by (Saragi & Agustina, 2022) stated that the glass ceiling on teacher career development in his research obtained empirical evidence that the proposed hypothesis was rejected. The researcher (Hikmalia & Cangara, 2022) stated that the glass ceiling does not affect teacher career development.

From the research gap above, a mediating variable is needed to influence teacher career development. In this case, the researcher takes career opportunities as a mediating variable. Such as research conducted by (Nuriyah et al., 2022) and (Rulianti & Nurpribadi, 2023), which states that career opportunities influence career development, but several studies contradict this, where career opportunities do not influence teacher career development. As stated by (Saputra et al., 2024) stated that career opportunities for career



development in their research obtained empirical evidence that the proposed hypothesis was rejected and strengthened by (Rosyidawaty, 2018).

Research conducted by (Fiqhi et al., 2024) and (Benita, 2018) which states that patriarchal culture influences career opportunities, but several studies contradict this, where patriarchal culture does not influence career opportunities, as studied by (Apriliandra & Krisnani, 2021) stated that patriarchal culture towards career opportunities in his research obtained empirical evidence that the proposed hypothesis was rejected. The researcher (Economics, 2024) stated that patriarchal culture does not influence career opportunities.

Likewise, research conducted by (Andi, 2020) and (Silaban & Septiana, 2021) which states that the glass ceiling affects career opportunities, but several studies contradict it, where the glass ceiling does not affect career opportunities, as studied by (Saragi & Agustina, 2022) stated that the glass ceiling on career opportunities in his research obtained empirical evidence that the proposed hypothesis was rejected. The researcher (Hikmalia & Cangara, 2022) states that the glass ceiling does not affect career opportunities.

In this study, a mediating variable is needed so that patriarchal culture influences teacher career development. The researcher took the career opportunity variable because several studies stated that patriarchal culture influences teacher career development mediated by career opportunities, as studied by (Benita, 2018) and (Indah Puji Rahayu, 2024), but there are some contradictory studies where patriarchal culture does not influence teacher career development mediated by career opportunities, as studied (Apriliandra & Krisnani, 2021) stated that patriarchal culture towards teacher career



development is mediated by career opportunities in his research, empirical evidence was obtained that the proposed hypothesis was rejected. The researcher (Economics, 2024) states that patriarchal culture does not influence opportunity-mediated career development.

Likewise, a mediating variable is needed so that the glass ceiling affects teacher careers. In this study, the researcher took the career opportunity variable, because several studies stated that the glass ceiling affects teacher career development mediated by opportunities, as studied by (Putra et al., 2024) and (Silaban & Septiana, 2021), but there are several contradictory studies where the glass ceiling does not influence teacher career development mediated by career opportunities, as studied (Saragi & Agustina, 2022) stated that the glass ceiling on career development is mediated by career opportunities in his research, empirical evidence was obtained that the proposed hypothesis was rejected. The researcher (Hikmalia & Cangara, 2022) states that the glass ceiling does not influence teacher career development mediated by career opportunities.

LITERATURE REVIEW

Teacher Career Development

Career in Dutch, *carriere*, which means development and progress in one's work. This word can also mean a level in a particular job. According to (Dewi & Rusdinal, 2020), Career development is an effort from a person to achieve a prepared career plan. Career development is essentially an employee's personal effort; if the employee does not want his career to develop, then his career development will not be implemented. Career development is very important to



do, because it can increase awareness of tasks and work, facilitate the use of employee potential, help employees in developing development strategies, and career development can also increase employee loyalty in their work.

According to (Nuriyah et al., 2022), in Andrew J Dubrin (1982), career development itself is an employee activity to improve their position or plan their career, which also has a positive reciprocal effect on the company's development.

