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Women Leadership and Motivation at Madrasa

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Abstract:

Women's leadership has a significant role in achieving the successful implementation of activities that take place in the madrasa. Motivation is very important in increasing the morale and productivity of employees, the higher the motivation of a person to carry out work, the higher the productivity. The purpose of this study is to describe women's motivational leadership at Madrasa Ibtidaiyah Negeri in Lampung Selatan Regency, Indonesia. The research data were collected through the process of interviews, observation, and documentation through primary data sources, namely female madrasa heads in the State Madrasa Ibtidaiyah and their deputies, teachers, and staff of the State Madrasa Ibtidaiyah in South Lampung Regency, and a number of books, brochures, websites, and examples of previous research related to this research. Data sources in this study were selected purposefully through snowball sampling. Data analysis was carried out through the processes of data reduction, data presentation, and conclusion drawing. Data validity checks in this study were carried out by triangulating with sources. The results show that the leadership of women in Madrasa Ibtidaiyah Negeri of South Lampung Regency can be said to have been able to motivate their subordinates. Motivation of subordinates is done in several ways, namely: (a) setting the physical environment, (b) setting the work atmosphere, (c) modeling discipline, (d) encouraging, (e) giving awards, and (f) providing learning resources.

Keywords: Women Leadership; Motivation; Madrasa

Introduction

Leadership is an essential component in the operation of any organization (Nyblade et al., 2021). Without leadership, an organization will not experience a movement because there is no influence to motivate and direct the people involved in it, and thus the desired goals of the organization will be difficult to achieve (Paais & Pattiruhu, 2020). Leadership is the relationship between a leader and others in which the leader influences others to cooperate consciously in a task related to achieving what the leader wants (Bastardoz & Van Vugt, 2019). Leadership is interpreted as a process of influencing (Epitropaki et al., 2020). They further revealed that influence is the process of leaders communicating ideas and motivating followers to implement these ideas so that change is created (Alblooshi et al., 2021). In the process, leadership is not only carried out by men but also played by women (Olonade et al., 2021). Women's leadership is the process of influencing others to achieve predetermined goals, carried out by a female leader (Campuzano, 2019).

In the current era of national globalization in the context of human resources, women's involvement in the work done by men has brought women into the public sphere (Audunson et al., 2019). The involvement of women is an absolute requirement in the effort to realize equitable development (Nketia et al., 2021). A country cannot be prosperous if its women are left behind, excluded, and oppressed (Chang et al., 2022). So the complete and comprehensive development of a country requires the full participation of women in all fields of life (Haji, 2021). That women, both as citizens and as development resources, have the same rights, obligations, and opportunities as men in all development activities in all fields of life (Kossek et al., 2021). History has shown that the position of women at the time of the Prophet Muhammad SAW was not only considered that of a wife, companion, and complement to men, but also that of a human being who has an equal position in rights and obligations with other humans before Allah SWT (Salin et al., 2020). However, there are still many women who feel hesitant to take on leadership roles because of the strong patriarchal leadership culture that still dominates (Warren et al., 2019). This is unfortunate because women also have considerable potential in terms of leadership (Woods et al., 2020).

Some studies show the advantages of women's leadership because women have distinctive advantages, including being more capable of playing multiple roles in addition to carrying out nature as mothers who conceive, give birth, breastfeed, and raise children with love (Garfield et al., 2019). Women also have the basic potential to be more resilient, willing to sacrifice, endure suffering, tenacious, and patient than men (Kesküla & Sanchez, 2019). Based on this opinion, it is understood that the concrete experiences experienced by women, which distinguish them from men, provide various leadership advantages that women have (Temkin et al., 2022). Experts have also found that the average size of the male brain is larger than the female brain because the weight and height of the body are greater (Pavličev et al., 2020). In addition, it was found that women's parietal lobes were larger, but their frontal lobes were smaller, which was thought to be a factor that resulted in women being less intelligent (Eliot et al., 2021). However, it wasn't long before research revealed that the parietal lobes were the part of the brain associated with intelligence (Gade et al., 2021). As a logical consequence based on their brain structure, women are more intelligent than men (Mauvais-Jarvis et al., 2020).

