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Analysis of Female School Principal Leadership in Improving Teacher Performance and Student Achievement

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Abstract

Female school principal leadership has been an important issue in the last two decades, but not much research has been done on problems dealing with the leadership of female school principal. This qualitative research aims to find out teachers' perceptions about females leadership and how principal leadership of females influences the performance of teachers and students' achievement. Data collection techniques include structured interviews, observations and documentation studies. Sources of research data are principal leadership, vice-principal leadership, teachers, staff, and students. Data were thematically analyzed by the phases of data reduction, data presentation, and conclusion. The results revealed some stakeholder perceptions about the principal leadership of females. In general, they positively assessed the ability of the principal leadership of females to establish communication and enforce discipline. The impact of principal leadership of females is reflected in the improvement of school facilities, well-being, and discipline of stakeholders. Some data also show that the principal leadership style of female influences student achievement. Although the performance at the schools observed was different, the results of this study concluded that the principal leadership style of females made a positive contribution to school progress.

Keywords: *Leadership of Female; Performance of Teachers; Students' Achievement*

Introduction

Article 27 (1) of the 1945 Constitution explains the existence of recognition of the principle of equality for all citizens without exception. This principle of equality explains the equal rights of every citizen before the law and the government, namely the elimination of all forms of discrimination regardless of ethnicity, religion, position, race and class and gender. So far, equality, gender equality in different areas has not been fully met, so far the awareness of different parties, especially in the community, the high potential of women in different ways has not been updated because of the view that women are dominated by emotions, while men by reason (Katriana, 2014). Criteria for inhibiting the emergence of women as leaders include: 1) becoming pregnant, giving birth and breastfeeding; 2) Beings created to always care for, entertain and accompany men; 3) Beings who are helpless, passive, always accept any situation,

sensitive and highly dependent on people; 4) Home creatures; and 5) Lack of female names in history (Tan in Wulandari, et al., 2018).

Over time, many women have attended higher education, many women have the opportunity to pursue careers and apply the knowledge they have gained at the university with the ability to work in accordance with the discipline. Even in various studies, it is explained that women have different advantages over men, including women are more able to play a dual role, in addition to being a mother who is pregnant, giving birth, breastfeeding, her children with affection educates and educates, women also have basic potential to be more resistant to testing, steadfast in various tests (endure suffering), willing to sacrifice, creative, competent, resilient and more patient than men (Hamka, 2013). Other research also shows that women are much more economical and efficient so that women can be trusted to hold important positions in an institution. Women tend to use democratic behavior in their performance as headmasters and the performance of administrative tasks is very effective (Sergiovanni in Wulandari et al., 2018).

Currently, the differences between men and women are still striking. Also in the political field. In Law No 8 of 2012 on the general elections of members of the DPR, DPD and DPRD, rules on positive discrimination were formulated in the form of a quota of 30% for women in the Indonesian political sphere. But in reality, the 30% quota has still not been met to date, because it is still believed that women do not have the right to make decisions. Similarly, in the world of education, leadership in education is occupied by men all over the world, in theory, the framework for leadership in education management is still based on male behavior (De Witt in Wulandari et al., 2018). Women are a minority in education management, especially in developing countries with relatively advanced development (Celikten in Wulandari et al., 2018).

The same thing happened in West Lombok Regency, especially at the State Junior High School level, there were only 3 female school leaders, at 41 State Junior High Schools. The schools are SMP 4 Lingsar, SMP Negeri 2 Gerung and SMP Negeri 4 Gerung. These data show that women have not received the same treatment as men. This is what drives research to show how the role of the female client in performing her duties as a leader. Various studies have been conducted into the leadership of female clients. The results of the study show that women are often seen as helpless, more emotional and non-leading in female leadership (Saputri, 2015) (Wardani et al., 2013) (Kristiyanti and Muhyadi, 2015).

The background to the rise of feminism is because there are very prominent differences between men and women in social life, so there are efforts to eliminate these differences. In general, feminism is interpreted as a vision that requires the liberation of women because of the belief that women experience injustice because of gender. The demand for equality with men and that women can also do the things they want are the most important factors that promote the rise of feminism (Sugihastuti and Suharto in Sofranita, 2015). It is also said that feminism is a form of targeted struggle over the rights and interests of women (Geofe in Imron, 2015). Feminism is a form of women's struggle that demands that women have the same rights as men in all areas of life.

Liberal feminism stems from the oppression of women, especially in the economic and educational fields, so that supporters of this genre want equal rights between men and women

in all areas of life, including a career outside the home in various public sectors. While the emergence of Marxist feminism because of the suppression of women by private ownership, then associated with the type of social organization, especially in the economic order (Ollenburger and Moore, 1996). It is also said that what differentiates between Marxist feminism and other feminist theories is the assumption that capitalism is a form of women's oppression, where women are considered a reserve in cheap and stupid labor (Ollenburger and Moore, 1996). Marxist feminism stems from the suppression of women in the economic and social field of employment.

