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The Strategic Role of Female Leadership in Arabic Language Education

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Abstract: A phenomenological approach was used to examine the role of female academic leadership in managing and developing Arabic Language Education programs at higher education institutions or universities in Lampung, Indonesia. It aimed to analyze female faculty members' perceptions of their leadership roles and their contributions to Arabic Language Education. Despite an increasing number of women in academic leadership, their influence in specialized fields like Arabic Language Education remains underrepresented. Data were collected through in-depth interviews with female faculty leaders at four universities, participatory observations within academic departments, and document analysis, including institutional policies, curricula, and meeting records. The interviews explored leadership roles, challenges, strategies, and their impact on educational development, while observations captured decision-making processes and interactions. This article revealed the distinctive leadership strategies of female faculty members, highlighting their ability to shape inclusive, gender-equitable educational policies and practices. Their leadership is characterized by decisiveness and strong commitment to student success, despite facing professional-personal challenges and limited institutional support**.** It was implied that institutions should provide more targeted support for female leaders through leadership training, policies promoting work-life balance, and the removal of structural gender barriers, which would enhance their leadership potential and improve Arabic Language Education. The significance of this research lied in its contribution to understanding how female leadership could influence academic development in male-dominated fields and how supportive policies could create a more inclusive academic environment. Future research should explore the long-term impacts of female leadership in various academic fields and regions.

Introduction

Female leadership in higher level of education or university is increasingly recognised as vital in developing and disseminating knowledge across various

disciplines. Within Arabic language education, particularly in higher education institutions, female leaders are positioned as key drivers in enhancing the quality of teaching and learning. This is especially significant in regions where Arabic is not the native language but plays a crucial role in cultural and religious education, such as in Indonesia.[1] Despite this, the intersection of female leadership and Arabic language education has been underexplored, leaving a gap in understanding the strategic roles that female educators play in these settings. [2][3] Therefore, the strategic leadership of female educators in the development of Arabic language education warrants a focused investigation to understand their contributions, challenges, and the subsequent impact on the quality of education.

Prior research has extensively explored the role of female leadership across various sectors, highlighting the importance of diversity and inclusivity in leadership positions. Several studies showed that women leaders often bring unique perspectives and approaches to benefit organisational development and success significantly.[4][5] In education, female leaders are known to influence teaching practices, curriculum development, and institutional policies, contributing to the overall enhancement of educational outcomes.[6][7] However, the specific impact of female leadership in Arabic language education remains insufficiently addressed in the literature despite its importance in promoting linguistic and cultural competencies in non-native Arabic-speaking contexts.

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[1] Hasna Balaj Albaroudi Alotaibi, "The Influence of Female Academic Leaders in Higher Education Institutions on Achieving Saudi Vision 2030: A Scoping Review," *Revista on Line de Política e Gestao Educacional* 26, no. 1 (2022): 1-18.

[2] Michael H. Romanowski and Fatma Saeed Al-Hassan, "Arab Middle Eastern Women in Qatar and Their Perspectives on the Barriers to Leadership: Incorporating Transformative Learning Theory to Improve Leadership Skills," *Near and Middle Eastern Journal of Research in Education* 2013, no. 1 (2013): 1-13.

[3] Li Qing Mei, Suo Yan Mei, and Suo Yan ju, "Perception of Students Toward Teaching Methods for Arabic Language Teaching at Female's Mosque in Henan Province. China," *International Journal of Academic Research in Business and Social Sciences* 10, no. 9 (2020): 309–318.

[4] Boushra Alghamdi, Nada Alasmari, and Nadia Shukri, "Academic Challenges of Female Graduate TESOL Students in the Saudi Context," *International Journal of English Language Education* 8, no. 1 (2020): 20-33.

[5] Al-Bdeerat Khloud and Alqarraleh Basil, "The Challenges Facing Female English Language Teachers in Secondary Schools in Jordan," *Journal of Language and Education* 6, no. 3 (2020): 7–21.

[6] Sue LT. McGregor and Amani K. Hamdan Alghamdi, "Women's Role in Nation Building: Socialising Saudi Female Preservice Teachers into Leadership Roles," *School Leadership & Management* 42, no. 5 (2022): 520–542.

