Women's Leadership in Public Elementary Schools in Sekarbela District, Mataram City, Indonesia

Hefi Sahlia Ristiana [1], **Asrin** [1], **Lalu Sumardi** [1], **Sudirman** [1], **Heri Hadi Saputra** [1]

[1] *University of Mataram*
Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

Abstract. This study aims to determine women's leadership style in public elementary schools in Sekarbela sub-district, Mataram City, in improving teacher social competence. The sub-focuses include women's leadership style and the impact of women's leadership style. This study uses a qualitative approach with a case study method. Data were collected using interview, observation, and documentation methods. Data analysis in this study is inductive; namely, the analysis is carried out based on data obtained from the time the data collection took place until after the data collection at a certain time. Data analysis consists of data collection, condensation, presentation, and conclusion. Meanwhile, the validity of the data will be checked using data triangulation, namely credibility, transferability, and dependability. The results of the study indicate that: 1) the leadership style of women in public elementary schools in Sekarbela sub-district, Mataram city is democratic and charismatic leadership; 2) The impact of women's leadership style in schools, both democratic and charismatic, has a significant positive impact on improving school quality.

Keywords: Women's leadership; Elementary Schools; Education.

INTRODUCTION

In the era of the Industrial Revolution 4.0, changes occur very quickly. The education system must be transformed to ensure that education in a country strives to provide the best education for future generations. Consistent with these developments, improvements and evaluations of education continue to be carried out. Effective education planning and implementation requires a reliable leader to carry out his duties and functions in managing an educational institution.

Education is a medium for creating a very important young generation in the future. Islamic and national education must foster and develop faith, piety, noble morals, conscience, character and other aspects of the humanities, as well as intelligence and skills to create balance. Education also emphasises the development of a whole Indonesian person who believes in and is devoted to God Almighty, has noble morals, is healthy, knowledgeable, capable, creative, independent, and is a democratic and responsible citizen.

Knowledge is gained in school, and school will never be separated from the leader's name. Every school has a leader; a school will not run without one. The leader is the one who will lead the direction of success of an educational institution.

Professional principals in the new paradigm of educational management will have positive impacts and bring about fundamental changes in the renewal of the education system in schools. These impacts include the effectiveness of education, strong school leadership, effective management of educational staff, quality culture, compact, intelligent, and dynamic teamwork, independence, participation of school residents and the community, openness (transparency) of management, willingness to change (psychological and physical), evaluation and continuous improvement, responsive and anti-native to needs, accountability, and sustainability.

The above view contains a message that if you want to hold the principal position, you must meet the requirements of work, academic management, and personality. Completing the requirements can give the principal more advantages so that he can carry out his role as a holder of power in the school.

Female leadership shows that women's leadership styles often differ from men's. Women adopt a more collaborative, participatory, and democratic leadership style. The principal's leadership, consistent with the applicable rules, greatly influences the school's quality, noting that there is interaction between the principal and teachers and parents who support and complement each other. Each must be consistent and responsible for their rights and obligations so that the desired situation and conditions are created. The comparison between female and male principals' leadership has been an interesting research subject for some time. Research has highlighted differences in leadership style, managerial approach, and performance outcomes between female and male principals. Several studies have shown that female principals apply a more cooperative and participatory transformational leadership style, while male principals use a more authoritarian and task-oriented transactional leadership style [1].

All of this requires long thought and great responsibility for a female principal. There is no difference between female and male leaders; they have full responsibility for the educational institution they are in. The responsibility that must be fulfilled is not only for students and schools but also to improve teacher competence.

Women's leadership shows that women's leadership styles often differ from men's. Women adopt a more collaborative, participative, and democratic leadership style. This study explores how these leadership styles can positively impact organisations and the work environment.

Female leadership characteristics often reflect traits that set them apart from male leadership styles. Women tend to have high emotional intelligence, which helps them understand and respond to the emotions and needs of their team members. This creates a more collaborative and harmonious work environment. Female leaders tend to have strong communication skills in listening and conveying information. They strive to maintain clear and open communication within their teams.

A partnership occurs when the principal does not treat teachers arbitrarily. In this case, the female principal positions teachers as colleagues or co-workers. The sense of togetherness causes teachers and their stakeholders to push to carry out their duties.

