Women's Leadership in Higher Education
(Case Study on the Head of STIE El Fatah Manado)

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Abstract: Leadership has always been close to men. However, with the development of the world, women have taken part in leadership in various fields, especially in educational institutions. This means that women have the opportunity to be involved in decision-making efforts amidst the view that men and women have different leadership styles where women tend to use the norm of equality, while men use the norm of justice. This study aims to reveal and analyze the leadership style of women in tertiary institutions, the strategies adopted by female leadership in improving the quality and performance of their employees, as well as the effectiveness of female leadership styles in improving lecturer performance in tertiary institutions, especially at STIE El Fatah, Manado, Sulawasi. North. This study uses a qualitative method. The results of this study indicate that women's leadership generally has a feminine "transformational-democratic" leadership style, in which in achieving successful leadership, they are more directed towards helping achieve educational goals so that the head of STIE El' Fatah Manado is obliged to direct, guide, assign, correct, and evaluate. Results of the work of the Lecturers on the Campus where it is located. The strategies adopted by women's leadership in improving the quality and performance of their employees include: (a) developing educational innovations that are reflected in the vision, mission and goals of the institution, (b) promoting solidarity among school members or units, (c) being a motivator and facilitator for Lecturers and Students.

INTRODUCTION

The development of an organization is very dependent on the characteristics of its leaders. In managing an organization, in addition to vision and efficient communication, a leader's skills are needed which are related to motivating organizational members (Chen et al., 2018). Leaders who motivate, inspire, have unique ideas, and are willing to listen, can encourage their members to develop and increase their creativity (Prasetyo et al., 2022).

Leadership influences the behavior of organizational members by changing their values, so that the organization functions as a learning organization (Ferene et al., 2021). The characteristics or behavior patterns of a leader indicate the leadership style he or she applies, both in directing, guiding and motivating an organizational group, which in turn influences their behavior (Piwowar-Sulej et al., 2023), and distinguishes leaders from those who are not leaders. Leadership style focuses on the way leaders behave in influencing others. That is, leadership style has an important role for the organization to synergize the behavior of subordinates with organizational goals (Stremersch et al., 2022) and a conducive atmosphere within the organization.

Leadership has always been close to men. However, with the development of the world, women have taken part in leadership in various fields, especially in educational institutions. This means that

women have the opportunity to be involved in decision-making efforts amid the view that men and women have different leadership styles where women tend to use the norm of equality, while men use the norm of justice (Muslimah, 2021). On the other hand, the challenge for female leaders is the view that leadership is influenced by genetic and social backgrounds where being a leader is due to heredity (RC et al., 2018). Meanwhile, Surahman and Munadi (2022) problem of leadership in mediating the leader's duties as a manager and academic.

Nonetheless, Shahtalebi et al. (2012), described the success factors of female managers at the tertiary level, namely due to the positive views of the people around them, family factors, community views, management and leadership abilities, individual views of women, and women's characteristics. While in practice, the ability of a leader in Higher Education is needed in controlling an organization, both in making policies in tertiary institutions, serving students, motivating employees, and establishing collaboration with various parties (Riqki and Kristiana, 2017). Nasution et al. (2021) describes 3 (three) main dimensions that accompany leadership as part of the main goals of higher education institutions as educational, research and service institutions, namely task behavior,

El Fatah College of Economics (STIE) is a private university in North Sulawesi Province which is led by women. The High School, which was founded on April 2, 1979, has many students and lecturers who must be led, guided and directed by the Head of STIE El'Fatah. However, in its development, in the leadership of the Head of STIE El'Fatah, STIE EL'Fatah experienced development, with the achievement of the "Good" accreditation title. On the other hand, among High Schools in Sulawesi Province, STIE El-Fatah shows the ability to compete and produce quality graduates. Therefore, researchers want to bring out women's leadership in the development of this high school.

A number of studies have been conducted to bring out women's leadership in various aspects. Muslimah (2021) found that women have an important role in building a strong and effective organizational culture. Furthermore, specifically focusing on women's leadership in Higher Education, Surahman & Munadi (2022) found that women who enter the realm of leadership in Higher Education generally have a feminist and transformative leadership style. This study aims to describe the leadership style of the female Head of STIE El-fatah. In addition, this study also seeks to analyze the approaches used by leaders and the factors that influence leadership style.