[7] Khaldoon Al-Htaybat, Larissa von Alberti-Alhtaybat, and Zaidoon Alhatabat, "Educating Digital Natives for the Future: Accounting Educators' Evaluation of the Accounting Curriculum," *Accounting Education* 27, no. 4 (2018): 333–357.

Studies have also examined female educators' challenges in leadership roles, particularly in conservative societies where cultural and structural barriers may hinder their professional advancement.[89] For instance, in Saudi Arabia and other Gulf countries, female academic leaders have been instrumental in advancing educational initiatives aligned with national development goals, such as Saudi Vision 2030.[10] However, these studies often focus on broader educational leadership without delving into the specificities of Arabic language education, leaving a gap in understanding how female leaders navigate the unique challenges of this discipline.

Furthermore, research on the challenges and strategies in Arabic language education often overlooks the gendered dimensions of leadership. Meanwhile, there is a substantial body of work on the pedagogical challenges of teaching Arabic, such as curriculum design, student engagement, and resource availability, these studies typically do not account for the role of female leadership in addressing these challenges.[1112] The literature primarily focuses on the effectiveness of teaching methods and the performance of Arabic language programs rather than exploring how female leaders contribute to or influence these outcomes.

Moreover, although several research has highlighted the resilience and adaptability of female leaders in educational settings, there remains a significant gap in the literature regarding their specific contributions to Arabic language education in higher education institutions.[1314] Studies focusing on other disciplines or educational levels, such as primary and secondary education, suggest that female leaders often employ collaborative and inclusive leadership styles that enhance the learning

[8] Maryam Mohammd Mubarky, "The Role of King Khalid University in Developing Women Leaders," *Journal of Economic Administrative & Legal Sciences* 4, no. 12 (2020): 108–182.

[9] Linda R. Vogel and Ahlam Alhudithi, "Arab Women as Instructional Leaders of Schools: Saudi and Qatari Female Principals' Preparation for and Definition of Instructional Leadership," *International Journal of Leadership in Education* 26, no. 5 (2023): 795–818.

[10] Alotaibi, "The Influence of Female Academic Leaders in Higher Education Institutions on Achieving Saudi Vision 2030."

[11] Sami Al-Qatawneh and Ahood Al Rawashdeh, "Gender Representation in the Arabic Language Textbook for the Ninth Grade Approved by the Ministry of Education for Use in Schools in the United Arab Emirates (UAE)," *Studies in Educational Evaluation* 60 (2019): 90–98.

[12] Sandra Baroudi, "Leading in Times of Crisis: Evidence of Digital Transformational Leadership among Arab Female Educational Leaders," *International Journal of Leadership in Education* (2022): 1–22.

[13] Devi Pramitha, "Women in Educational Leadership from Islamic Perspectives," *Egalita: Jurnal Kesetaraan dan Keadilan Gender* 15, no. 2 (2020): 15-26.

[14] Riri Susanti, Kubota Tariq, and Dumaz Carmelo, "Strategic Management of Madrasah Heads in Improving The Quality of Language Learning Arabic in Islamic Educational Institutions," *International Journal of Educational Narratives* 1, no. 1 (2023): 36–45.

environment and student outcomes.[15] However, applying these leadership styles within the context of Arabic language education at the tertiary level has not been sufficiently explored.

Despite the existing research on female leadership and the challenges of Arabic language education, there is a noticeable lack of studies that explicitly link these two areas. The current literature fails to comprehensively understand how female leaders in higher education contribute to developing and enhancing Arabic language programs, particularly in non-Arabic-speaking country like Indonesia. [16][17] Additionally, there is limited insight into the strategies these leaders employ to overcome gender-specific challenges and their impact on the quality of Arabic language education. This gap highlights the need for research that examined the roles and strategies of female leaders in this context and evaluates their effectiveness in improving educational outcomes.

This phenomenological study aimed to fill the identified gap by analyzing the perceptions and lived experiences of female leaders in developing Arabic language education at higher education institutions in Lampung, Indonesia. Specifically, the article explored the challenges these leaders face by assessing the impact of their leadership on the quality of Arabic language education and identifying the strategies they employ to navigate these challenges. The article contributed to the broader literature on educational leadership and Arabic language education by providing a nuanced understanding of female leadership in this educational context. Furthermore, the findings are expected to inform policy-making and the development of more inclusive and effective strategies for enhancing Arabic language education in similar contexts globally.