The Republic of Indonesia Government Regulation No 74 of 2008 concerning Teachers, Article 3(1) states that competence is a set of knowledge, skills, and behaviours teachers must possess, internalise, master, and actualise in carrying out professional duties.

Competence can be interpreted as knowledge, skills, and abilities mastered by someone who has become part of himself so that he can carry out cognitive, affective, and psychomotor behaviours as well as possible. It can also be said that competence does not only contain knowledge, skills and attitudes, but the most important thing is the application of the knowledge, skills, and attitudes needed for all jobs. Social competence is the ability of educators to communicate and interact effectively with students, education personnel, parents/guardians of students, and the surrounding community. This competence is related to the ability of educators as social beings, including 1) the ability to interact and communicate with colleagues to improve their professional abilities, 2) the ability to recognise and understand the functions of each community institution and 3) the ability to establish cooperation both individually and in groups [2].

In Indonesia, the appointment of school principals is based on Permendikbud No 6 of 2018 concerning the Assignment of Teachers as School Principals. Permendikbud No 6 of 2018 comprises 12 chapters and 25 articles [3]. In the Permendikbud, there is article 2, which contains the requirements for prospective school principals consisting of:

1) the lowest level of education is S1/DIV and has a teacher's certificate,

2) rank group III/C accompanied by a minimum of 6 years of work experience,

3) performance assessment for the last 2 years at least good,

4) has had managerial duties for 2 years,

5) is physically and mentally healthy and free from drugs,

6) has never received punishment for indiscipline or been a suspect, and

7) maximum age 56 years.

The requirements in the government regulation of education and Culture No 6 of 2018 suggest that anyone who meets these requirements can be promoted to principal. Regardless of gender,

this means that opportunities are always open to men and women if they meet the requirements set by the institution responsible for appointing the principal.

The success of a school in implementing a quality education process is often inseparable from the principal's success in managing existing resources. One of these resources is human resources, namely teachers and staff, who can produce quality results and improve learning. The principal has an important role in improving the quality of human resources because they are the main leaders in the school environment. The principal's role is strategically creating a conducive work environment, providing direction and inspiration, and managing human resources effectively.

Leadership is how a leader influences and directs – motivating and controlling subordinates in a certain way so they can carry out their work duties efficiently and effectively. The principal's success in achieving his goals is largely determined by his reliability in managing the school concerned. Leadership is a behaviour that influences individuals or groups to do something to achieve organisational goals. More simply, the distinction between leadership and management is that leaders do something right while managers do something right. This difference illustrates that leaders are usually associated with the top policy level or top decision makers who are comprehensive in the organisation, while managers are middle-level decision makers [4].

Leadership style is a person's way of behaving when influencing others. To achieve the school's goals, the principal's leadership in implementing the school organisation must pay attention to the leadership style used. To know the leadership style that the principal will use, it can be seen how the principal makes decisions both in and outside the school. In addition, it can also be seen how the principal communicates well with the school community.

Female leadership style can also be seen in how the principal motivates the school community. Gender roles can influence leadership style because gender roles can be classified into male and female. The characteristics of male gender roles include the ability to be described as strong, assertive, brave, enthusiastic, with self-esteem and strong self-confidence, objective, unemotional, active, competitive, ambitious, rational, curious about various facts, less responsive to

matters related to emotions or feelings [5]. The characteristics of female roles include being more emotional, sensitive, dedicated, gentle, warm, thrifty, careful, and friendlier. The comparison between female and male principals' leadership has been an interesting research subject for some time. Research has highlighted differences in leadership style, managerial approach, and performance outcomes between female and male principals. Several studies have shown that female principals employ a more cooperative and participative transformational leadership style.

In contrast, male principals tend to employ a more authoritarian and task-oriented transactional leadership style [1]. Research has also shown that female principals are often more effective at building strong interpersonal relationships with staff, students, and the school community, contributing to a more positive and cohesive school climate [6]. On the other hand, several studies have found that male principals focus more on quick decision-making and decisive action in the face of challenges and crises [7]. However, it is important to note that the influence of gender on school leadership can vary widely depending on the specific cultural, social, and organisational context [8].

Literature review

Feminism. The demand for equality with men and opportunities for women to pursue their aspirations are key factors that drive the emergence of the feminist movement. Feminism is an organised and directed effort to fight for women's rights and interests.