According to (Sari et al., 2021), a Career is something very urgent in an individual's life. A career is created and developed by individuals throughout their lifespan. Even when an individual is in early childhood, he has begun to explore the types of professions that they might be able to enter. Although early childhood has not been decided on a career. A career requires good self-management from the individual, understanding others, and the environment, and relating to others and the environment. Intelligence and expertise are also important points to achieve success in a career. However, it should be underlined that intelligence and expertise alone are not sufficient.

According to (Munawir et al., 2022), A teacher's career is a systematic development and progress that has been achieved by teachers in their profession. A teacher's career is also very important to continue to be developed through various teacher career development and coaching activities. This aims to ensure that the quality of education continues to improve and can achieve the expected National Education Goals.

Based on the description above, it can be concluded that a teacher's career is the development and progress achieved by teachers in their profession, which aims to improve their professional competence and quality.



According to (Nuriyah et al., 2022) in Rivai (2013:278) several indicators can influence career development, including:

1. Work performance is the first benchmark in selecting whether an employee is worthy or not of occupying a higher position.
2. Exposure, namely, the positive impact that employees have on the company.
3. Network work, namely, the formation of a good network created by the employees themselves.
4. Loyalty to the organization

Patriarchal Culture

According to (Apriliandra & Krisnani, 2021), Patriarchal culture, as explained by Bressler (2007), is a social system that exists in society, where men become someone who has the main authority, so that they become the center of control in the social system. Bressler added that patriarchy itself views the distribution of power that excels men, such as in patrilineal lineage, the rights of the eldest child, personal sovereignty in social relations, participation in public roles, for example, in politics, religion, and occupation.

According to (Saefulloh et al., 2023) in Law Number 39 of 1999 concerning Human Rights (HAM) Article 49 paragraph 1 that women have the right to choose, be chosen, be appointed in jobs, positions, and professions in accordance with the requirements and regulations of the law, the negative view of women who have careers does not immediately fade. Cultural influences play an important role in the view of career women

According to (Muhammad Iqbal Revilliano et al., 2023), Patriarchal culture is a discriminatory social system that is very detrimental to women, which is



unconsciously inherited from generation to generation. Patriarchal culture will ultimately control the position and also limit space for women in various aspects of life.

According to (Benita, 2018), Patriarchy means a structure that places the role of men as the sole, central, and all-powerful rulers, which forms differences in behavior, status, and authority between men and women in society. The family, as the smallest unit of patriarchy, contributes greatly to strengthening this ideology. The differences in behavior that are taught are distinguished between how to behave as a man and a woman to children can influence gender identity.

From the several definitions above, it can be concluded that patriarchal culture is a social system that influences various aspects of community life, such as politics, economics, socio-culture, and education, which places men above women as the main power holders.

Some indicators of patriarchal culture include:

1. Social and family structure
2. Economy and resources
3. Culture and ideology
4. Education and knowledge.

Glass Ceiling

According to (Silaban & Septiana, 2021), the concept of the glass ceiling was first introduced by Carol Hymowitz and Timothy Schellardt on March 24th, 1986, in the Wall Street Journal. It refers to the barriers faced by women trying to achieve senior positions with higher salaries in companies, government, education, and non-profit organizations.

According to (Azzahra & Winarsih, 2023), Currently, many women are



involved in professional activities such as in the service sector, offices, businesses, and others that are based on education, skills, expertise and so on which make progress and career levels, but there are obstacles and barriers experienced by women to achieve high managerial positions that are a universal phenomenon. The presence of women working in the workforce is almost impossible to reach the top management level, and this is a phenomenon known as a glass ceiling or a barrier that is so subtle and transparent. The glass ceiling phenomenon has become an important concern, especially for female employees, because the existence of a glass ceiling in a company can cause a lack of opportunities for female employees to be promoted to a higher level.

According to (Andi, 2020), the glass ceiling is a very disturbing obstacle for women that makes it difficult for them to develop their work, unlike men who can position themselves quickly in the highest positions in an organization. Because of this, women are jealous, assuming that they also have good qualities and can be in high positions, especially since they have met the standard time in an organization. The existence of this obstacle makes women more awkward to advance their careers, especially since many people assume that women are more suitable at home than entering the workplace, because that statement also makes most women have less ambition to work, and their sense of commitment is reduced, even though their education is high.