Methods

A phenomenological research design was used to explore the perceptions of female academic leadership in managing and developing Arabic Language Education programs at higher education institutions or universites in Lampung. The

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[15] Yusra R. Al-Thubaiti, "The Reality of Using Active Learning Strategies among Secondary School Female Teachers of Arabic Language in Taif City," *Journal of Educational and Psychological Studies [JEPS]* 14, no. 2 (2020): 270–288.

[16] Khalid Husny Arar, "The Challenges Involved When Arab Women Forge a Path to Educational Leadership: Context, Personal Cost, and Coping," *Educational Management Administration & Leadership* 47, no. 5 (2019): 749–765.

[17] Evans Magaisa, Tasvika Moyo, Engelbert Chamunorwa Wilson, and George Nervious Shava, "Women in Higher Education Leadership Positions in Zimbabwe: Experiences, Challenges and

phenomenological approach was chosen due to its suitability for capturing the subjective experiences and deep understanding of how female leadership is perceived and experienced by faculty members within specific academic contexts.[18] Phenomenology allows the researcher to grasp the essence of female leadership by focusing on how these leaders interpret their roles and influence program development.

Data was collected through three primary methods: in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with female faculty members holding leadership positions in Arabic Language Education departments at four universities in Lampung. Informants were selected using purposive sampling, targeting individuals with at least five years of teaching experience, active involvement in curriculum development, and significant contributions to research and community service. The interviews were semi-structured and guided by topics that included perceptions of leadership roles, challenges encountered, strategies employed, and their impact on departmental development. Each interview was recorded and transcribed for subsequent analysis. The codes for informants and universities used in the study are presented in the table below:

Table 1. Informant and University Codes

Informant Code	University Code	Description
INF-A001	UNI-01	Female Lecturer 1
INF-A002	UNI-01	Female Lecturer 2
INF-B001	UNI-02	Female Lecturer 3
INF-B002	UNI-02	Female Lecturer 4
INF-C001	UNI-03	Female Lecturer 5
INF-C002	UNI-03	Female Lecturer 6
INF-D001	UNI-04	Female Lecturer 7
INF-D002	UNI-04	Female Lecturer 8

Participatory observation was carried out within the daily activities of the Arabic Language Education departments, focusing on meetings, academic discussions, decision-making processes, and interactions between female faculty members and their colleagues and students. Detailed field notes were maintained to document leadership dynamics,

Opportunities," *International Journal of Research and Innovation in Social Science* 7, no. 4 (2023): 1267-1274.

communication patterns, and decision-making processes. Document analysis involved reviewing organisational structures, institutional policies on faculty development, meeting minutes, curricula, and teaching modules. This analysis aimed to contextualize female leadership within the broader institutional framework and assessed its impact on curriculum and instructional practices.

Data were analysed using phenomenological analysis, which involves several key stages: bracketing, horizontalization, clustering of meaning, and synthesizing the meanings and essences.[19] In the bracketing stage, the researcher set aside preconceived notions to approach the data with fresh perspectives. The horizontalization stage involved examining each statement or description equally and identifying emerging themes. Clustering of meaning was conducted by grouping themes based on their relevance and similarity to the research focus. The final stage, synthesizing the meanings and essences, involved integrating these themes into the fundamental essence or meaning of the female leadership experience within the study context.

Several measures were taken to ensure the reliability and validity of the study. Triangulation was employed through multiple data sources (interviews, observations, documents) and methods, which allowed for cross-verification of findings. Member checking was conducted by returning preliminary findings to the informants for confirmation and to ensure the accuracy of the researchers' interpretations. Peer debriefing involved consulting with colleagues not directly involved in the study to provide feedback on the data analysis process and interpretation of findings. An audit trail was maintained by systematically documenting all research activities, including interview transcripts, observation notes, and data analysis records, ensuring the transparency and traceability of the research process.[20]

By employing this rigorous methodological framework, the study aimed to produce reliable, valid, and contextually relevant findings that contribute significantly to the discourse on the perceptions of female academic leadership in developing Arabic Language Education programs at higher education institutions in Lampung.