The theoretical framework of feminism. Marxist stream is triggered by the oppression of women from individual wealth ownership, then associated with social structures, especially in the economic context. There is a specific difference between Marxist feminism and other feminist theories, namely the view that capitalism is a form of oppression of women by considering them as a cheap and uneducated labour resource. Liberal feminism tends to ignore systematic structural analysis and believes more that social barriers can be overcome through individual efforts and government support. This movement aims to provide opportunities for women to play a full role outside the home, similar to men, so that gender is no longer an obstacle for women to

pursue careers in various public sectors. Radical feminism emerged as a result of the oppression experienced by women and the simultaneous hegemony of patriarchal culture. It is also stated that women experience abuse by patriarchal social structures, which is a fundamental form of oppression and includes physical exploitation, racism, classism, and heterosexism, which occur simultaneously with patriarchal oppression.

Leadership. Leadership is an activity that influences the behaviour of others, or the art of influencing human behaviour, both individuals and groups [9]. Leadership influences others to achieve common goals [5]. Leadership is the art of influencing a person or a group to create cooperation and mutual trust in organisational activities so that the goals set by the organisation can be achieved according to the planned targets. Leadership is a process of influencing superiors and subordinates to achieve organisational goals. In the context of the Indonesian language, the term "leader" is often used to refer to individuals who have roles as administrators, coaches, mentors, leaders, role models, movers, and so on. Leading is the ability of an individual to influence others by using various methods to achieve certain goals. At the same time, leadership is a process that involves the influence of individuals on others to agree and understand what needs to be done and how to do it, as well as facilitate individual and collective efforts to achieve common goals [10].

Women's Leadership. Gender is much talked about nowadays. Gender is the difference between women and men in roles, functions, rights, and behaviours shaped by local social and cultural provisions. Many argue that gender is the difference between men and women. The leadership of female principals is a phenomenon that is increasingly receiving attention in the world of education.

Contrary to the traditional perception that leadership is associated with men, more and more female principals are utilising their skills and contributing to the success of school management. An inclusive, collaborative, and empathetic approach often characterises female leadership in education. They tend to prioritise effective communication, build strong relationships with staff, students, and parents, and pay attention to the needs of individuals in the school community [11]. In addition, female principals are also expected to have strong, tough, wise personalities,

build good communication with their staff, have a vision, understand the mission, and implement school goals [12]. According to [13], female leaders tend to have a sense of self-confidence and striking talent. In general, female leadership has different characteristics than leadership generally attributed to men.

According to [14], women's leadership in the 21st century still faces challenges and obstacles, including gender bias and stereotypes about gender roles in leadership. However, more and more women leaders have proved that women's leadership can make valuable contributions and bring positive impacts in various fields and hierarchical levels.

The leadership of female principals in Indonesia has increased and been recognised in recent years. Several women have successfully served as principals at various levels of education, including kindergartens, elementary schools, junior high schools, high schools, and universities. The explanation above shows that the leadership of female principals in Indonesia tends to bring an inclusive approach, focuses on the quality of education, and prioritises the participation of all stakeholders. The existence of female principals has positively contributed to the world of education in Indonesia and increasingly supports gender equality and diversity in the education system. Authors [15] argue that women tend to take or use a more democratic leadership style. They encourage participation, share power and information, and try to increase the self-esteem of their followers. They prefer to lead through involvement and rely on their charisma, expertise, contacts, and interpersonal skills to influence others.

Based on data obtained from the Department of Education, Youth and Sports of Mataram City, the number of Public Elementary Schools is 150 schools, which are divided into six sub-districts, namely Mataram sub-district with 30 schools, Cakranegara sub-district with 34 schools, Sandubaya sub-district with 16 schools, Selaparang sub-district with 25 schools, Ampenan sub-district with 24 schools, and Sekarbela sub-district with 21 schools. Data obtained from the Department of Education, Youth and Sports shows that the number of principals in public elementary schools in Mataram City is 150 people. Of the total number of public schools, 89 are led by women, while male principals head 61. Of the total number of schools in Sekarbela sub-district,

Mataram City, there are 21 schools. From these data, it is known that 13 schools or 62%, are headed by female principals and 8 schools or 38% are headed by male principals.