According to (Septiana & Haryanti, 2023) in Morrison et al. (1987), the glass ceiling is a phenomenon where women experience transparent obstacles or barriers when trying to climb to the top of their careers in getting certain positions in companies. The glass ceiling phenomenon experienced by women is not as simple as obstacles to individual women. However, it is much broader in women



as a group who are hampered from being able to climb to high hierarchies because they are women (Morrison et al., 1987). This glass ceiling phenomenon can be metaphorized as a condition where women are still given space to climb their career ladder by looking up.

From the several opinions above, it can be concluded that the glass ceiling is a figurative term that describes the existence of invisible but real barriers that prevent individuals (especially women) from rising to higher leadership positions in an organization or field of work, regardless of their qualifications, abilities, or achievements.

According to (Andi, 2020), there are several glass ceiling indicators, including:

1. Management Perception.

This perception is explained in parts, namely: the perception of each employee personally seeing their superiors as more comfortable working with men or women, and their responses regarding superiors in seeing the performance of women and men. In addition to the above, management perception includes how employees view their organization, only giving big projects to male workers, and doubting women's performance. In addition, almost everything is controlled by men, especially in the highest part of the organization, and there are so many negative views and deep concerns if the highest place in the organization is held by women.

2. Work Environment

This indicator explains the opportunities for a woman to reach the highest position. Career development is limited by groups that do not agree with women's career advancement, the company's commitment not to



differentiate between women's and men's performance, and a high commitment for women to reach the highest position in an organization.

3. Work-Life Conflict

This indicator explains how conflicts that often occur in an organization are felt by every employee, whether conflicts with work, fellow coworkers, or with their own superiors. In addition, it also discusses the responsibilities of women in their families, how women are able to deal with all problems related to family that are always at odds with work, and how the family responds to a woman who has to work overtime at work.

4. Career development and training

This indicator describes the lack of access to advanced leadership training and the lack of opportunities to lead in important and strategic projects that could increase visibility and develop leadership skills.

Career Opportunities

According to (Asiva Noor Rachmayani, 2015), the Definition of Career Opportunity says that when talking about career, planning is needed because in the end, whether or not someone advances in their career depends on the person concerned, so it is necessary to be actively involved in determining the direction of their career. Career opportunity is something that shows the increase in a person's status in an organization in the career path that has been determined in the organization concerned.

According to (Ariwibowo et al., 2022), career advancement opportunities for employees are usually related to the opportunities provided to grow and develop through career planning and development, including training and career development programs facilitated by the organization. Career development



requires full support from management, and the career development system should reflect the culture of the organization.

Based on the above understanding, it can be concluded that career opportunities for growth, namely improving skills, achieving success, and work fulfillment through a series of increases in a person's status in an organization through a career path that has been established in the organization where they work.

Career opportunity indicators according to (Asiva Noor Rachmayani, 2015) have 4 indicators, namely:

1. Employees have equal career opportunities in developing their careers
2. Employees with high achievement have greater career development opportunities.
3. Highly educated employees have greater career opportunities to develop their careers.
4. Rewarding and recognizing employee performance and contributions.

Hypothesis Development

The influence of patriarchal culture on teacher career development

According to (Apriliandra & Krisnani, 2021), patriarchal culture is a culture that is enduring, especially in Indonesia. The culture that believes men as the dominant power holders in various fields in society produces certain assumptions about women that influence the restrictions on women's rights and freedoms. These restrictions give rise to issues of gender inequality that give rise to forms of discrimination against women.

