

The Leadership Style of Female Madrasah Principals in Improving Teacher Performance at MIN 5 Magetan



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ABSTRACT: This study aims to describe the leadership style of female Madrasah heads at MIN 5 Magetan. The managerial competence of female Madrasah heads through their leadership style proves that women in leadership can play a role with a leadership model that can empower others and is very capable of communicating with staff. As a leader or head of a madrasah, he certainly has a leadership style that is applied in carrying out his profession for the advancement of an educational institution and the performance of teachers in that institution. This research is qualitative research with a single case study, namely, only one research location. The results of the study show that the leadership style of the Head of Madrasah MIN 5 Magetan is a transformational leadership style with a constructive and advanced perspective and thinking and actions that have an impact on teacher performance, including the formation of quality teaching human resources such as an organized learning planning process, learning implementation process, assessment/ evaluation, problem-solving, assistance to students, improvement of facilities, to the creation of programs for the advancement of Madrasahs. Leadership Style, Managerial Competence, Female Principals, Teacher Performance

KEYWORDS: Leadership Style, Managerial Competence, Female Principals, Teacher Performance

I. INTRODUCTION

Educational institutions are a place to produce quality human beings and cannot be separated from the roles of school/madrasah principals, teachers, parents, students, and the community. Of all these roles, the leadership of educational institutions plays the most significant role in realizing the quality of the institutions they lead, especially the role of the school principal (E Mulyasa 2005:24). The success of a school or madrasah principal in carrying out his duties is largely determined by his leadership style in mobilizing, influencing, providing motivation and encouragement, and directing the people in the educational institution to achieve predetermined goals (Rahmat and Kadir 2016:3). Fatimah stated that the leadership style has three basic patterns in carrying out its leadership, namely prioritizing task execution, prioritizing cooperative relationships, and prioritizing results that can be achieved (Fatimah 2020:87).

The quality of educational leaders is not only owned by men. Both men and women have the same opportunities as school/madrasah principals. But it turns out that from a traditional point of view, the female figure is synonymous with the weak, delicate, and emotional. At the same time, men are described as dashing, brave, and rational by the view of Abdul Rahim, stated that the above is an illustration of the existence of classic discrimination against women (Rahim Abdul 2016:270). As a result, it is rare for women to emerge as leaders because they are sidelined by male domination.

Women's leadership is not only limited to household life but also society or education because sometimes women are superior to men. Every woman and man has the right to be a caliph on earth. Asmanah and Saeful Anwar, in Hasan Baharun's work, said that women leaders have several advantages, the first of which is that women are synonymous with gentleness, calm, and humility. The second is a detailed analysis. Through these characteristics, female leaders are more careful in making decisions. Third, better understand the needs of his subordinates. And also, a woman with certain qualities brings comfort to subordinates in leadership (Baharun, Wibowo, and Hasanah 2021:6).

Until now, the discourse on women's leadership is still divided and limited. This may be due to cultural background, the superficiality of religion, civilization, and social conditions of human life, causing conflicts and differences of opinion among the people. As a religion whose teachings are perfect, Islam places men and women in the same position, both as servants and rulers of the earth. Women's leadership is permissible according to Islam as long as the leader is good and able to carry out his duties (Fatimah 2015:90).

Along with the development of the era, competition in the realm of leadership began to intensify between men and women, especially in educational institutions, where in the past eras, school leadership was always synonymous with a man who was seen as having authority and firmness in leading. Not only that, the patriarchal culture is still large and influential among the people, which

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ultimately also has an impact on the realm of leadership, so most people think, "While there are still men, why should women." However, nowadays, women's ways of thinking and willingness to lead have begun to develop; they previously always considered themselves weaker than men, but now, on the contrary, women have begun to realize that women and men are equal in the context of gender. Most leadership theories not only reject the role of women in schools but also experience gender bias and form incorrect assumptions about gender roles in organizations. Most theories only focus on the role of men in organizations, but some emerging empirical evidence proves that most women in leadership can play a role with a leadership model that can empower others and is very capable of communicating with staff and students (Sidiq and Khoirussalim 2021:57).