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[18] John W Cresswell and J David Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (United States of America: Sage Publications, 2017).

[19] Louis Cohen, Laurence Manion, and Keith Morrison, *Research Methods in Education* (USA and Canada: Routledge Taylor & Francis E-Library, 2018).

Results and Discussion

The findings in this article highlighted that female leadership is crucial in managing and developing the Arabic Language Department. The involvement of female lecturers in the organisational structure goes beyond mere representation; it significantly impacted the quality and effectiveness of education in the department. One of the study's informants remarked, *"The involvement of female lecturers in the organisational structure of the Arabic Language Education Department is already very adequate, with a highly representative role in leadership positions"* (INF-A001). This statement underscored that the presence of women in leadership positions is not merely symbolic; they make substantial contributions to decision-making processes that influence educational policies.

In organizational theory, women's involvement in higher education leadership positions can be seen as integrating values such as inclusivity and gender equality within the institution. Previous studies showed that female representation in leadership often correlates with strengthening gender-sensitive policies and overall improvement in academic well-being. In this context, the active participation of female lecturers not only enriches the academic dynamics but also creates a more inclusive and responsive environment for all department members.

The active participation of female lecturers in decision-making processes reveals their role as respected leaders among colleagues and superiors. Another informant emphasized, *"The active participation of female lecturers in department meetings and discussions shows that their opinions are often considered by colleagues and leaders, reflecting an appreciation for their contributions"* (INF-B001). It aligned with the findings of Arar and Shapira et al., who noted that female leadership is often driven by a desire to address social injustices and uniquely fosters positive change through more inclusive policies and practices. Recognizing and acknowledging women's contributions highlight their complementary and critical roles in creating an effective organisational dynamic.[21][22]

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[20] Miles Matthew B. and Huberman A. Michael, *Qualitative Data Analysis: A Methods Sourcebook* (London. UK: Sage Publications, 2014).

[21] Khalid Arar, "Arab Women's Educational Leadership and the Implementation of Social Justice in Schools," *Journal of Educational Administration* 56, no. 1 (2018): 18–32.

[22] Tamar Shapira, Khalid Arar, and Faisal Azaiza, "They Didn't Consider Me and No-One Even Took Me into Account': Female School Principals in the Arab Education System in Israel," *Educational Management Administration & Leadership* 39, no. 1 (2011): 25–43.

Characteristics of female leadership, such as decisiveness and discipline, have also been shown to impact the effective management of the department significantly. This is supported by an informant who said, *"Female leadership in this department is characterised by firmness, discipline, and good conduct, which positively affects the management effectiveness of the Arabic Language Education Department"* (INF-C001). The discipline enforced by female leaders extends beyond administrative management and influences the overall academic climate, enhancing student discipline and strengthening collaboration among lecturers. A study by Sadiqi supported this view, highlighting how women have historically contributed to stabilizing and codifying the Arabic language, a legacy that continues in their current leadership roles.[23]

Moreover, female leadership catalyses positive change in education, inspiring colleagues and students to uphold values of discipline and ethics. *"Female leadership in the Arabic Language Education Department plays a crucial role in motivating and inspiring positive change in the department, particularly in discipline and developing students' morals"* (INF-D002). These findings reinforce the view that female leadership plays a vital role in shaping an academic culture that values ethics and morality, demonstrating their role in shaping and reinforcing the institution and student values.

Adequate institutional support, particularly regarding freedom of expression and competency development, is crucial in strengthening female leadership roles. One informant emphasised, *"The Arabic Language Education Department is an effective platform for female empowerment, providing freedom of expression in teaching and supporting the improvement of female lecturers' teaching competencies"* (INF-A002). This support is essential as it allows women to fully develop their potential, enhance their professional competencies, and ultimately strengthen the quality of education in the institution. In the context of education in Muslim countries, as discussed by Alotaibi, women face significant structural and cultural challenges. However, with the proper support, they can play a pivotal role in advancing a vision of inclusive and quality education.