Research purposes

This study aims to reveal and analyze the leadership style of women in tertiary institutions, the strategies adopted by female leadership in improving the quality and performance of their employees, as well as the effectiveness of female leadership styles in improving lecturer performance in tertiary institutions, especially at STIE El Fatah, Manado, Sulawasi. North.

LITERATURE REVIEW

Leadership Behavior Theory

Behavioral leadership theory, also called leadership style and behavior theory, focuses on how leaders behave, and assumes that these traits can be emulated by other leaders. Henkel & Bourdeau (2018) stated that leadership behavior theory refers to the actions and behavior of leaders in a group. Meanwhile, this theory also states that leadership behavior is shown through the performance of an organization (Griffin & Moorhead, 2014). Behavioral theory of leadership also refers to leadership behavior through concern for people (consideration behavior, work-oriented) and concern for production (structuring-starting behavior, employee-oriented) (Goleman, 2004; Hellriegel & Slocum, 2011; Harrison, 2017; Goffee & Jones, 2015; Chitale, et al., 2013).

Definition of Leadership

Leadership is a process in which a leader acts as an ideal leader who can provide stimulus and encouragement to bring up innovative work behavior, provide inspiring motivation, and is actively involved in supporting and guiding subordinates to be able to achieve the company's vision and goals (Prasetyo et al. , 2022). Meanwhile, Robbins and Judge (2015) define leadership as the ability to

influence a group to achieve goals. In line with this understanding, Bickes & Yilmaz (2020) define leadership as a process of facilitating individual and collective efforts and influencing others to achieve common goals.

Based on the above understanding, it can be said that leadership is the behavior of a leader influencing his subordinates by bringing up innovative work behavior, providing motivation, in supporting and guiding subordinates to be able to achieve the vision and goals of the organization.

Leadership Style

According to Hasibuan (2013), leadership style is the way a leader influences the behavior of subordinates, so they want to work together and work productively to achieve organizational goals. Meanwhile, Machali and Kurniadin (2014) state that leadership style is behavior and strategy, a combination of philosophy, skills, traits, and behaviors applied by a leader to influence the performance of his followers.

The leadership style which is a derivative of leadership theory has shifted in recent years with a focus on two models of leadership styles, namely transformational and transactional leadership (Powel, 2011; Khan et al., 2016; Prasetyo et al., 2022). Women's leadership with a transformative leadership model allows leaders to realize everything that is a common goal in an organization (Al Ahsani, 2020). Changes and improvements offered by leaders with transformative leadership behavior are considered capable of addressing the problems that occur, especially in an educational institution (Surahman & Munadi, 2022). While the analysis of the behavior of transformative leadership style based on behavioral theory according to Yulk (2001), includes: a) characteristics (needs, values, personal concept); b) employee engagement; c) communication to employees, d) power in reward and punishment in reward; and decision making.

METHOD

This study uses a qualitative research method with a case study approach. Creswell (2007), defines that a case study is a qualitative approach in which researchers explore real life, contemporary limited systems (cases) or various limited systems (cases), through detailed and in-depth data collection involving various sources of information or multiple sources of information (eg observations, interviews, audiovisual materials, and documents and reports), and report case descriptions and case themes.

Data collection in this study was carried out by face-to-face in-depth interviews conducted on campus. The interview instrument is a recording device contained in the researcher's smartphone. Apart from interviews, researchers also use secondary data, such as supporting documents related to the case studies studied and for data analysis purposes. In conducting this research, researchers used purposive sampling, in which the selection of samples or respondents was based on certain considerations and research objectives that had been set by the researcher. Furthermore, the data analysis used is qualitative data analysis following Creswell (2007, p.149), namely: creating and managing the data that has been collected, conducting an overview of the transcripts,

RESULTS AND DISCUSSION

Based on the search results for articles using the literature study method, the authors found 8 international articles and 10 national articles. The articles in the research are relevant to the topic raised, namely regarding women's leadership in Higher Education. In general, women's leadership in higher education has proven to be effective leadership because women have advantages in playing a role and creating organizational effectiveness, for example a structure that emphasizes teamwork, trust, flexibility and readiness. In terms of leadership, women are certainly different from men.