Despite all the advantages they have, women, like humans in general, also have various weaknesses (Kondaveeti et al., 2021). Women are considered more vulnerable to environmental influences than men, in addition to being physically weaker (Tainio et al., 2021). Women enjoy a glamorous lifestyle and are greedy for operating power, as evidenced by the number of women

at the central and regional levels who are involved in corruption cases when they have the opportunity to act as leaders or public officials and have obese accounts from various unexplained sources of origin (Rahman et al., 2022). Some people deny this by saying that women become perpetrators of corruption because they are in the vortex of an undemocratic environment and do not heed the rule of law (Ayelazuno, 2019). Blaming the environment is certainly justifiable, but it is wiser to say that it depends on the woman herself (Shrivastava et al., 2020).

In the realm of educational institutions, one of the so-called leaders is the head of the madrasa (Tarish et al., 2022). The Head of the Madrasa is a functional teacher who is given additional duties to carry out leadership in a madrasa where the teaching and learning process is conducted (Roy et al., 2020). The role of a madrasa head is to establish a vision for the organization and communicate, coordinate, motivate, and cooperate with subordinates to achieve the expected goals (Syahid et al., 2022). Nowadays, the leadership position of head of the madrasa has also held by women.

Women's leadership that is carried out well will be able to improve the quality of madrasa, improve student achievement, increase public interest in madrasa, and improve the quality of education in schools (Mansir, 2020). The leadership of female madrasa principals is considered to provide tangible results toward improving the quality of education (Allison et al., 2019). The number of achievements that have been made shows that female madrasa principals have equal potential and abilities, perhaps even more so than male leaders, in improving the quality of education (Naseem Akhtar, 2021).

Motivation comes from the Latin word *movere*, which means to push or move (W. Li et al., 2022). Motivation can come from within or outside of a person (Ahlborg et al., 2019). Motivator factors are also called intrinsic conditions or direct factors (Serwint & Stewart, 2019). Motivator factors include achievement (successful implementation), recognition, the work itself, responsibilities, and advancement (Bernacki et al., 2020). Hygiene factors are also called extrinsic factors or indirect factors (Lu et al., 2019). Hygiene factors include policy and administration, technical supervision, interpersonal supervision, working conditions, and wages (Michael Galanakis & Giannis Peramatzis, 2022). Encouragement is divided into two parts: the source of encouragement from within (intrinsic) in the form of needs and goals and the source of encouragement from outside (extrinsic) in the form of supervision, rewards, and job security (Xu et al., 2021).

Work motivation is an encouragement that comes from the outside or from within a person related to fulfilling needs so that the person is moved to carry out the task as well as possible so that the goals that have been set can be achieved (Ward & Carter, 2019). The motivation for people to work is to get the benefits that are appropriate for what they have done, so that there is a feeling of pleasure working in that place, coming to work and going home on time, and completing tasks on time, diligently, and responsibly (Brooks et al., 2020). A leader who wants to provide motivation to subordinates can do so by giving trust to subordinates in completing tasks, providing examples, applying discipline, guiding and dividing tasks according to subordinate expertise, and providing instructions if subordinates have difficulty completing the tasks that have been given (Biloslavo & Lombardi, 2021).

One of the success factors in leadership is if a leader is able to motivate his subordinates to carry out their duties as well as possible so that the goals set beforehand can be achieved with the best results (Naslund & Kale, 2020). The motivation referred to here is, of course, work motivation,

defined as a condition that encourages individuals to perform specific activities in order to achieve their goals (Reza Putra & Gupron, 2020). Forms of motivation can be in the form of job satisfaction, achievements, opportunities for advancement, recognition of others, career development possibilities, and responsibility (Henry-Noel et al., 2019).

Work motivation is closely related to effort, job satisfaction, and job performance (H. Li et al., 2019). Therefore, it is the duty of a leader to provide motivation to subordinates so that they can work as expected by the organization (Chiat & Panatik, 2019). In an effort to increase work motivation, one of the ways to do so is by providing incentives procedurally, both in material and non-material forms (Z. Khan et al., 2020). Besides that, it is also necessary to pay attention to several other elements, such as work safety, a pleasant work environment, the provision of salaries and other benefits, and the availability of various facilities that can motivate subordinate work (Azizi et al., 2021).

Women's leadership has a significant role in achieving the successful implementation of activities that take place in the madrasa (Gale et al., 2022). Motivation is very important in increasing the morale and productivity of employees, the higher the motivation of a person to carry out work, the higher the productivity (S. B. Khan et al., 2022). Based on this, this research is critical to conduct a more in-depth investigation into women's leadership in motivating Madrasa Ibtidaiyah Negeri Lampung Selatan, Indonesia.