The head of the madrasah also has an overview of improving the performance of teachers or educators in an institution. Performance is achieved by a person or group of people in an organization, by their respective authorities and responsibilities, to achieve the goals of the organization concerned legally, not violating the law, by morals and ethics. Good human resource management cannot be separated from the good leadership qualities of school principals (Purwanto and Evicasari 2021:5707). The success of a school institution in carrying out a quality learning process is often identified with the success of the principal in managing and managing all available energy sources. One of these energy sources is teachers, educational staff, and employees who can create quality output, and increase the quality of education and the quality of the learning process as a whole. Good human resource management cannot be separated from the quality of good school principal leadership (Rivai and Mulyadi 2012:3).

Madrasah Ibtidaiyah Negeri 5 Magetan is a school with the leadership of a female principal who applies a transformational leadership style to increase the effectiveness of teacher performance by empowering resources as much as possible. The Madrasah, which was established in 1995, is located at Jl. Manggar Tanjungsepreh Village, Maospati District, Magetan Regency, East Java, is one of the favorite madrasahs in the Maospati area. Madrasah with complete, quality facilities and is the choice for parents to send their children to MIN 5 Magetan.

Siti Fatimah's research with the title "Leadership Style of Female Principals in Developing Islamic Education Institutions" explains the application of a religious-democratic female school principal leadership style by looking at the style of school principals in communicating, participating, and as a motivator (Fatimah 2020:108). In contrast to Siti Fatimah, research related to women's leadership styles was also conducted by Hasan Baharun with the title "Women's Leadership in Creating Child-Friendly Schools." This research focuses on a leadership model that wants to create a child-friendly school through the stages of SWOT analysis, school branding, implementation of SRA development, and continuous improvement. There is a transformational leadership style with the hope of being able to make teacher performance in a better and quality direction to create superior and highly competitive educational institutions (Baharun et al. 2021:99).

The researchers' initial observations at the MIN 5 Magetan research location found that the head of the madrasah managed the development of teacher potential in improving teacher performance. The madrasah principal's leadership strategy in improving teacher performance is the tactics and leadership style of the madrasah principal in leading and seeking the form of an activity program so that his attitudes and behavior can show a correct and appropriate professional attitude by the vision and mission of the madrasah which is formulated and relevant to national education goals. (Oktavia, Warisno, and Hidayah 2021:26). The madrasah principal's understanding of national education goals and the vision and mission of the institution being managed will be an indicator for managing its members in an institution (Oktavia et al. 2021:26). Leadership style will greatly affect the performance of teachers in planning and implementing learning activities within their educational institutions. In improving teacher performance at MIN 5 Magetan, a madrasah head is not only a leader. However, the madrasah head also plays a role in developing, directing, motivating, making changes, and evaluating to achieve the expected learning objectives. Under the leadership of Mursinah as the head of MIN 5 Magetan, several things were carried out, including developing educational resources by conducting training, leading meetings in an assertive, open manner, always motivating subordinates to develop, driving extracurricular programs with teachers, setting an example for teachers by coming to action. in madrasahs on time, as well as providing adequate facilities for teachers and students so that in the end, it can have an impact on the formation of a teacher's discipline spirit, teacher enthusiasm in carrying out learning, and assistance provided by teachers to students to improve student achievement.

Based on this explanation, this research was conducted at MIN 5 Magetan; from the results of initial observations, there were several findings from researchers related to the leadership of female school principals, and this research needed to be carried out because it explored how an educational institution was able to develop and the performance of its teachers increased under the leadership of a female school principal. With these considerations, a study was proposed entitled "Leadership Style of Female Principals in Improving Teacher Performance at MIN 5 Magetan."

II. METHODOLOGY

This research uses a qualitative case study approach at MIN 5 Magetan. Researchers examine the phenomenon in depth through data collection-research data collection techniques through interviews, observation, and documentation. In analyzing research data, researchers used the Miles, Huberman, and Saldana models as a reference. Analysis of research data contains data collection, data presentation, and data verification. Checking the validity of the data through source triangulation, method triangulation, and researcher/investigator triangulation was used to check the correctness of the data obtained.