Patriarchal culture emphasizes the dominant role of men in various aspects of life, including the world of work, which can create challenges and obstacles



for individuals, especially women, in developing their careers. This is in line with research conducted by (Indah Puji Rahayu, 2024) and (Reza et al., 2024), which states that patriarchal culture influences career development. Looking at the definition and several previous studies, it is suspected that patriarchal culture has a significant influence on teacher career development.

H1: It is suspected that patriarchal culture influences teacher career development.

The influence of the glass ceiling on teacher career development

According to (Azzahra & Winarsih, 2023) , with the glass ceiling, women feel they have obstacles to advancing their careers with high work commitments, even through promotion in the digital era. This is in line with research conducted by (Andi, 2020) and (Septiana & Haryanti, 2023) , which states that the glass ceiling affects career development. Looking at the definition and several previous studies, it is suspected that the glass ceiling has a significant effect on teacher career development.

H2: It is suspected that the glass ceiling has an impact on teacher career development.

The influence of career opportunities on teacher career development

According to (Dewi & Rusdinal, 2020), Careers are determined and managed by individuals and not by organizations. Likewise, with teacher career development. Improving teacher quality is basically a personal responsibility and therefore requires continuous efforts to improve knowledge and skills to improve the quality and career of the teacher, this is in line with research conducted by (Nuriyah et al., 2022) and (Rulianti & Nurpribadi, 2023) which states that job opportunities affect career development. Looking at the definition



and several previous studies, it is suspected that career opportunities have a significant effect on teacher career development.

H3: It is suspected that career opportunities influence teacher career development.

The influence of patriarchal culture on career opportunities

According to (Patriarchy & Phenomism, 2024), patriarchy often assumes that women have a primary role in the household, including tasks such as taking care of children, cleaning the house, and cooking. This view can hinder women's participation in the workforce outside the home. In addition, patriarchy often assumes that men are better suited to jobs that are considered powerful, technical, or heavy, while women are considered better suited to jobs related to care and service. This is in line with research conducted by (Fiqhi et al., 2024) and (Benita, 2018), which states that patriarchal culture affects career opportunities. Looking at the definition and several previous studies, it is suspected that patriarchal culture has a significant effect on career opportunities.

H4: It is suspected that patriarchal culture influences career opportunities.

The impact of the glass ceiling on career opportunities

According to (Septiana & Haryanti, 2023), the glass ceiling is an artificial barrier that prevents women from getting opportunities to management and decision-making positions. This is what hinders women's career opportunities. Similar research was also conducted (Andi, 2020) and (Silaban & Septiana, 2021) which states that the glass ceiling has an effect on career opportunities. Looking at the definition and several previous studies, it is suspected that the glass ceiling has a significant effect on career opportunities.



H5: It is suspected that the glass ceiling has an impact on career opportunities.

The influence of patriarchal culture on teacher career development is mediated by career opportunities

According to (Benita, 2018), the existence of gender inequality reduces the quality of leadership for women; as a result, women are judged based on their gender rather than their leadership quality. Women have a great opportunity to improve company performance with their leadership. Similar research was also conducted (Indah Puji Rahayu, 2024) and (Patriarchy & Phenomism, 2024), which states that patriarchal culture influences career development mediated by career opportunities. Looking at the definition and several previous studies, it is suspected that patriarchal culture has a significant influence on teacher career development mediated by career opportunities.

H6: It is suspected that patriarchal culture towards teacher career development is mediated by career opportunities.

The influence of the glass ceiling on teacher career development is mediated by career opportunities.

