

CHAPTER 1

INTRODUCTION

1.1 Background

It is a fact that in Kompas it says, there are 100 countries in the world that prohibit women work just because they are women. Sri Mulyani says that the countries discriminate against women and there have been no efforts to equalize gender, they would suffer economically. According to her, the relationship between the fight against poverty and gender equality is crucial, and therefore the World Bank worked with many countries to face the challenges of gender-based (Kompas, 2015).

There are many speculations or issues about working women and women in leadership positions. The speculation or issue refers to a barrier women face in the occupation. The speculation or issue is about the hierarchy and it prevents women from achieving the same position as men. There are some people who assume that the ability of men is better than women. Although the leadership norm continues to be male-oriented, more female are occupying positions of leadership in society included in the field of education. *“The administrators and board members should adopt the policy of selecting the best-qualified person for a leadership position without regard to gender or other subjective criteria, equal opportunity and fairness are two of the ethical principles that have been promoted within the broader culture and society”* (Reinhartz and Beach, 2004, p. 55-56).

Genesis 1:26-27 shows that male and female have equal status. Galatians 3:27-28 *“..., nor is there male and female”* this verse also clarifying gender equality (Mulya, 2007, p.55). Equal status does not mean have equal order (Tong,

2008, p 92). In order, men remain the head of the woman. In the Bible, Both in Old Testament and New Testament, The Bible noted the women present as a leader, for example Deborah in the book of Judges, Esther in the Book of Esther. While in the New Testament also reveals many examples the women who contributed and involved in ministry with men as their colleagues, such as Mary Magdalene and Joanna in Luke 8: 1-3, Galatians 3:28, Phoebe in Romans 16:1, and also Eoudia and Sintikhe in Philippians 2:3-4. Debora's story is one of stories about female leadership in the Bible. In critical situations, Debora was chosen by God act precedes the male. The story shows that in the days of the judges, a woman also had a major role as a leader.

As a Godly woman, we are called out to be a blessing for other people, not to be exclusive but inclusive attitude and positive thinking. Just like the men, women are called to fulfill His calling. Debora has not forgotten her faithfulness to God in doing everything, this brought Debora in a strategic and respected position in society (Retnowati, 2002, p. 25).

Gender equality, or equality between women and men, refers to the equal rights, opportunities, treatment and valuation of women and men in employment. Based on UU No. 13 2003 about employment Chapter 5, it is explained that every worker has equal opportunity without discrimination to gain work. So, if it is linked with an opportunity to occupy a position at work including being a leader, men and women have equal rights. As explained by Reinhartz and Beach, a leader must be chosen based on the policy of selecting the best-qualified person rather than gender. Best-qualified person is a person who can fulfill the leader qualification. Therefore, as long as women have the good competencies

appropriate to the qualification, they deserve to be a leader. In terms of leadership, it cannot be denied that the educational institutions also need a leader. According to BSNP (Badan Standar Nasional Pendidikan) National Education Standards Board No. 13 2007, in order to be a principal, there are competencies, such as: 1) Personality Competence, 2) Managerial Competence, 3) Entrepreneurship Competence, 4) Supervision Competence, 5) Social Competence. Though some competencies are required, both male and female have equal opportunity. Both male and female have their authentic style in applying their skill and style in their leadership. Female principal describe themselves more as someone who is more sociable, democratic, caring, artistic, kind, careful, conscientious, and compassionate (Bush and Coleman, 2008). Now a day there are many females who appear to be the leader and became the principal.

According to Eagly, Johannesem-Schmidt, and Van Engen for women, an effective leadership style is transformational... (as cited in Pauladi and Coates, 2011, n.p). The same thing also explained by Bass and Riggio, women might be more likely to engage in transformational leader behaviors and be more effective transformational leaders than men (2006, p. 112). The term is identical with motivation and inspiration. *“Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes...”* (Bass and Riggio, 2006, p. 3). Leaders are transformative when they are able to shape and evaluate the motives and goals of others who need to be challenging and actively attempting to make personal sense out of as much of their world as a possible (Tomlinson, 2004, p. 143).

In addition, the researcher investigates and finds out that there has not been much research on female transformational leadership in the elementary school. Besides that, the researcher considers to the research principles, one of them is usefulness. There are many women under the Pelita Harapan foundation in particular teachers college graduates which will be placed in schools under the foundation and became principal that need guidance. Therefore, the researcher is interested in conducting research on women's leadership as the principal in XYZ School in Jakarta with the title **“LEADERSHIP STYLE OF A FEMALE ELEMENTARY PRINCIPAL: A QUALITATIVE DESCRIPTIVE RESEARCH ON ELEMENTARY PRINCIPAL XYZ SCHOOL”**.

1.2 Research Question

As the result of the female leadership phenomena above, the researcher tries to find out more and attempts to answer these following research questions:

1. What are the principal's leadership styles applied in XYZ School?
2. How does the elementary principal apply those leadership styles?
3. What are the teachers' perceptions about the elementary principal leadership style?

1.3 Purpose of the Study

According to the statement of problems above, following are the purpose of the studies:

1. To know the principal's leadership styles applied in XYZ School.
2. To describe how the elementary principal applies the leadership styles in XYZ School.

3. To know teachers' perceptions about the elementary principal leadership styles in XYZ elementary school.

1.4 Benefits of the Study

By this research, it is expected by the researcher to find out some points that will be beneficial for the academic and for present practice.

1.4.1 The Academic Benefits

The results of this study are expected to provide guidelines for women who are more and more occupying positions of leadership in the society, especially in the educational field as principal.

1.4.2 The Practical Benefits

This research results are expected to be a reference or input for further research and any other students who want to do a research in depth about female transformational leadership.

1.5 The Definition of Term

1.5.1 Leadership Style

It is the style that a leader adopts in their dealings with those who follow them (Kippenberger, 2002, p. 6).

1.5.2 Principal

Principals are teachers who is given a task to be responsible in planning, managing, evaluating and following up the school activities (Jelantik, 2015, p. 81)