Methods

This study attempts to describe and analyze women's leadership in motivating Madrasa Ibtidaiyah Negeri, South Lampung, Indonesia, by using the method popularized by Miles and Huberman. The research data were collected through a process of interviews, observation, and documentation through primary data sources, namely female madrasa heads in Madrasa Ibtidaiyah Negeri and their deputies, teachers, and staff of Madrasa Ibtidaiyah Negeri in South Lampung District, as well as several books, brochures, websites, and examples of previous research related to this study. Data sources in this study were purposefully selected through snowball sampling. Data analysis was conducted through a process of data reduction, data presentation, and conclusion drawing. Checking the validity of the data in this study was carried out by triangulating with sources.

Results and Discussion

A person's efforts will be motivated to do their work optimally if their needs can be properly met (Dienstbier et al., 1991; Renata et al., 2018). Female madrasa principals in the environment of the State Madrasa Ibtidaiyah in South Lampung Regency have tried to understand what the needs are and what goals their subordinates want to achieve in their work. The head of the madrasa has tried to make efforts to always meet the needs of teachers and education personnel in the madrasa in carrying out the learning process.

The madrasa principal's statement was confirmed by the teachers, who said that they had received sufficient facilities to carry out the teaching and learning process in their madrasa, such as a comfortable room, adequate office stationery, and wifi to smooth the online learning process during the pandemic. The principal also tries to organize the physical environment of the madrasa in such a way as to renovate the room, repaint the madrasa building, and plant flowers in pots so that the environment becomes greener, looks neater, and creates a comfortable atmosphere to work in.

The madrasa principal gives full trust to the teachers to organize teaching and learning activities in their respective classes. The principal gives the teachers the freedom to develop learning

objectives and materials and gives the teachers the freedom to choose the media and evaluation activities to be used in the learning process. According to one of the teachers at the Madrasa Ibtidaiyah Negeri in South Lampung regency, the principal encourages them to be independent and creative in implementing the learning process, as long as it does not deviate from the applicable curriculum. By giving teachers the freedom to design and develop their learning process, the principal hopes that teachers in the Madrasa Ibtidaiyah Negeri in South Lampung Regency can be more enthusiastic, be more creative and get satisfaction from the work that has been done so far. This is also corroborated by the teacher's statement that by giving freedom to teachers in determining the learning process, there is a feeling of pleasure when doing the learning process because what is done is something that is designed by themselves and they want to do it. According to teachers in the Madrasa Ibtidaiyah Negeri in South Lampung Regency, they are indeed given the freedom to design and determine their learning process, but this is still done under the supervision of the head of the madrasa and they are also asked to make reports on learning activities and reports on the assessment of student learning outcomes in full.

One way to motivate subordinates is to set a good example for them (Dittes et al., 2019; Kremer et al., 2019; Mahmoud et al., 2021; Toniolo-Barrios & Pitt, 2021). By doing positive things, it is hoped that subordinates will be moved to follow the good habits carried out by their leaders. In this case, the head of the Madrasa Ibtidaiyah Negeri in South Lampung Regency has tried to set a good example for the teachers and education personnel in his madrasa. The principal always tries to arrive on time and go home at a predetermined time.

This was confirmed by teachers at the Madrasa Ibtidaiyah Negeri in South Lampung Regency. According to her, the principal always tries to be present at the madrasa on time and return at a predetermined time, even though the distance from the principal's house to the school is quite far. The principal also always provides information if he cannot attend because of other activities outside the madrasa, such as meetings in the province or in the district. Thus, the teachers and education personnel in the Madrasa Ibtidaiyah Negeri in South Lampung Regency always try to be on time and ask permission or give news if they are unable to attend the madrasa.

Financially, teachers and education personnel who are civil servants, of course, have been guaranteed by the government, but for teachers and education personnel who are non-civil servants or honorary, the madrasa head tries to organize madrasa finances in such a way as to allocate a number of funds so that in the end the madrasa is able to provide rewards in the form of decent salaries. In addition, the madrasa head also tries to provide supporting facilities to ensure the smooth work of his subordinates and shows a good and responsible attitude so that his subordinates feel safe and comfortable working under his leadership. In addition, according to one of the teachers at Madrasa Ibtidaiyah Negeri in Lampung Selatan Regency, the head of the madrasa is also very appreciative of teachers who are able to show good performance, and the award is given in the form of praise and congratulations to the teacher. Often, this is done in front of other teachers with the aim of increasing their enthusiasm so that they are moved to strive to be better as well.