Overall, this article affirmed that female leadership in Arabic Language Education at higher education institutions in Lampung is not merely a supplementary element but a critical factor in creating an inclusive, quality, and sustainable educational

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[23] Fatima Sadiqi, "Women and the Codification and Stabilization of the Arabic Language," *Women in the History of Linguistics*, Oxford (2020): 469-486.

environment. Their strategic role in internal department management and ability to drive positive change in academic discipline and student moral development demonstrate that female leadership has a profound and lasting impact on education. These findings strengthened the argument that female leadership is essential in administrative contexts and broader social transformations, significantly contributing to students' holistic character and competency development.

This study aims to analyse the strategic role of female leadership in developing Arabic language education at universities in Lampung. The findings reveal that female lecturers face various challenges in fulfilling leadership roles, particularly balancing campus responsibilities with household duties. One of the informants stated, *"Balancing roles between campus tasks and household responsibilities is indeed challenging, but it does not diminish my motivation to participate in academic activities within the department actively"* (INF-A001). This challenge underscores the need for effective time management and a clear prioritisation of tasks for female leaders.

This discussion highlights the critical importance of good time management strategies in female leadership, which are key factors in overcoming obstacles.[24] The study supports previous research findings, such as those by Tabassum & Rafiq, which indicate that balancing work and personal life often poses a significant challenge for women pursuing leadership roles.[25] However, this study found that institutional support, such as that provided by the Arabic language education department, plays a significant role in helping female lecturers achieve this balance. *"The Arabic language education department is an effective platform for female empowerment, offering freedom of expression in teaching and supporting the enhancement of female lecturers' teaching competencies"* (INF-C001).

Another strategy identified is the strengthening of social and professional networks. Female lecturers leverage social interactions through direct meetings and social media to reinforce their positions in academic decision-making environments. This aligns with the research by Orser et al., which indicated that access to networks and

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[24] Stavroula Kalaitzi et al., "Women Leadership Barriers in Healthcare, Academia and Business," *Equality, Diversity and Inclusion* 36, no. 5 (2017): 457–474.
[25] Shahla Tabassum and Uzaira Rafiq, "Leadership Challenges: Experiences of Women Leaders," *Pakistan Journal of Social Research* 5, no. 02 (2023): 563-571.

mentors is a crucial factor in supporting female leadership.[26] In this context, one of the informants mentioned, *"By following each other on social media and participating in various Arabic language activities, female lecturers can strengthen their networks and facilitate their active involvement in the department"* (INF-D002).

Strengthening social and professional networks is not just an additional strategy but a fundamental foundation for enhancing the influence and role of women in academic settings. In this study, the ability to fortify networks has proven to be an effective way to ensure that the voices of female lecturers are heard and valued. This reflects the findings of Kass et al., who emphasised the importance of developing skills and competencies as part of leadership strategies.[27]

Moreover, this article also revealed that innovation in teaching methods presents challenges for female lecturers. Although some have yet to introduce significant innovations, the drive to continue learning and self-improvement through training and workshops remains strong.[28] This enabled them to stay relevant and adaptable to the times. One informant stated, *"The Arabic language education department supports the professional development of female lecturers through various initiatives that help them acquire knowledge and enhance their competencies"* (INF-B001).

Innovation in teaching is an evolving challenge in higher education. This study asserts that ongoing professional development, facilitated by training and workshops, is a crucial strategy that enables female lecturers to remain adaptable and relevant in a dynamic academic environment. These findings reinforce the study by Kass et al., on the importance of competency development in female leadership. [29]

Overall, the results of this article confirmed and enriched previous research findings regarding women's challenges in leadership roles and the practical strategies used to overcome these obstacles. Strategies such as strengthening social networks,

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[26] Barbara Orser, Allan Riding, and J L Stanley, "Perceived Career Challenges and Response Strategies of Women in the Advanced Technology Sector," *Entrepreneurship & Regional Development* 24, no. 1-2 (2012): 73–93.

[27] Rena B Kass, Wiley W Souba, and Luanne E Thorndyke, "Challenges Confronting Female Surgical Leaders: Overcoming the Barriers," *The Journal of Surgical Research* 132, no. 2 (2006): 179–187.