Based on initial observations conducted by researchers at SDN 37 Ampenan and SDN 27 Ampenan, researchers saw that female leadership at SDN 37 Ampenan and 27 Ampenan was quite good in managing and improving teachers' social competence. There was no difference between male and female leadership; even SDN 37 Ampenan and SDN 27 Ampenan were more in demand by the community than other schools. However, female leaders lead these schools. The large number of teachers with different characters and traits is one of the challenges for female principals in improving teachers' social competence, such as establishing good relationships between the principal and teachers, staff, and community/external institutions.

METHOD

This study uses a qualitative approach. According to [16], qualitative research is a method used to research the conditions of natural objects, and the researcher himself is the key instrument. The data collection technique used is triangulation; the data obtained tends to be qualitative, the data analysis is inductive or qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena and find hypotheses. This study uses a qualitative approach to understand the phenomena experienced by research subjects, such as perceptions, behaviours, and problems related to the human being investigated [17]. The research method applied is the case study method (single-case-study). In qualitative case studies, data is collected through various sources, such as interviews, observations, documents, and historical records. The types of data collected in case study research include descriptive, narrative, and analytical data. Descriptive data describes the phenomenon's characteristics, while narrative data contains stories or chronological reports about certain events or processes. In addition, analytical data contains an in-depth understanding of the significance, relationships, or patterns that emerge from the observed phenomena [18].

This study aims to determine and describe women's leadership styles and their impact on improving the quality of public elementary schools in the Sekarbela sub-district. This type of research uses a qualitative approach. A qualitative approach is a research approach that leads to natural conditions in a place or event and uses stages according to the rules or steps needed for data collection.

RESULTS AND DISCUSSION

Leadership Style of Female Principal at SDN 27 Ampenan

The principal's leadership style is the way the principal influences teachers and education personnel to achieve the school's mission, vision, goals and education programs. The principal's leadership style significantly impacts the work motivation of teachers and staff at school. This also applies to the leadership style of female principals. Alignment between the right leadership style and the school's needs can create a positive and satisfying work environment for all stakeholders in the school environment [19]. Leadership style is a set of characteristics leaders use to influence subordinates so that organisational goals are achieved, or a leadership style is a pattern of behaviour carried out by a leader. Leadership style is a pattern of behaviour carried out by a leader consistently when the leader influences the behaviour of others so that subordinates are willing to implement the policies and decisions of the leader [20]. Two aspects of leadership related to gender issues and leadership style are: 1) a leadership style that tends to be democratic or authoritarian in the decision-making process; 2) Communication approaches used to influence superiors, co-workers, and subordinates [21].

Based on the documentation data at SDN 27 Ampenan, there are meeting agendas, RKAS, capital expenditures, BOS reports, and school curriculums. The principal and teachers of SDN 27 Ampenan were interviewed, and the results showed that making RKAS (School Budget Activity Plan) is an important process involving planning, budgeting, and resource allocation to achieve educational goals. Hence, the principal needs to involve all teachers.

Results of the interview with the principal of SDN 27 Ampenan: *"In making RKAS, I always involve all teachers. This is done to increase accountability and transparency. Then all teachers will better understand how the budget is allocated and used, reducing potential misuse ".*

The same thing was also conveyed by a class V teacher at SDN 27 Ampenan: *"We or all the teachers will be invited to discuss the RKAS together. "From class I to class VI teachers, they will be given leaflets prepared in advance by the school principal so that if something is not appropriate, the teacher will be allowed to express their opinion and discuss together to reach an agreement".*

Based on the observations, documentation and interviews with the principal and teachers of SDN 27 Ampenan, it was found that the principal's leadership style is democratic. Based on the interview results, the principal invites all teachers to participate actively in making decisions. The principal listens to input or ideas from all teachers, which are used as considerations before making a decision or policy. The decision-making process is often carried out through open discussions with all teachers with the aim that teachers can express their opinions directly.

The principal plays a very active role in resolving conflicts, especially those related to individual problems within the school. The principal does this with a family and personal approach with the teachers involved in the conflict. In resolving conflicts, the principal tries to understand the character, situation and conditions of the teachers directly involved in the conflict. By understanding the character of his teacher, the principal can easily determine the best way to resolve the conflict. The principal will also call the teachers involved in the conflict to discover the real problem. This also makes it easier for the principal to resolve conflicts without intimidation from other parties.

