

e-ISSN: 2721-303X, p-ISSN: 2721-3021

Received: 2 November 2022, Revised: 15 December 2022, Publish: 24 January 2023

DOI:

<https://doi.org/10.38035/dijefa.v3i6>

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## GENDER STRATEGIES IN PRINCIPAL LEADERSHIP ON TEACHER PERFORMANCE SATISFACTION AT SMP 35 MEDAN SCHOOL

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**Abstract:** SMP 35 Medan is a formal, non-formal and informal educational institution established by public and private parties. Its purpose is to teach, manage and educate educators or teachers. In teaching and learning activities, the school's goal is to educate students under the supervision of teachers. School quality is highly dependent on the learning process, which can be supported through the provision of facilities by schools, both in physical form (facilities and infrastructure) and the competence of teaching staff. This study aims to determine the effect of principal leadership on teacher performance satisfaction at SMP 35 Medan. This research covers the principal's strategy as a leader, principal leadership, teacher performance satisfaction, as well as views on gender strategy in principal leadership on teacher performance satisfaction. This research uses qualitative methods with interview techniques, observation, and documentation studies as well as observing every activity of the principal. The results showed that planning is done with several stages and considerations. The performance of principals and teachers can be seen from the way they guide education in schools.

**Keywords:** Gender Strategy, Leadership, Teacher Performance Satisfaction

### INTRODUCTION

To influence, direct, motivate, and control his subordinates, enabling them to perform their duties effectively and efficiently. The effectiveness of a madrasah leader in achieving his/her main objectives is influenced by his/her competence in managing the madrasah. One of the main determinants of this success is the leadership style used.

Leadership style relates to the pattern of behavior exhibited by an individual when influencing others. When managing madrasah, leaders must carefully consider the leadership style they will use to achieve institutional goals. The leadership style of madrasah principals can be known by analyzing their decision-making process, which includes the internal and external interests of the madrasah. In addition, the proficiency of madrasah principals in building harmonious communication with the madrasah community and inspiring them is also a clear indicator. Gender roles can influence leadership styles, which can be classified into masculine and feminine categories. Characteristics associated with masculine gender roles include strength,

resilience, courage, assertiveness, strong self-confidence, risk-taking, aggressiveness, independence, objectivity, emotional indifference, activity, competition, ambition, rationality, curiosity about events, and reduced responsiveness to emotional issues. In contrast, feminine gender roles are characterized by high emotional awareness, sensitivity, neatness, precision, patience, gentleness, warmth, prudence, and friendliness.

These gender roles are often associated with biological sex, where masculine characteristics are associated with men and feminine characteristics are associated with women. Even in the 21st century, women's leadership is still often questioned due to prejudices attached to women. Coleman's study shows that female madrasah leaders and other senior managers in England and Wales generally exhibit transformational and participative leadership styles (Eutrovia Iin, 2015).

Women's leadership has a beneficial influence. This condition aims to reduce the problem of gender inequality, which is characterized by the absence of differences between women and men. As a result, both women and men have equal opportunities and access to leadership roles. Today, women can demonstrate their capacity to contribute to the improvement of national development (Murnianti Ruslan, 2010).

The gains of equality and equity in development should be evidenced by promoting the advancement of women in leadership positions. Women's participation in leadership, especially in ongoing development initiatives, is essential for their innovative ideas and creative contributions in achieving development goals. According to Pinky Saptandari (1999), Islam does not accept or allow any difference or discrimination between individuals.

According to Gary Yukl (1994), leadership is defined as the process of influencing the way followers interpret events, determine goals for the group or organization, organize work activities to achieve those goals, motivate followers to achieve goals, maintain cooperative relationships and teamwork, and gain support and cooperation from individuals outside the group or organization. Leadership is the act of influencing and understanding the desires of individuals in the organization, while providing incentives to help them achieve the goals set by the organization.