[28] Blessing Kanyumba and Melanie Lourens, "Career Development for Female Academics in Australian and South African Universities," *International Journal of Research in Business and Social Science* 11, no. 2 (2022): 391–401.

[29] Rena B Kass, Wiley W Souba, and Luanne E Thorndyke, "Challenges Confronting Female Surgical Leaders: Overcoming the Barriers," *The Journal of Surgical Research* 132, no. 2 (2006): 179–187.

institutional support, and continuous professional development have proven to help women overcome barriers and enhance their role in creating positive changes in the educational environment.

Based on the data collected through interviews with various informants, it has been found that female leadership within Arabic language education departments significantly impacts the enhancement of both the quality and outcomes of learning. Female lecturers in leadership positions in these departments exhibit firmness, discipline, and effective management. One informant from a university in Lampung stated, *"The leadership of female lecturers in this department is marked by firm, disciplined, and competent characteristics, which positively impact the effectiveness of managing the Arabic language education department"* (INF-B002). These characteristics directly influence the increase in student discipline and motivation, creating a more structured and productive learning environment.

Female leadership is often associated with a more collaborative and empathetic approach. However, the results of this study reveal that in the academic environment, leadership characterised by firmness and discipline also stands out and provides positive effects.[30] This reinforces the notion that female leadership is not confined to certain gender stereotypes but also encompasses various styles that are adaptive to the context and needs of educational institutions.[31][32]

The discipline enforced by these female leaders encourages greater student participation in the learning process. An informant mentioned, *"Students become more active and engaged in the classroom, leading to improved learning outcomes"* (INF-D001). Implementing strategies such as requiring Arabic in every learning session has significantly contributed to the students' language proficiency.

The strategic approach in female leadership, particularly in mandating Arabic during every learning session, is a concrete example of innovation in teaching methods. This strategy can be compared to the SAVI (Somatic, Auditory, Visualization, and

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[30] Iman Hussein Abu Salim, "The Role of the Teacher Use for Learner-Teaching in Developing the Students Special Education Skills in Teaching Arabic Language," *Journal of Educational and Psychological Sciences* 3, no. 3 (2019): 1-26.

[31] Tenisha L. Tevis, Meghan Pifer, and Vicki L. Baker, "Women Higher Education Administrators: Approaches to Leadership in Times of Crisis," *Women and Leadership in Higher Education During Global Crises* (2021): 36–54.

[32] Soulafa A Al Khatib, "Investigating the Leadership Styles and National Culture of Emirati Female School Principals," *Educational Management Administration & Leadership* 52, no. 5 (2024): 1136-1153.

Intellectual) learning model, which emphasises the importance of somatic and intellectual aspects in learning. This approach allows students to engage more actively and integrally in learning, ultimately enhancing effectiveness.[33][34]

Female lecturers in leadership roles have also significantly developed a curriculum and teaching materials that are more relevant to contemporary needs. However, there remains room for further innovation in teaching methods. One informant noted, *"In developing the curriculum, I only follow the 'Kurikulum Merdeka' and align it with the department's goals, integrating it into the learning modules"* (INF-C002). This indicated an ongoing effort to ensure that the curriculum remains relevant and adaptable to the changing dynamics of education.

Developing a curriculum relevant to contemporary needs is a crucial aspect of female leadership in educational institutions. However, the primary challenge lies in integrating innovations in teaching methods without neglecting the fundamental needs of the students. Therefore, female leaders need to continue innovating while maintaining high academic standards and ensuring that the curriculum remains relevant to the demands of the times.[35][36][37]

The findings of this article aligned with previous research which indicated that the implementation of appropriate learning models, such as those established by female leaders, significantly impacts the effectiveness of learning. However, this article specifically examined the impact of female leadership, offering a new perspective on how gender can influence leadership styles and learning outcomes.

This article focused on female leadership contributed to the discourse on gender roles in education. By comparing the results of this study with previous research, it can

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[33] Nurhikmah Nurhikmah, and Muhammad Ibrahim, "Penerapan Model Pembelajaran Savi Terhadap Hasil Belajar Bahasa Arab Siswa Madrasah Aliyah," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2023): 47–64.