In the Madrasa Ibtidaiyah Negeri of South Lampung Regency, the head of the madrasa always tries to provide support to teachers to continue learning and developing their knowledge in order to become skilled and insightful teachers by including teachers in various upgrading activities, seminars, training, or workshops, and always reminding teachers to participate in KKG activities. One of the teachers at the State Madrasa Ibtidaiyah in South Lampung District said that the principal always informs teachers when there is a training agenda for teachers and gives permission and encourages teachers to participate in these activities. In addition to giving

permission and encouragement, the principal also facilitates teachers who will go to the training location by providing vehicles and providing sufficient transportation money. The madrasa principal also welcomes the wishes of teachers who intend to continue their education to a higher level. Support is given by giving permission and various facilities in the learning process, as long as it does not interfere with the teaching duties that must be carried out as a teacher in the madrasa.

Based on the data collected during the research, it is known that women's leadership in the Madrasa Ibtidaiyah Negeri in South Lampung Regency in providing motivation is carried out in several ways, namely: regulating the physical environment, regulating the work atmosphere, modeling discipline, providing encouragement, giving awards, and providing learning resources.

One of the duties and functions of the madrasa head is to be a motivator. To arouse the motivation of subordinates, the madrasa head must be able to regulate the physical environment and good working atmosphere, model and foster discipline, provide encouragement and appreciation, and ensure the availability of learning resources for teachers and education personnel in the madrasa environment he leads (Happy.F, 2021). Motivation is an important thing that must be grown in every individual in order to achieve progress both in personal life and social life. A leader is required to be able to continue to motivate his subordinates at work so that every goal to be achieved can be achieved with maximum results.

In general, women's leadership in the State Madrasa Ibtidaiyah of South Lampung Regency has been able to become a motivator for subordinates, with various efforts made to provide positive motivation to teachers and education personnel in the madrasa environment they lead. Providing motivation is done by creating a comfortable and conducive work environment, providing facilities that support the smooth learning process, giving awards, and providing sufficient learning resources for teachers in the madrasa environment.

A person will be motivated to dedicate his time and energy to a job if he gets recognition and feels appreciated (J. (Justin) Li et al., 2019). The slightest award will affect a person's performance, and the form of an award does not always have to be in the form of material but can also be in the form of attention and praise.

In this case, the leadership of women in the State Madrasa Ibtidaiyah of South Lampung Regency has proven it by giving awards to their subordinates both materially and non-materially. Materially, the madrasa head seems to have tried to meet the needs of his subordinates by providing a comfortable workspace, providing adequate teaching equipment, and allocating several funds to provide decent salaries for teachers and education personnel who are non-civil servants. Likewise, non-materially, the madrasa head always tries to reward his subordinates by giving attention and praise for the good performance that has been shown by their subordinates.

A person will be able to develop themselves if they continue to increase their knowledge and do not stop learning. Of course, to continue learning, there must be learning resources available around him. Learning resources include not only tools and materials used in the learning process but also people, budgets, and facilities (Gonzalez, 2022). Learning resources can include anything available to help someone in the learning process.

In line with this opinion, the female head of the Madrasa Ibtidaiyah Negeri in South Lampung District has also made several efforts to provide learning resources for teachers in the madrasa. The madrasa head always provides support for teachers to improve their competence by attending various pieces of training and always reminds teachers to attend KKG. Support is

provided in the form of granting permits, providing vehicles, and providing sufficient transportation money.

Conclusion and suggestion

Based on the results of research conducted on female Madrasa principals in Madrasa Ibtidaiyah Negeri of South Lampung Regency, it can be concluded that, of the several types of leadership styles that exist, the leadership of female Madrasa principals in Madrasa Ibtidaiyah Negeri of South Lampung Regency tends to fall into the situational leadership style, where this type of leadership is known to be flexible because leaders can adjust to the needs of their subordinates. The leadership of women in Madrasa Ibtidaiyah Negeri of South Lampung Regency can be said to have been able to motivate their subordinates. Motivation of subordinates is done in several ways, namely: (a) setting the physical environment, (b) setting the work atmosphere, (c) modeling discipline, (d) encouraging, (e) giving awards, and (f) providing learning resources.

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