The success of an educational institution depends not only on curriculum development, teacher quality, and the adequacy of facilities and infrastructure, but is also strongly influenced by the leadership of the principal. The principal's leadership style has a significant impact on the overall atmosphere and environment of the school.

From the above-mentioned issues, it can be seen that there are some challenges associated with gender methods in principal leadership that impact on teachers' job satisfaction. By doing this, we can understand the leadership style that exists in SMP 35 Medan.

### **1. Gender in Leadership**

The term "gender" comes from the English "gender," which in the English-Indonesian dictionary is defined as "sex." However, Webster's New World Dictionary defines gender as "the apparent differences between men and women in values and behavior" (John M. Echols, 1983, and Victoria Neufeldt, 1984).

According to the dictionary definition given, this view is somewhat erroneous as it mistakenly identifies gender as synonymous with sex. The term "gender" is not currently in the Big Indonesian Dictionary. However, the term "gender" is more commonly used within the Ministry of Women's Empowerment. According to Presidential Decree No. 9 of 2000, gender is defined as follows:

Gender, derived from the term "genes," encompasses variations in societal expectations, obligations, duties, and opportunities that exist between men and women and are influenced by socio-cultural values and social structures. These variations can be altered and adjusted based on needs or changes over time (in temporal and spatial dimensions) (Setda Kota Medan, 2000).

### **2. Male and Female Gender in Leadership**

The influence of leadership on organizational success is enormous. The presence of a leader significantly influences the actions and performance of individuals in the organization. A leader is an individual who has special abilities or knowledge in a particular

field, which allows him to persuade others to cooperate in certain actions in order to achieve one or several goals (Kartono Kartini, 1999).

Leadership is generally defined as the process by which an individual intentionally encourages others to organize activities and relationships within a group or organization. Here are some definitions of leadership according to experts:

- a Cooley asserted that a leader always embodies the essence of a particular tendency, and upon close examination, all social movements are made up of various tendencies that share the same fundamental core.
- b Mahford defines leadership as the dominance of an individual or small group within a larger group, in the act of managing and influencing social events.
- c In his analysis, Smith explains leadership as dependent on personality attributes. He states that a cohesive social group, engaged in interrelated efforts, always includes two main components: a center of activity and individuals who align their actions with that center.

### **3. Gender Leadership Strategy on Teacher Performance Satisfaction**

The principal's approach involves efforts to influence subordinates and others in order to lead. According to Bambang Wiyono (2019), leadership is the act of directing, guiding, encouraging, and collaboratively overcoming challenges to achieve organizational goals. Leadership can be defined as the act of directing, guiding, and motivating individuals to jointly solve problems and achieve organizational goals.

According to Usman (2012), performance is the result of a systematic procedure, referring to the work completed by a person when carrying out a given task. Ability and motivation have a direct impact on performance. Ability includes a person's level of education, training and experience, while motivation refers to the inner drive that drives a person to complete tasks successfully.

### **4. Teacher Job Satisfaction**

Teacher job satisfaction relates to teachers' attitudes towards their work situation and conditions, which arise from the interaction between their evaluation of their work and their thoughts, emotions and feelings. This assessment is based on various aspects of the school environment, including compensation, job responsibilities, working conditions, supervision, relationships with coworkers and leaders, and other factors faced by teachers.

## **METHODS**

This research uses a qualitative research methodology with a descriptive approach to collect data from the field. The data used by the author comes from journals, books, and the internet, using secondary sources. According to Sugiyono, when a study uses objects in unchanged (direct) conditions, the researcher takes an important position in the investigation. Data is collected through inductive data analysis, where the emphasis is on extracting meaning and using triangulation techniques (Anjassari, et al).

The data collection methods used in this study include interviews, observations and continuous monitoring of all learning activities. The purpose of this research is to collect data (Sugiyono, 2018: 224). Observations were made by monitoring and observing the ongoing actions. Interviews are conducted by having a dialog consisting of questions and answers between the researcher and the informant. Documentation study involves the process of recording to become evidence of previous events.