[34] Rozaini Tukimin, Nik Mohd Rahimi Nik Yusoff, and Harun Baharudin, "Academic Qualification and Teaching Experience on the Level of Use of Innovative Teaching Strategies among Arabic Primary School Teacher," *International Journal of Academic Research in Progressive Education and Development* 8, no. 3 (2019): 279–290.

[35] Raquel Ferreras-Garcia, Jordi Sales-Zaguirre, and Enric Serradell-Lopez, "Sustainable Innovation in Higher Education: The Impact of Gender on Innovation Competences," *Sustainability* 13, no. 9 (2021): 1-13.

[36] Amal Elameen Khidr, "The Role of Educational Leadership in Addressing Academic Problems Faced by the Students at Prince Sattam Bin Abdulaziz University," *Journal of Namibian Studies: History Politics Culture* 33 (2023): 303–329.

[37] Pilar Laguna-Sanchez et al., "A Collaborative Model for Leadership Education in High-Potential University Women Students," *Journal of Open Innovation: Technology, Market, and Complexity* 7, no. 2 (2021): 1-20.

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be concluded that female leadership brings a new dimension to the management of education—one that is more inclusive, disciplined, and innovative. This article also confirmed the importance of effective leadership and expands our understanding of how gender can influence the dynamics and outcomes of learning in educational institutions.

Additionally, the success of these female leaders in managing their dual roles and promoting curriculum innovation highlights the need for institutional support, including professional development opportunities and policies that facilitate work-life balance. This article also emphasised the significance of social and professional networks in enhancing the influence of female leaders, a factor that has been underappreciated in previous research. While the findings are promising, it is crucial to consider the potential variability in leadership effectiveness across different cultural and institutional settings, which may limit the generalizability of the results. Therefore, future research should explore the applicability of these findings in other contexts to validate and expand upon the conclusions drawn in this study.

The implications of this article were profound for the development of educational policies and leadership training programs. The demonstrated impact of female leadership on the quality of Arabic language education suggests that institutions should actively promote and support the involvement of women in leadership roles. This includes addressing the structural and cultural barriers that limit their participation and providing resources that enable them to balance their professional and personal responsibilities effectively. Moreover, the article contributed to the broader discourse on gender and education by highlighting how female leadership can lead to more inclusive and effective educational practices, thereby offering valuable insights for policy-makers and educational leaders aiming to improve the quality of education in diverse cultural contexts.

Conclusion

A phenomenological approach was used to explore the perceptions of female leadership among lecturers in the management and development of Arabic Language Education departments at higher education institutions or universities in Lampung. The findings revealed that female leadership is pivotal in shaping educational policies through inclusive and gender-equitable decision-making processes. Female lecturers' decisive and disciplined leadership traits have positively influenced departmental

management and student discipline, catalysing positive organisational change. The article underscored the critical importance of actively promoting and supporting women in leadership roles within educational institutions. This included addressing structural and cultural barriers that may impede their leadership potential and providing resources to help balance their professional and personal responsibilities. The findings highlighted that female leaders contribute to their departments' operational efficiency and foster a more inclusive and equitable educational environment. However, the scope of this study was limited to higher education institutions in Lampung, which may not fully capture the diversity of experiences and challenges female leaders face in different contexts. Additionally, the focus on female leadership could overlook other essential perspectives, such as those of male leaders or mixed-gender leadership teams. Future research should aim to explore the long-term impacts of female leadership across various regions and academic disciplines. It should also examine the relationship between leadership styles and the institutional support mechanisms to enhance leadership effectiveness. Such research would contribute to a more comprehensive understanding of how leadership dynamics influence the quality of education on a broader and global scale.

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Author Contributions Statement

All authors contributed to the conception and design of the research. DN was responsible for the initial data collection and analysis. DN provided critical revisions and guided the research methodology. The authors made collaborative efforts to interpret the data. DN compiled the manuscript, MM and MM reviewed and approved the final version for publication. All authors agreed to be responsible for all aspects of the work.

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Ferreras-Garcia, Raquel, Jordi Sales-Zaguirre, and Enric Serradell-Lopez. "Sustainable Innovation in Higher Education: The Impact of Gender on Innovation Competences." *Sustainability* 13, no. 9 (2021): 1-13.

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