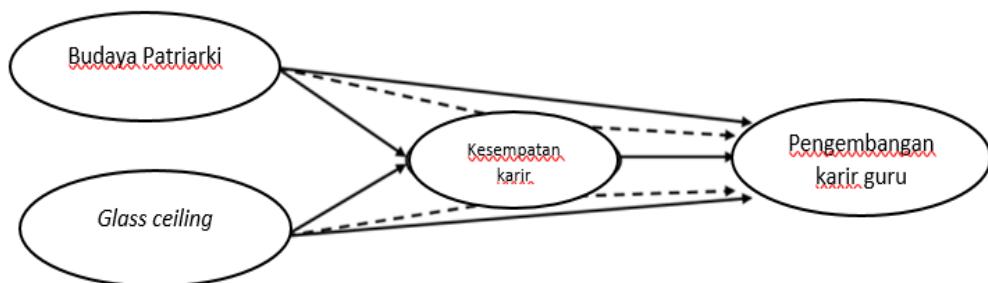
According to (Septiana & Haryanti, 2023), in Morrison et al. (1987), the glass ceiling is a phenomenon where women experience transparent obstacles or barriers when trying to climb to the top of their careers in getting certain positions in a company. The existence of a glass ceiling reduces available career opportunities which directly hinders career development. Similar research was also conducted (Putra et al., 2024) and (Silaban & Septiana, 2021) which states that the glass ceiling has an effect on career development mediated by career opportunities. Looking at the definition and several previous studies, it is



suspected that the glass ceiling has a significant effect on career development mediated by career opportunities.

H7: It is suspected that the glass ceiling influences teacher career development mediated by career opportunities.

The framework of thought in this research is as described below:



Source: Researcher

Figure 1.
Research Framework

RESEARCH METHOD

This study uses a quantitative method, using the explanatory research method or explanatory research. Explanatory research aims to describe the position of the variables studied and explain the causal relationship between these variables (Hairunnisa & Hartati, 2022). The population in this study were kindergarten teachers in the Cikarang Selatan sub-district, Bekasi district. The sample selection technique in this study used nonprobability sampling with purposive sampling technique where the criteria used by researchers to select samples are only those that are relevant to the research objectives. The number of samples in this study was 100 respondents from 134 populations using the Slovin formula.

Where:

$$n = \frac{N}{1 + (Ne)^2}$$



Information :

n = Number of samples

N = Population size

e = Sampling error (5%)

So the following results are obtained:

$$n = \frac{134}{1 + (134 \times 0,05)^2} \\ = 100$$

This research uses a structural analysis method, according to (Harahap, 2020) in Sugiyono (2016) Statistics has an important role in research, namely as: (1) a tool to calculate the size of sample members taken from a population. Thus, the number of samples required is more accountable; (2) a tool to test the validity and reliability of the instrument. Before the instrument is used for research, its validity and reliability must first be tested; (3) techniques for presenting data, so that the data is more communicative. These data presentation techniques include: tables, graphs, pie charts, and pictograms; (4) tools for data analysis, such as testing the proposed research hypothesis. In this case, the statistics used include: correlation, regression, t-test, ANOVA, and others. This study uses a structural analysis method with the Partial Least Square (PLS) approach through the Structural Equation Model (SEM) technique, namely the outer containing convergent validity analysis, and reliability analysis, average extracted (AVE), cronbach's alpha, composite reliability, setya inner model containing the coefficient of determination, predictive relevance, effect size, path coefficient, and hypothesis testing. This study uses the assistance of the SmartPLS program version 4.1.1.