III. RESULT AND DISCUSSION

A. Leadership of the Head of Women's Madrasah

The leadership of the madrasah head is the essential element in the madrasah because he has the responsibility as a mediator, dynamist, catalyst, motivator, and a driving force for the community he leads. Besides that, the increase in the rate of growth and development of education solely depends on the quality of its leadership (Fauzi 2017:56). The concept that is currently developing is about gender equality or fairness in waging a life which ultimately also has an impact on all sectors of government, one of which is in the education sector, where many educational institutions are being led by a woman. Female leaders have a different side of character from male leaders, namely in terms of emotional concern for their subordinates. female leaders tend toward innovative performance (Sarwar et al. 2022:12).

Masculinity and femininity are constructed socially and culturally. For example, women are known to be gentle, beautiful, sensual, or motherly. Men, on the other hand, are seen as strong, rational, manly, and powerful. The properties of nature themselves are interchangeable traits (Duryat 2016:34). Women's rights in Islamic teachings are the embodiment of human values and justice. Even though Islam does not fundamentally distinguish between men and women, in many ways, they are separated because of their different duties and roles. The content of these differences tends to divide tasks and responsibilities in people's lives (Romzi Al-amiri Mannan 2011:47).

Asmanah believes that female leaders have several advantages; firstly, they are synonymous with gentleness, calmness, and humility. The second is a detailed analysis. Through these traits, leaders are careful in making decisions. Third, better understand and understand the needs of subordinates. Women with certain qualities bring comfort to subordinates in leadership (Baharun et al. 2021:91). To achieve good leadership, several characteristics must be present in women; these characteristics are (1) a Genderless mind. A woman will be successful in leading if it doesn't matter about gender, (2) Competent and accomplished. A female leader not only has to be able to govern, but she also has to know how to look at problems holistically and provide solutions for each problem, (3) Good at choosing priorities and being tenacious. Being a leader is not easy. Success belongs to those who are good at organizing and prioritizing and must be tough in every problem, (4) Easy to get along with. One of the attitudes that make women superior to men is their flexible attitude in relationships (5). Dare. Gentleness is synonymous with women, but there are times when women must have the courage to make firm decisions, (6) Having androgynous traits. A successful woman cannot only rely on her feminine side; she must have a masculine side and (7) a balanced life. Women must be able to balance personal life and work interests (Alisjhabana 2016:35).

B. The Leadership Style of the Female Madrasah Principal MIN 5 Magetan

Every leader in an organization or institution has a leadership style that is characteristic and superior that a leader has to apply. MIN 5 Magetan itself has a female leader named Mursinah, with one of her leadership styles always prioritizing active, progressive movements and encouraging to make good changes. Even though she is a woman who is subordinate to her or has male members, she is still someone who can be used as an example by other teachers, starting from her courage, firmness, and being able to invite and encourage everyone to achieve the goals expected by the madrasah.

If we look closely, Mursinah is a leader who has a transformative side because based on the data explored by researchers, she has charismatic character, ideas, and attitudes that are constructive and nurturing for her subordinates so that the performance of her subordinates is maximized. In thinking and acting, always considers carefully, including discussing it first with her subordinates. In a transformational leadership, leaders must be able to direct their subordinates; leaders must have creativity and behavioral attitudes that can be role models for their subordinates (Putu Winarti 2010:28).

Applying the right leadership style can make all elements or members of the organization more comfortable and easy to move at work. In addition, the impact of having appropriate leadership will create a good performance where someone will feel they are moving together to achieve the goals expected by the madrasah institution or place of work. An effective leadership style is a leadership style that can influence, encourage, direct, and move people who are driven by circumstances so they want to work wholeheartedly to achieve organizational goals (Armadita and Sitohang 2021:17). The principal's leadership style is more transformational, so organizational performance will be better (Masry-Herzallah and Stavisky 2021:895). Transformational leadership is seen as the most appropriate leadership style for these conditions; leaders who are passionate and challenged to deal with any changes in the environment and are ready for transformation (Maisyura, Aisyah, and Nur Ilham 2022:485).