It is also said that women are oppressed by patriarchal social systems, namely the most basic forms of oppression such as physical exploitation, racism, heterosexism and classism that occur simultaneously with patriarchal oppression (Ollenburger and Moore, 1996). Radical feminism occurs because of the various forms of oppression that women experience, at the same time as the suppression of patriarchal culture. To discover whether women's leadership can bring change to school, researchers use this feminist theory as its theoretical framework.

The presentation on women's leadership means that this study uses a number of indicators of teacher performance in schools as a benchmark for the success of school leaders in leadership. Gusman (2014) describes that teacher performance is reflected in the ability of a teacher to perform his duties as an educator, full of discipline, and high responsibility. Teacher's performance is influenced by; knowledge, skills, attitudes, work style, personality, interests, basic principles of values, beliefs and leadership style (Wibowo in Gusman 2014). It also said that there are two factors that influence the performance of teachers, namely internal factors of teachers, including the main objectives of work, motivation, level of education, the ability to manage classes, health, personality and external factors of teachers, including the workplace environment, facilities and infrastructure, family, and especially the leadership style of the client (Wahab&Umiarso, in Yudani, et al 2013). The reality in the field shows that the ability of principal leadership and the performance of teachers still show skills that are not yet optimal (Alfionita et al., 2019).

Methodology

This multi-case study aims to reveal the perceptions of teachers in Gerung Public Junior High School 2 and Gerung Public Junior High School 4 about the leadership of female clients, also to find out how the leadership of female clients influences the performance of teachers and the students' achievement. The types of data investigated in this qualitative study were interviews, observation, and documentation. Interviews are the most commonly taken step and are needed at the time of data collection.

Data sources in this study were principal leadership, vice principal leadership, teachers, staff, and students who used purposive sampling. Techniques used for data collection are structured interviews, observation, and documentation techniques. Thematic data analysis techniques, drawing through the phases of data reduction, data presentation and conclusions. The validity of the data is checked with credibility, transferability, defensibility, and confirmation.

Result and Discussion

Teachers' Perceptions about Female School Principal Leadership

The findings of this study indicate that there are a number of informants who have a critical view of the principal leadership of females. In general, women are more talkative than men, female clients want everything to be discussed, discussed, and properly communicated first, so that there is the best solution to the problem. Some informants have views about female school leaders who establish good communication with stakeholders in the school. This is in line with the results of an interview with one of the informants who stated that female clients were more perfectionist and talkative, female clients gave examples directly, reminded teachers to always be disciplined, to arrive early, to class on time to go. Other informants also said that since the principal leadership of females had become more sophisticated, communication between teachers and staff became better, and kinship became increasingly close.

In accordance with the opinions expressed earlier by various informants, it appeared that female school leaders always maintain good communication with teachers and staff, especially in the morning. The principal leadership of females always check the presence of teachers and staff, and always coordinate with student affairs, picket teachers and with guidance teachers to follow learning activities. On the basis of observations, the principal of females also came in early every morning, was more professional, had good communication with teachers who were late, worked in accordance with the duties and did not distinguish teachers, employees, both civil servants and those with an honorary status. The principal of females treats all employees equally. Although there are brothers and sisters who work at school, principal of females see that they have the same rights and must fulfill their duties and responsibilities as educators.

Based on the documentation study conducted, it appeared that the attendance list was always completed by picket teachers, it could be said that 90% of the teachers were present and on time. When a teacher is late, the principal of females communicates directly with the teacher. When someone cannot be present, the teacher entrusts the task to the picket teacher, the picket teacher always coordinates with student affairs and the counseling advisor to follow the learning activities. The research also showed that principal of females were more disciplined and always arrived on time. In the morning, female clients often wait for the arrival of teachers, staff and students at the gate.

The principal leadership of females in the unit of study has a very important influence. Similarly, the principal leadership of females has a very strategic function to determine the success or failure of a predetermined program. Research into leadership styles showed that women tended to focus their leadership more on relationships and education (Shakeshaft's in Sampson 2010). The female director emphasizes cooperation and kinship, and maintains more good relationships with the stakeholders in the school who lead them to achieve the set goals. The results showed that the perception of teachers and employees with regard to the principal leadership of females was that principal of females established good communication with stakeholders in schools, especially with teachers. Communication takes place through the most important information exchange with teachers, employees, to improve the quality of education. Every day the principal of females coordinates with student affairs, picket teachers and guidance teachers to follow the learning process. If there is a teacher, the employee arrives late

and is immediately reprimanded, so that this affects the performance of the teacher. The principal of females was also disciplined, arriving early in the morning early, often waiting for the arrival of teachers, staff and students at the gate. The principal of females also mainly checks for the absence of teachers, especially in the morning and goes home according to the set schedule. Professional female school principals, as evidenced by working in accordance with the objectives, make no distinction between teachers who are both state and honorary doctorates. The teacher has the same rights and obligations as an educator.