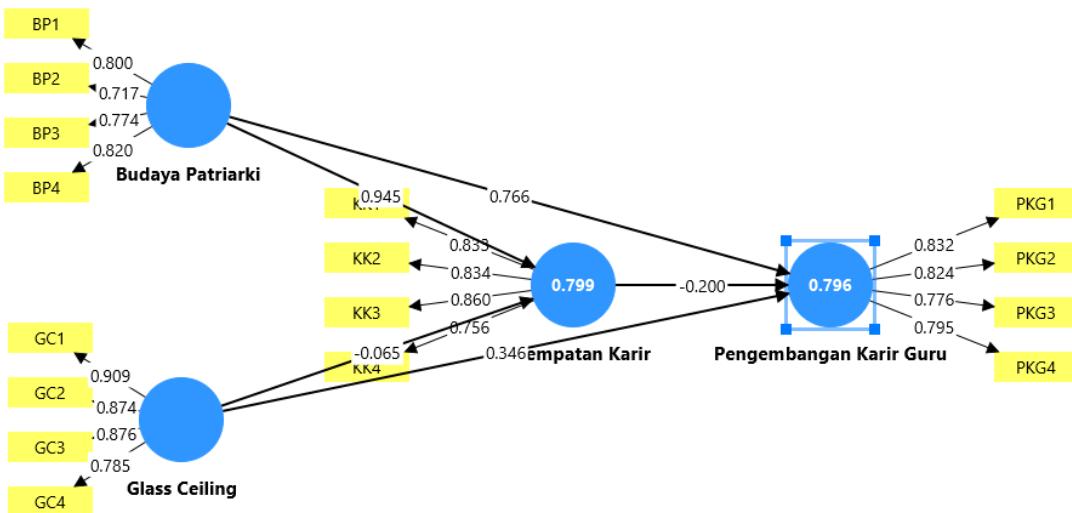
**RESULTS AND DISCUSSION****Validity Test**

The validity measurement model is the AVE value, which is the value of the variance contained in the latent variable. If the AVE value is found to be convergent above 0.5, then the latent variable has sufficient validity. Furthermore, the composite reliability value is used to measure the construct reliability. The construct can be considered reliable if it contains a composite reliability that is more than 0.70, thus, the indicator is said to be consistent for measuring the latent variable (Saragih & Kustini, 2021).

Table 2.
Outer Loading

| Variables | r Indicator | Outer Loading | Validity |
|--------------------------------|-------------|---------------|----------|
| Patriarchal Culture (X1) | BP1 | 0.800 | Valid |
| | BP2 | 0.717 | Valid |
| | BP3 | 0.774 | Valid |
| | BP4 | 0.820 | Valid |
| Glass Ceiling (X2) | GC1 | 0.909 | Valid |
| | GC2 | 0.874 | Valid |
| | GC3 | 0.876 | Valid |
| | GC4 | 0.785 | Valid |
| | | | |
| Career Opportunities (Z) | KK1 | 0.833 | Valid |
| | KK2 | 0.834 | Valid |
| | KK3 | 0.860 | Valid |
| | KK4 | 0.756 | Valid |
| Teacher Career Development (Y) | CL1 | 0.832 | Valid |
| | CL2 | 0.824 | Valid |
| | CL3 | 0.776 | Valid |
| | CL4 | 0.795 | Valid |

Source: Research data processed by SmartPLS, 2025



Source: Research data processed by SmartPLS, 2025

Figure 2.
Outer Loading

Based on the results of outer loading, all indicators show values above 0.7, thus meeting the established criteria. From these results, it can be concluded that all constructs meet the standards suggested in the validity test and are declared valid.

Reliability Test

Reliability was tested by involving 100 respondents as samples in this study. Furthermore, the composite reliability value was used to measure the reliability of the construct. The construct can be considered reliable if it contains a composite reliability value of more than 0.70; thus, the indicator is said to be consistent for measuring latent variables (Saragih & Kustini, 2021).

Table 3.
Reliability Test

| Variables | Cronbach's Alpha | rho_A | Composite | Description |
|--------------------------|------------------|--------------|--------------|-------------|
| Patriarchal Culture (X1) | 0.783 | 0.786 | 0.860 | Reliable |
| Glass Ceiling (X2) | 0.884 | 0.890 | 0.920 | Reliable |
| Career Opportunities | 0.839 | 0.839 | 0.892 | Reliable |



| (Z) | | | | |
|--------------------------------|--------------|--------------|--------------|----------|
| Teacher Career Development (Y) | 0.822 | 0.826 | 0.882 | Reliable |

Source: Research data processed by SmartPLS, 2025

Based on Table 3, all variables obtained values above 0.70, which indicates that the trial conducted has a good level of reliability and validity. This further strengthens that the trial was successful based on the analysis conducted.