Democratic leadership style has special characteristics such as active participation carried out by the principal. The principal always holds and facilitates regular meetings. The principal meets regularly with staff and the school committee to discuss school issues, plans, and progress. These meetings allow all parties to participate in decision-making and exchange ideas. Democratic leadership emphasises the importance of open and transparent communication between leaders and team members. The principal listens carefully to the opinions and complaints of all teachers and provides constructive feedback.

The principal is very open to criticism and suggestions submitted by all parties in the school. Especially constructive criticism and suggestions for the good of the school concerning the policies and systems in the school. All suggestions and criticisms submitted will be listened to and accommodated by the principal as considerations in decision-making and policies. If some suggestions and criticisms are not used in decision-making, the principal will explain the reasons. However, if there are good suggestions and criticisms, the principal will respond and follow up on them.

The principal's leadership style greatly influences a school's success. A strong leadership style can shape a positive school culture. Leaders who set a good example and promote collaboration, open communication, and integrity will create an environment conducive to school success.

This can be seen from the way the principal makes decisions, makes policies at school, how to resolve conflicts at school, conflicts between teachers at SDN 27 Ampenan, being open to receiving criticism and suggestions from all parties, giving rewards and appreciation for achievements that have been achieved by educators at SDN 27 Ampenan.

The principal's leadership style in improving teachers' social competence can be seen in how the principal makes policies, makes decisions, and solves problems in the school. The researcher asked the principal several questions regarding a female leader's strategies in leading an educational institution.

The results of interviews conducted by researchers with several sources also support the findings of observations and documentation. The results of interviews with the principal as a female leader in the institution about what strategies are used to improve the social competence of teachers in her school stated, *"I do several strategies, namely a leadership approach oriented towards collaboration. The goal is to build a collaborative work culture between schools and teachers, students, parents and the local community to create an environment where everyone is involved in improving student competence. Developing teacher skills in improving social competence, by holding training to develop teacher professionalism in the classroom".*

This is also in line with what the class V teacher of SDN 27 Ampenan conveyed, who said: *"Yes. We also work with students, parents and the local community. This makes it easier for schools to conduct learning and teaching activities to improve social competence. Teachers also often re-*

ceive training the school facilitates to develop teachers' abilities at SDN 27 Ampenan".

The same thing was also reinforced by the chairman of the SDN 27 Ampenan committee, who said that: *"So far, the principal of SDN 27 Ampenan has been very helpful and facilitated parents with the school and teachers. In this case, the committee can help the school plan and implement better programs so that both parties can create an effective learning environment".*

The results of observations and documentation show how the principal's strategy for improving teachers' social competence is good. It can be seen when the researcher took the data, the family relationship between the principal and the teachers, good communication between the principal and the teachers, and creating a mutually respectful relationship between the principal, teachers and staff of SDN 27 Ampenan. The success of teachers in improving and developing their social competence can be seen in the success of their students in both academic and non-academic fields.

Next, the researcher asked questions about the principal's policy in making decisions at SDN 27 Ampenan. The principal stated that:

"In making a decision, here I, as the principal, am very open to all fellow teachers at SDN 27 Ampenan. This means I will involve all relevant stakeholders, such as all teachers and the school committee. As a female principal, just like a male principal, I make policies and take decisions through deliberation. When a conflict occurs, I will resolve it by first finding the problem point and calling the people involved. After hearing from both parties, I will be a listener and mediator to find the right solution. I will mediate, provide input and advice, find the root of the problem, and solutions so that family relationships are not damaged".

One of the teachers also confirmed the principal's statement about making policies to improve teachers' social competence.

The teacher stated, *"If a conflict occurs between teachers, the principal quickly takes the best action to immediately resolve the conflict so that it does not drag on. We are also always invited to discuss and ask for suggestions and opinions if the school principal does not find a solution. The principal is also very fair in resolving all conflicts, so we as teachers and teachers feel appreciated and respected".*

The results of observations and documentation show that the policy taken by the principal as a female leader in improving the social competence of teachers is through deliberation. This is evident from the meeting agenda, which always involves all teachers and employees of SDN 27 Ampenan. The results of this deliberation are also in the form of an assignment letter given to teachers every new school year, as well as preparation of the school's vision and mission, goals, and strategies.

Based on the observations, interviews, and documentation results, the strategies and policies used by the principal at SDN 27 Ampenan show the following characteristics: democratic leadership style, an approach in which the leader involves team or organisational members in decision-making. Under a democratic leadership style, all team members can participate in decision-making, provide input, and feel responsible for the outcomes.