A madrasah principal, besides being a teacher, must also have a nurturing attitude and must be wise in any case to avoid social jealousy or uneven implementation of the chosen policy. A madrasah must have experienced and encountered an obstacle or problem (Jalaluddin, Ramlah, and Maghfuri 2021:257). The role of the madrasah head there is also of great concern because a leader must be able to address and resolve problems wisely and fairly (Supriyanto, Ekowati, and Maghfuroh 2020:1107) so that a decision does not occur which can harm the institution and the resources within it.

An idea or thought on any matter will become real when there is proof of its application. In the realm of leadership, a leader has action from every idea and policy he has. The impact of skillful implementation of the madrasah principal will also have an impact on his performance, the teacher's performance, and the development of the madrasah. The effectiveness of the leadership of

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school principals refers to the efforts and results that school/madrasah principals can achieve in carrying out educational goals effectively and efficiently (Juni Priansa and Somad 2014:76). Madrasah principals who fail to anticipate and respond quickly to changes cause schools to be slow to adapt to change, resulting in less-than-optimal school performance. Although currently, schools must be developed with due regard to sufficient flexibility, the establishment of reliable working groups, reliable attitudes and behavior, and adequate information dissemination. As a change leader, the principal must have a clear vision and a big picture of what the school will be like in the future. A madrasah leader has a very important and strategic role in realizing the vision, mission, and goals of the madrasah (Illah et al. 2022:406). The principle of the madrasah as a person who has the right to apply transformational leadership is not only based on the need for self-esteem but also realizes that leadership, management, performance, and growth are things that greatly affect one another. The focus of madrasah head change management is on the commitment and capacity of human resources. Increased engagement and capability can increase effort and productivity. The transformational leadership of a madrasah principal involves efforts to go beyond personal interests and make collaborative efforts for the betterment of the madrasah. Madrasahs with quality teaching produce quality graduates, but if teacher education is not good at quality, it will also produce graduates who are not qualified (Nisa' Fitriani and Ali 2022:2). Madrasah Ibtidaiyah Negeri, which is under the auspices of the Ministry of Religion, is now a favorite educational institution or is being hunted by parents to send their children to school to form children who have polite religious characters. The development of madrasahs cannot be denied thanks to the hard work of madrasah heads and teachers who want to develop and move forward to advance madrasahs and be able to compete with other elementary schools and public schools. MIN 5 Magetan is a madrasah which is one of the favorite madrasahs in the Maospati area, which is currently led by a woman named Mursinah. She is the principal of a madrasah who has a unique leadership style, namely a woman, but her ideas and way of thinking are very good for the development of madrasahs. It can be seen from when she leads meetings she is very disciplined, directs, motivates, and accompanies teachers in carrying out their duties.

C. Implementation of Women's Leadership Style in Improving Teacher Performance

Educational institutions certainly have rules that are applied to carry out learning activities for students through teacher intermediaries. Talking about the leadership of the head of the madrasah, of course, every person or leader has ideals or foresight for the progress of the institution he leads. One of them is at MIN 5 Magetan which has a female leader who certainly has a different point of view from the others. The progressivity of an institution can be seen when there are significant changes within the institution. Changes from things that don't exist yet to exist and from things that haven't been completed to be complete, and from things that aren't good to be good. The existence of changes in an institution depends on the leaders and members in it who are the driving force of the institution. MIN 5 Magetan is an educational institution that has recently been felt to have shown changes that can later compete with other schools or madrasah.

Mursinah is a female leader with a transformational leadership style while still using her female side but having a progressive and creative perspective. One of the applications of how to lead is in the realm of the learning planning process, which is accompanied directly by the head of the madrasah to teachers at MIN 5 Magetan. One of the implications is improving teacher performance (Hasibuan 2022:43). Teacher performance at MIN 5 itself is seen from the side of readiness and preparation before implementing a lesson to students. In the world of education, teaching planning is called RPP (Learning Process Plan). During the preparation of the lesson plan, there is assistance and direction from the head of the madrasah for synchronization and smooth application of learning later.