Path Coefficient Results

Hypothesis testing is done by analyzing the coefficient value for each type of influence, namely, direct, indirect, and total influence. This process uses the t-test by comparing the significance value (sig t) to the level of significance of the research that has been set. ($\alpha = 0.05$).

Table 4.
Hypothesis Test Results

| Variables | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|---|---------------------|-----------------|----------------------------|--------------------------|--------------|
| Patriarchal Culture→Teacher Career Development | 0.766 | 0.777 | 0.133 | 5,774 | 0.000 |
| Glass Ceiling →Teacher Career Development | 0.346 | 0.338 | 0.083 | 4.139 | 0.000 |
| Career Opportunities→Teacher Career Development | -0.200 | -0.207 | 0.118 | 1,695 | 0.090 |
| Patriarchal Culture→Career Opportunities | 0.945 | 0.936 | 0.074 | 12,779 | 0.000 |
| Glass Ceiling →Career Opportunities | -0.065 | -0.055 | 0.094 | 0.688 | 0.491 |
| Patriarchal Culture→Career | -0.189 | -0.195 | 0.114 | 1,654 | 0.098 |



| | | | | | |
|--|-------|-------|-------|-------|-------|
| Opportunities→Teacher Career Development | | | | | |
| Glass Ceiling →Career Opportunities→Teacher Career Development | 0.013 | 0.015 | 0.024 | 0.542 | 0.588 |

Source: Research data processed by SmartPLS, 2025

Patriarchal Culture on Teacher Career Development

In the results of the first hypothesis test, the influence of Patriarchal Culture on Teacher Career Development produces a P value of 0.000. This result is smaller than 0.05 (0.000 < 0.05), meaning it has a significant effect. The conclusion is that the Patriarchal Culture variable has a significant effect on the Teacher Career Development variable. Therefore, H_0 is rejected and H_a is accepted.

The results of this study are in line with research conducted by (Saefulloh et al., 2023) There is a significant influence between patriarchal culture and teacher career development, and this is reinforced by research conducted by (Indah Puji Rahayu, 2024) that there is a significant influence between patriarchal culture and teacher career development.

Glass Ceiling Towards Teacher Career Development

In the results of the second hypothesis test, the influence Glass Ceiling on Teacher Career Development produces a P value of 0.000. This result is smaller than 0.05 (0.000 < 0.05), meaning it has a significant effect. In conclusion, the Glass Ceiling variable has a significant impact on Teacher Career Development. Thus, H_0 is rejected and H_a is accepted.

The results of this study are in line with research conducted by (Putra et al., 2024) There is a significant influence between the glass ceiling and teacher career development, as is also the case with research conducted by (Azzahra & Winarsih,



2023) which states that glass ceilings have a significant influence on teacher career development.

Career Opportunities for Teachers Career Development

In the results of the third hypothesis test, the influence of Career Opportunities on Teacher Career Development generates a value P values are 0.090. This result is greater than 0.05 ($0.090 > 0.05$), meaning it does not have a significant effect. In conclusion, the Career Opportunity variable does not have a significant impact on Teacher Career Development. So, H_0 is accepted and H_a is rejected.

The results of this study are in line with research conducted by (Saputra et al., 2024) and (Rosyidawaty, 2018), which states that career opportunities for teacher career development in their research obtained empirical evidence that the proposed hypothesis was rejected.

Patriarchal Culture on Career Opportunities

In the results of the fourth hypothesis test, the influence of Patriarchal Culture on Career Opportunities produces P values of 0.000. This result is less than 0.05 ($0.000 < 0.05$), meaning it has a significant effect. In conclusion, the Patriarchal Culture variable has a significant effect on Career Opportunities. Therefore, H_0 is rejected and H_a is accepted.

The results of this study are in line with research conducted by (Fiqhi et al., 2024) and (Benita, 2018), which states that patriarchal culture influences career opportunities.