The Impact of Women's Leadership Style on School Quality at SDN 27 Ampenan

The Impact of Women's Leadership Style on Teachers at SDN 27 Ampenan. Based on observations, interviews and documentation conducted by researchers at SDN 27 Ampenan. There are several impacts based on women's leadership styles on teachers at SDN 27 Ampenan. Some of the impacts are as follows.

1. Increased teacher participation in school extracurricular activities. Based on interviews with several teachers, teacher participation is increasing in activities programmed by the school. This is evident from the extracurricular activities at the school. Scouts and Drumband are extracurricular activities at SDN 27 Ampenan. The scout's extracurriculars were initially only taught by Scouters brought in from outside the school. Still, because of the leadership style of the female principal, teachers are also involved in scouts' extracurricular activities. Likewise with the Drumband extracurricular, in addition to the teaching staff brought in from outside to train students in this Drumband extracurricular, the principal also involves several teachers as assistants.

The researcher also asked the supervising teacher about teacher participation in improving extracurricular activities. The teacher stated, *"At the beginning of the Drumband extracurricular*

program, Scouting was only handed over to the Supervisor. However, since the principal took office at this school, she has provided input and motivation to all teachers to participate in improving the quality of the extracurricular activities. So, I, as the supervising teacher, welcome the principal's wishes. She also strongly supports the programs that we will implement".

This aims to achieve the expected results to the maximum. Involving teachers in these extracurricular activities can motivate teachers to develop their abilities so that they can motivate themselves to be directly involved in school activities and contribute maximally.

2. Increasing teacher creativity and innovation. The principal's leadership style always involves all teachers in all activities that will be carried out at SDN 27 Ampenan School, both in academic and non-academic fields. The principal facilitates all teachers who experience difficulties in the teaching and learning process by holding several training sessions on the difficulties experienced by the teacher. Training is carried out at school and outside of school. This is done by involving various views and experiences in the decision-making process, which can generate new and innovative ideas. A democratic leadership style encourages the opening of space for critical and creative thinking, which is important in improving the quality of education.

The Impact of Women's Leadership Styles on Students

1. Increased student motivation and participation. Democratic leadership and support for students to be more actively involved in school activities. Students feel valued and motivated when allowed to express their opinions and are included in decisions that affect them.

2. Increasing student discipline and responsibility. By involving students in decision-making and rule-setting, students learn to respect and follow those rules.

3. Improving the quality of learning. Leadership that encourages innovation and interactive learning methods improves the quality of learning. Students will be more motivated to learn, which will positively impact their academic achievement.

The Impact of Women's Leadership Styles on Schools

Based on observations, interviews and documentation conducted by researchers at SDN 27 Ampenan. There are several impacts of women's leadership style on school quality. Some of the impacts are as follows:

1. Better Decision Making. Directly involving all teachers in decision-making improves decisions and makes them more acceptable to all parties involved. The principal's democratic leadership style can motivate teachers to express their opinions. Teachers feel appreciated and respected in decision-making forums, leading to more effective and successful policy implementation.

2. The creation of interpersonal relationships. Democratic leadership creates an environment where communication is open and mutual understanding is maintained. Based on the interviews with several teachers, it was concluded that the principal cares about all teachers without discriminating between teachers. This can be seen from the communication created by the principal to all teachers. If teachers and other school staff have problems either personally or with other teachers, the principal quickly confirms with the teacher and immediately seeks the best solution. This leadership style can produce stronger relationships between the principal, staff, teachers, and students, improving cooperation and collaboration throughout the school.

Leadership Style of Female Principals in Public Elementary Schools in Sekarbela District, Mataram City

Based on the results of the study, the leadership style of women in public elementary schools in Sekarbela District, Mataram City, researchers found democratic and charismatic leadership styles. Democratic leadership is a leadership style where decisions are made through a participatory and collaborative process involving all school members. The principal involves teachers, parents, and committees in making important decisions through meetings, group discussions and the formation of a school council or committee consisting of representatives of teachers, students and parents who routinely discuss school issues.

The democratic female leadership style carried out by the principal of SDN 27 Ampenan can be seen in how the principal is very transparent in providing clear and open information about the school's budget and programs. The principal also

often holds regular meetings to provide progress and listen to input from all parties involved in school programs. The principal of SDN 27 Ampenan also awards and recognises teachers' achievements in advancing the school in academic and non-academic fields. This increases and motivates traffic teachers to be more productive and active in advancing education at SDN 27 Ampenan.