## **RESULT AND DISCUSSION**

This section will cover several topics. First, let us discuss the importance of leadership. Next, this research examines the styles, characteristics, and other elements that can influence women's leadership at SMP 35 Medan, including internal and external influences. Gender analysis is a systematic approach used to identify and address differences and inequalities between men

and women. It involves collecting and analyzing data and information divided by gender, focusing on areas such as access, roles, control and benefits.

Based on the findings from the observations and field studies discussed earlier, we can draw conclusions about Gender Strategies in Principal Leadership on Teacher Performance Satisfaction at SMP 35 Medan. These conclusions are as follows:

### **1. Gender Leadership**

Based on the research conducted by the author regarding gender leadership in SMP 35 Medan, as explained by Rosmania Harahap (2024), the principal of SMP 35 Medan, it can be concluded that she has successfully implemented gender leadership in this institution. This involves the involvement of the principal and teachers in understanding, managing and integrating gender differences into their leadership and daily activities. This school emphasizes several important factors related to gender leadership, including:

- a). Ensure gender equality
- b). Implement inclusive policies and practices
- c). Providing role models
- d). Encourage leadership development
- e). Cultivating a supportive school environment
- f). Promote gender awareness and education
- g). Promote collaborative leadership

By prioritizing these elements, schools can develop more equitable and comprehensive gender leadership, thereby improving school effectiveness and the well-being of the entire school community.

### **2. Male and Female Gender Leadership Styles as Principals**

According to Rosmania Harahap's (2024) research on Male and Female Gender Leadership Styles, a principal's leadership style can be influenced by various elements, such as gender. Although there are some general differences, it is important to remember that leadership style is strongly influenced by individual personality, experience, educational environment, and organizational culture. Not all male or female principals will fit this pattern, and there is significant diversity in leadership styles across each gender category.

Based on this view, it can be concluded that both male and female principals have the capacity to be proficient leaders. Effective leadership styles often include a blend of different methodologies tailored to meet the specific needs of the educational institution and its surrounding community. Respecting and understanding these differences can contribute to the creation of a more inclusive and efficient educational environment.

### **3. Teacher Performance Satisfaction with Male and Female Gender Leadership**

Rosmania Harahap's research (2024) on Teacher Performance Satisfaction with Male and Female Gender Leadership at SMP 35 Medan revealed that teacher performance satisfaction with male and female gender leadership can be influenced by various factors, such as leadership style, organizational culture, and individual perceptions. Gender leadership can have a significant impact on teacher job satisfaction. Some of the main factors that contribute to this include:

- a). Leadership style
- b). Interpersonal communication and interaction
- c). Organizational culture and gender perception
- d). Work-life balance
- e). Experience and competence

Research and surveys show that gender does not have a substantial impact on leadership effectiveness when considering aspects such as leadership style, communication, and organizational policies. However, gender stereotypes and personal experiences may influence job satisfaction.

From the above-mentioned viewpoints, it can be concluded that conducting empirical studies involving surveys and direct interviews with teachers across different school and cultural contexts would be helpful in understanding how teacher performance satisfaction is affected by

male and female gender leadership.

## CONCLUSION

The findings regarding gender methods in school leadership and their impact on teacher performance satisfaction are significant. The gender of school administrators can affect their ability to build interpersonal relationships, handle disagreements, and encourage engagement and collaboration among teams. Female principals generally encourage transparent communication, active participation from staff members and a collaborative approach to problem solving. In contrast, male principals often demonstrate exceptional skills in strategic decision-making and long-term goal setting.

Research shows that female principals have the ability to create a more inclusive school environment and prioritize personal attention, which in turn increases teacher performance satisfaction. However, these effects may not always apply consistently in every situation or organizational culture. Therefore, it is important to consider contextual factors, such as school culture and socio-economic situation, when assessing the influence of gender strategies in school leadership on teacher happiness.

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