Glass Ceiling Regarding Career Opportunities

In the results of the fifth hypothesis test, the influence Glass Ceiling on Career Opportunities generates P values of 0.491. This result is greater than 0.05



($0.491 > 0.05$), meaning it does not have a significant effect. The conclusion is that the Glass Ceiling variable does not have a significant impact on Career Opportunities. So, H_0 is accepted and H_a is rejected.

The results of this study are in line with research conducted by (Saragi & Agustina, 2022) stated that the glass ceiling on career opportunities in their research obtained empirical evidence that the proposed hypothesis was rejected. The researcher (Hikmalia & Cangara, 2022) states that the glass ceiling does not affect career opportunities.

Patriarchal Culture Towards Teacher Career Development Through Career Opportunities

In the results of the sixth hypothesis test, the influence of Patriarchal Culture on Teacher Career Development through Career Opportunities produced a P value of 0.098. This result is greater than 0.05 ($0.098 > 0.05$), meaning it does not have a significant effect. In conclusion, the Patriarchal Culture variable has no significant effect on Teacher Career Development through Career Opportunities. Therefore, H_0 is accepted and H_a is rejected.

The results of this study are in line with research conducted by (Apriliandra & Krisnani, 2021) stated that patriarchal culture towards career development is mediated by career opportunities. In their research, empirical evidence was obtained that the proposed hypothesis was rejected. The researcher (Economics, 2024) states that patriarchal culture does not influence opportunity-mediated career development.



Glass Ceiling Towards Teacher Career Development Through Career Opportunities

In the results of the seventh hypothesis test, the influence of the Glass Ceiling on Teacher Career Development through Career Opportunities produced a P value of 0.588. This result is greater than 0.05 ($0.588 > 0.05$), meaning it has no significant effect. In conclusion, the Glass Ceiling variable has no significant effect on Teacher Career Development through Career Opportunities. Therefore, H_0 is accepted and H_a is rejected.

The results of this study are in line with research conducted by (Saragi & Agustina, 2022) stated that the glass ceiling on career development is mediated by career opportunities. In their research, empirical evidence was obtained that the proposed hypothesis was rejected. The researcher (Hikmalia & Cangara, 2022) states that the glass ceiling does not influence career development mediated by career opportunities.

CONCLUSION

Based on the description and discussion of the research results regarding Influence of Patriarchal Culture and Glass Ceiling on Teacher Career Development Mediated by Career Opportunities for Kindergarten Teachers in South Cikarang District, Bekasi Regency, then the researcher can conclude as follows: Patriarchal culture has a positive influence on teacher career development in kindergarten teachers in South Cikarang District, Bekasi Regency. Glass ceiling has a positive influence on teacher career development in kindergarten teachers in South Cikarang District, Bekasi Regency. ChanceCareer does not have a positive influence on teacher career development in Kindergarten



teachers in South Cikarang District, Bekasi Regency. Patriarchal culture has a positive influence on career opportunities for kindergarten teachers in South Cikarang District, Bekasi Regency. The Glass ceiling does not have a positive influence on career opportunities for Kindergarten teachers in South Cikarang District, Bekasi Regency. Patriarchal culture does not have a positive influence on teacher career development mediated by career opportunities for Kindergarten teachers in South Cikarang District, Bekasi Regency. The Glass ceiling does not have a positive influence on teacher career development mediated by career opportunities for Kindergarten teachers in South Cikarang District, Bekasi Regency. Based on the conclusion of this study, some suggestions that can be conveyed are as follows: raising awareness of the positive values of Patriarchy that support women's careers through training and workshops and socialization on gender equality and the negative impacts of patriarchal culture in the work environment, creating a clear and transparent career path for all teachers, including promotion and self-development criteria, providing structured and sustainable career development programs for all teachers, and holding empowerment programs that focus on developing leadership skills, increasing self-confidence and expanding professional networks.

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