From the research findings at SDN 27 Ampenan, decision-making and school policy-making are carried out together with teachers and all staff at the school. The principal will first ask for opinions from teachers about the decisions and policies to be made. The principal will also form a special team to study matters relating to school policies. After receiving input from the team, the principal will immediately hold a meeting and discuss it in a forum. The principal will also invite a committee as a representative of the parents. According to [22], democratic decision-making in school management involves active participation from all stakeholders, including teachers, students, and parents. This process aims to create more accurate and acceptable decisions for all parties.

This also aligns with Terry's statement that democratic decision-making involves active participation from all organisation members, including teachers, staff, students, and parents. According to him, this approach strengthens accountability and transparency and encourages greater participation in the educational process. When a leader makes a decision, the decision is made by considering the opinions of teachers and staff.

The female principal establishes good communication formally and informally. Existing rules carry out the female principal's formal communication and have been determined in the organisational structure. The communication carried out by the female principal is two-way, both from top to bottom and from bottom to top. To create good communication, in addition to using formal communication, the female principal also conducts informal communication with teachers and staff of SDN 27 Ampenan. To facilitate communication with teachers and staff, the female principal always opens wide access so that they can easily meet her. The principal can easily meet directly and indirectly (via WA or telephone). This shows that the female principal, with her teachers and staff, forms a relationship as colleagues.

The principal communicates formal and informal communication to achieve goals based on the school's vision and mission. The benefits and objectives of communication are to transfer knowledge, policies, and procedures from one party to another, build a common understanding among educational stakeholders, direct and influence the attitudes and behaviour of students and education personnel, encourage effective collaboration and coordination between teachers, students, and school management, resolve conflicts and overcome obstacles that arise in the educational process through open and constructive dialogue [23].

The principal of SDN 27 Ampenan also awards outstanding teachers. This award is given in the form of material and non-material gifts, money, and award certificates. In contrast, the award is non-material. The principal always gives recognition in every meeting forum. This aims to motivate other teachers to achieve the same achievement.

CONCLUSIONS

Based on the findings and discussion of the research results regarding female leadership in public elementary schools in Sekarbela sub-district, Mataram City, it can be concluded that the leadership style of female principals in public elementary schools in Sekarbela District, Mataram City, is democratic and charismatic. The democratic leadership style of the principal shows that this approach has many important benefits in creating a positive and productive educational environment. The leadership style of the principal of public elementary schools in Sekarbela District, Mataram City, includes how to take and make policies, openness and transparency, appreciation for teacher contributions, and cooperation and collaboration. Meanwhile, democratic and charismatic leadership styles are two approaches school leaders can use to create an effective and stimulating educational environment. This can be seen from the personal influence of the principal on teachers and staff, having a clear and inspiring vision and effective communication with all teachers and staff – the principal's exemplary behaviour and, concern and empathy.

The impact of female principal leadership in Public Elementary Schools in Sekarbela District, Mataram City, is increased teacher participation

in school extracurricular activities, increased teacher creativity and innovation, better decision-making, the creation of interpersonal relationships, increased development of a positive school culture, good resource management, building good cooperation, increasing motivation and work spirit, building a positive school culture and increasing the quality of learning.

REFERENCES

1. Sewsankar, G. (2024). A Comparative Analysis of Leadership Styles on Organisational Performance in the Airline Industry. *International Journal of Innovative Science and Research Technology (IJISRT)*, 2724–2743. doi: 10.38124/ijisrt/ijisrt24sep926

2. Gunawan, H. (2012). *Pendidikan Karakter: Konsep dan Implementasi* [Character Education: Concept and Implementation]. Bandung: Alfabeta (in Indonesian).

3. Yusuf, M. (2016). *Pengaruh Kepemimpinan Kepala Sekolah Dan Kompetensi Guru Terhadap Kinerja Guru Serta Implikasinya pada Prestasi Belajar Siswa di SMP Negeri 1 Batujajar* [The Effect of Principal Leadership and Teacher Competence on Teacher Performance and Its Implications for Student Learning Achievement at SMP Negeri 1 Batujajar] (Doctoral dissertation) (in Indonesian).