Impact of Female Principal Leadership on Teacher Performance

The findings of this study indicate that a number of informants have a critical view of teachers' performance. An informant stated that the performance of teachers has increased. In terms of the discipline of teachers who became more disciplined, teachers achieved a lot of achievements and the achievements of the teacher, as long as led by the head of the women's school, had increased. Another informant also said that it had not improved in the area of mediocre performance because teachers had not participated in local government or central government activities so far. In line with this, another informant also stated that if there was perhaps no performance, because if his own competence was present, the information was there, but it seemed to be missing, so the teacher did not participate in the competition.

Accordingly, in accordance with the information provided by various informants on the basis of observations, it has been established that a number of prizes have been received by teachers for participation in different competitions, as district-level instructors, one of the teachers as instruction-level instructors for the 2013 curriculum. Computer Informatics lessons. Based on the documentation study conducted, it was determined that some teachers have achievements, as evidenced by various certificates received at both district and national level. Different types of competitions were followed, such as scientific writing competitions, some won OGN competitions and there were national school ambassadors in English subjects.

Based on the theoretical basis that has been assessed previously, the performance of teachers in schools is an important factor that determines the achievement of school goals. Teaching performance issues are the main focus of various parties, especially for school principals. Teacher's performance is reflected in a teacher's ability to perform his duties as an educator, full of discipline, and high responsibility (Gusman, 2014). Since they are led by principal of females, the performance of teachers in schools has increased. The principal of females has shared information about the school's progress, so the teacher actively participated in the competition because the female director had given motivation. Moreover, there are free Wi-Fi facilities to give teachers easier access to information that is needed to improve the quality of education.

Other findings in this study also indicate that from the results of interviews with different informants, there are a number of informants who have a critical view of the facilities and infrastructure in schools built since the principal of females. According to the first opinion, it can also be said that the number of facilities and infrastructure at school has increased or increased. In the beginning there was no library yet, since the principal of females was in office, a new library was built. The same opinion was conveyed by another informant who stated that in addition to the library, the facilities and infrastructure that were being built, the musholla

were, because the principal of female-versed, various facilities such as the musholla and the library were being built. We used to have a small mosque, but due to the widening of the road to Lombok International Airport, the small mosque was demolished and rebuilt. At the time of the earthquake, about a year ago, we were hit, so we received donations from the earthquake house. So the director of this school tries to give the school noodle classes. The same opinion was also conveyed by another informant who stated that first of all, in terms of physical changes in schools, many improvements in infrastructure were built, such as the physical building of the library, in the beginning it was still a classroom, after the female director served here, a library room was built in accordance with library standards, including building rehabilitation.

From the above discussion it can be concluded that the leadership of female clients has a positive influence on the professionalism of teachers. Since it has been led by female clients, teacher discipline has increased, but teachers have not had the performance, facilities, and infrastructure built since the director was a library.

Impact of Female Principal Leadership on Student Achievement

The findings of this study indicate that a number of informants have a critical view of the positive impact that occurs on students after the female director has taken office. Initial opinion states that the positive impact that occurs on students after the head of a female school student discipline has increased. In line with this, another informant also stated that students were more disciplined and that the positive impact that occurred on students after the female director took office were many students who performed well both academically and non-academically. Students who have participated in competitions and become champions are increasingly motivated to participate in the following competitions and with the charter they receive, it becomes easier for them to choose their favorite schools at the next level of education.

Based on the documentation study, the researchers discovered that the positive impact that had occurred since it was led by female clients was that students became more disciplined about going to school and going to class on time. The violations committed by students in the mild category were proven by notes from the counseling counselor. In addition to increasing student discipline, the positive impact that female clients have since had on performance has also increased. This is evidenced by the many trophies won by students from competitions that have participated at district, provincial or national level. The positive impact that has arisen at school since the female director, namely the student discipline, has proven that students are demonstrably diligent at school, on time in class, and assignments are completed successfully.

Based on the theoretical basis that was previously assessed, Apriyanti (2015) states that achievement is the result that someone has achieved after making a change in learning, both at school and outside of school. The results of the study, in accordance with the theory described earlier, showed that the influence of leadership of female clients on student performance is that discipline increases and no performance has been achieved by students as long as they are led by female clients, active students as participants in the district level. Another positive that occurs in students is discipline and student performance is increasing. Student performance has increased both academic and non-academic performance as long as they are led by female clients.

Conclusion

On the basis of the research results, teachers assessed positively the ability of female clients to establish communication and enforce discipline. The impact of principal leadership of females reflected in the improvement of school facilities, well-being and discipline of stakeholders. Moreover, the leadership of the principal of females also showed a positive effect on student performance. Although the performance at the schools observed was different, the results of this study concluded that the principal's leadership style of female made a positive contribution to school progress.

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