Furthermore, the head of the madrasah gives duties and responsibilities to the teacher to carry out learning management based on prota, syllabus, promes notes, lesson plans, and assessments because learning management is very important for learning activities in class so that they can be structured and run effectively. In preparing the learning implementation plan, it refers to the learning tools that are used and then developed into learning activities that are appropriate to the school situation. Lesson implementation plans are based on themes/subtopics and basic skills carried out in class meetings (Fathoni Ihsan and Basuki 2022:46).

A leader or head of a women's madrasah at MIN 5 Magetan manages the institution well and has high work motivation, and can create a conducive school environment that can support teacher work efficiency, which has an impact on improving teacher performance. Mursinah, as the head of the madrasah is very influential in the progress of the madrasah and has administrative skills, high commitment, and flexibility in her duties. Mursinah's leadership must be able to improve teacher performance through teacher capacity-building programs. Therefore the madrasah head must have the personality or quality as well as the skills and abilities to manage an educational institution. Principal leadership is a facilitator who provides inspiration, motivation, support, and guidance to guide teachers to achieve maximum potential and achievement. to improve school quality (Emmanouil, K., Osia, A Paraskevi-Ioanna 2014:34).

As a motivator, Mursinah has the right strategy to motivate teachers to carry out their duties. Work motivation regarding a job in a professional organization is very important, especially for educators (Rajab and Saputra 2021:61). Teachers are motivated by Mursinah by giving gifts that can encourage initiative, creative abilities, and a healthy competitive spirit. This award is very important for improving the quality of teacher activities and reducing less productive activities. Bredeson and Johansson found four important areas that affect teacher teaching in schools and must be met by school leaders: (1) the principal as an educational leader, (2) the principal as a creator. the learning environment, (3) school principals are directly involved in planning, delivering, and

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assigning teacher professional development content, and (4) school principals evaluate the results of teacher professional development (Bredeson 2000:385). The head of the female madrasah at MIN 5 Magetan in improving teacher performance is towards a better direction with the characteristics of a transformative leadership style, making movements for change through ideas and policies within the institution without leaving the main goal, namely to advance madrasahs and become more progressive in the future through collaboration between superiors and subordinates by always providing assistance, encouragement, support, motivation, and enthusiasm to live it together to achieve the goals of the madrasah itself. Leadership implements policies to formulate and implement policies (Kagan 2023:879). From this, the teacher's performance will also increase in carrying out learning, programs, and ideas that have been determined according to their respective capacities and abilities. Teacher's performance can be described as the tasks a teacher performs at school at a given time to achieve daily school goals, class goals, and all educational goals and objectives (Igwe and Odike 2016). The teacher's activities thus include tasks that are carried out based on the tasks given at school. The teacher has various duties or responsibilities, in which the teacher needs support from the leader to fulfill them. If the leader does not pay serious attention to the teacher's performance, the teacher will have difficulty completing the tasks assigned to him. Therefore, improving teacher performance can be the task of the madrasah principal as part of the role that must be carried out by educational leaders in improving the quality of teaching in schools. The existence of effective school principal leadership needs to be improved to be able to guide and encourage teachers to maximize student education (Nurhayati Istiqomah and Rohmah 2022:82).

Table 1. Implementation of the leadership style of the female Madrasah head

Action	Process
High work motivation	Assistance in making RPP
Create a conducive work environment	Assistance in the management of the learning process based on prota, promes,
Change movements	Strengthening teamwork

IV. CONCLUSION

Women's leadership is also able to bring success to a superior and quality educational institution. Leadership in an educational institution is not far from being a driving force or influence for its members. In the context of madrasah leadership, the leader is the person who occupies the highest position in an educational institution, especially at MIN 5 Magetan. Leaders must be able to influence and move their members toward the expected goals. In leadership, several leadership styles are owned or used by a leader to implement the results of his thoughts and ideas as outlined in an organization or institution by also moving members of the organization. Mursinah's leadership style is a transformational leadership style with a perspective and moving forward and positively to achieve madrasah goals together by leading meetings, discussing ideas, and implementing them through programs. Mursinah's transformational leadership style provides changes both internally and externally, from an internal perspective starting from the formation of quality teaching human resources by always getting encouragement and support to attend any training and seminars as well as psychological support for teachers which also influences teacher performance, starting to increase student achievement. The external aspect of MIN 5 in the realm of electability has increased.

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