4. Asrin., & Sudirman. (2022). *Manajemen Pendidikan Berbasis Nilai dan Keunggulan* [Value-based Education Management and Excellence]. Lombok Barat: Elhikam Press (in Indonesian).

5. Usman, H. (2013). *Manajemen Teori, praktik, dan riset Pendidikan* [Management of education theory, practice and research]. Jakarta: Bumi Aksara (in Indonesian).

6. Eagly, A., & Carli, L. (2007). *Through the Labyrinth: The Truth About How Women Become Leaders*. Harvard Business Press.

7. Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration, 38*(4), 379–396. doi: 10.1108/09578230010373633

8. Leithwood, K., & Jantzi, D. (2008). Linking Leadership to Student Learning: The Contributions of Leader Efficacy. *Educational Administration Quarterly, 44*(4), 496–528. doi: 10.1177/0013161x08321501

9. Thoha, M. (2012). *Kepemimpinan dalam manajemen* [Leadership in management]. Jakarta: Raja Grafin (in Indonesian).

10. Duryat, M. (2016). Kepemimpinan Pendidikan [Educational leadership]. N. d.: Adipura Books (in Indonesian).

11. Mandasari, N., & Septiani, E. (2024). Peran dan Tantangan Perempuan dalam Kepemimpinan Desa: Analisis di Kecamatan Gunung Raya, Kabupaten Kerinci [The Role and Challenges of Women in Village Leadership: An Analysis in Gunung Raya Sub-district, Kerinci Regency]. *Parlementer: Jurnal Studi Hukum Dan Administrasi Publik, 1*(2), 65–76. doi: 10.62383/parlementer.v1i2.133 (in Indonesian).

12. Nurwahidah, M. (2013). *Peran Kepala Sekolah Perempuan dalam Membangun* [The Role of Female Principals in Building]. N. d. (in Indonesian).

13. Wulandari, Y., Dwi Sartika, E., & Perawati, P. (2018). Strategi Kepala Sekolah Perempuan Dalam Meningkatkan Mutu Pendidikan [Female Principal's Strategy in Improving Education Quality]. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan, 3*(1). doi: 10.31851/jmksp.v3i1.1584 (in Indonesian).

14. Gresham, G. & Sampson, P. (2019). *Women Superintendent Research: 2014-2016 Dissertation Literature Review Content Analysis*. Retrieved from https://www.athensjournals.gr/education/2018-1-X-Y-Gresham.pdf

15. Kristiyanti, E. I., & Muhyadi, M. (2015). Kepemimpinan Kepala Sekolah Perempuan [Female Principal Leadership]. *Jurnal Akuntabilitas Manajemen Pendidikan, 3*(1), 37–49. doi: 10.21831/amp.v3i1.6270 (in Indonesian).

16. Sugiyono. (2011). *Metode penelitian kuanti- tatif, kualitatif dan kombinasi (mixed methods)* [Quantitative, qualitative and mixed methods of research]. Bandung: Alfabeta (in Indonesian).

17. Moleong, L. J. (2018). *Metodologi penelitian kualitatif* [Qualitative research methodology]. Bandung: Remaja Rosdakarya (in Indonesian).

18. Creswell, J. (2020). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

19. Ratnawati, D., Sulistyorini, S., & Abidin, A. Z. (2019). Kesetaraan Gender Tentang Pendidikan Laki-Laki Dan Perempuan [Gender equality on male and female education]. *Jurnal Harkat : Media Komunikasi Gender, 15*(1), 10–23. doi: 10.15408/harkat.v15i1.13436 (in Indonesian).

20. Rivai, V., & Mulyadi, D. (2012). *Kepemimpinan dan perilaku organisasi* [Leadership and organisational behaviour]. Jakarta: Raja Grafindo Persada (in Indonesian).

21. Fitriani, A. (2015). *Gaya kepemimpinan Perempuan* [Female leadership style]. Retrieved from https://media.neliti.com/media/publications/132658-ID-gaya-kepemimpinan-perempuan.pdf (in Indonesian).

22. Mulyasa, D. (2011). *Pendidikan Bermutu dan Berdaya Saing* [Quality and Competitive Education]. Bandung: Remaja Rosdakarya (in Indonesian).

23. Usman, U. (2018). *Manajemen Teori Praktik dan Riset Pendidikan* [Management Theory Practice and Educational Research]. Jakarta: Raja Grafindo (in Indonesian).