According to trait theory, gender differences have an impact on leadership that is different in nature between male and female leaders. The difference in the basic masculine nature of men and feminine in women is not only due to local cultural constructs, but based on the physiological structure of the male and female brains. This research has at least answered the formulation of the problem related to the existence of a masculine leadership typology with an autocratic style that tends to achieve tasks

and a feminine style that tends to prioritize performance relationships with its members (Rosyidah and Suyadi, 2021). Until now, many women have worked in men's jobs, not only staying in work, but women can also become successful as leaders. Women can explain that they are extraordinary and brave creatures, and are reluctant to lose to men. In terms of management and leadership, fundamentally a woman is not much different from a man. Leadership basically does not make a difference between men and women. Between the two have the opportunity to become a good leader. Women are part of a larger society than men. Humans were created by God Almighty of two types, male and female. There is no significant difference between men and women. They have the same position, the same degree, the same rights and obligations. Fundamentally a woman is not much different from a man. Leadership basically does not make a difference between men and women. Between the two have the opportunity to become a good leader. Women are part of a larger society than men. Humans were created by God Almighty of two types, male and female. There is no significant difference between men and women. They have the same position, the same degree, the same rights and obligations. Fundamentally a woman is not much different from a man. Leadership basically does not make a difference between men and women. Between the two have the opportunity to become a good leader. Women are part of a larger society than men. Humans were created by God Almighty of two types, male and female. There is no significant difference between men and women. They have the same position, the same degree, the same rights and obligations. male and female. There is no significant difference between male and female. They have the same position, the same degree, the same rights and obligations. male and female. There is no significant difference between male and female. They have the same position, the same degree, the same rights and obligations.

Leadership Style "Women Leadership"

Leadership is both a science and an art. As a practiced science, the factor of who becomes a leader is important in scientific consistency. Although there are different types of leadership, leadership as an art has a common goal. In terms of science, men and women have the same ability to become leaders. From an artistic point of view, the leadership of men and women is different. Differences in the way men and women lead are influenced by character factors, because in construction men and women have differences. Based on the structure of the brain, in the masculine gender (men) there are basic characteristics in men, namely aggressive, free, dominant, active, rational, candid and unemotional, and have great curiosity, lack of self-expression , be relaxed and friendly. He doesn't react to emotional stuff. As for several studies show that women's leadership is known to have a transformational style. Other researchers have suggested that women perform better than men in democratic transformational leadership, especially in leadership teams. For example, (Isa, 2018) concludes that women are people-oriented and they have better communication skills than men. Although the women leaders in this study possessed the skills described above, they faced many obstacles that put their leadership and themselves at risk. Transformational and democratic leadership styles of women tend to cultivate emotions and norms in the management of an organization. This leadership oversees the development of members so that competence can be embedded in its members (Munir and Aboidullah, 2018). The transformation that is carried out by a female leader is her self-image as an ideal leader. The leadership style of women in general is about democratic leadership which is often referred to as group leadership. It must be recognized that democratic leaders are not always effective leaders in social life, because there are times when actions and decisions can be delayed due to the involvement of subordinates in the decision-making process. But apart from this, democratic leadership will respect each individual or member, offer criticism and suggestions from subordinates, also provide expert advice in their respective fields.

Leadership Strategy "Women Leadership"

Broadly speaking, the scope of the duties of the head of a university can be divided into two main aspects, namely (1) work in the administrative field and (2) work related to pedagogical or educational professional development. According to the perception of many lecturers, the most important success in the leadership of the Head of Higher Education is based on the quality of his leadership. In this study, heads of tertiary institutions were asked how they faced problems and

overcame obstacles. They use patience to manage lecturers. The leader in this study saw herself as a mother and caregiver, especially with her students. Heads of Higher Education more often take a motherly role towards their students, such as: attends classes and is involved in class management to ensure that all is well and he is very concerned about the well-being of students on campus. Moyo and Perumal (2020) also found that heads of female tertiary institutions create conditions that can motivate stakeholders such as: students, parents, lecturers, and the community to get involved in campus activities. While creating a conducive learning environment is difficult, they negotiate the terrain strength in power that can empower others.

The Effectiveness of the "Women Leadership" Leadership Style in Improving Lecturer Performance

As time goes by and the times develop, many women become leaders in various fields to enable women to have additional responsibilities, namely housewives and reform leaders in Indonesia, and this gives hope for women who have been limited in all respects. Women's leadership has advantages in terms of communication, interpersonal skills, behavior, tasks, ability to motivate and achieve goals, so that the presence of women is accepted in all areas of life. Including women in position leadership in the field of education, especially in educational institutions. There are several obstacles and challenges faced by women in their leadership, but not a few women leaders have succeeded in becoming heads of universities who can carry the name of the institution in achieving its goals. Interactions or relationships are going well with students, lecturers, co-workers, parents, and the community and focusing on educative and participatory processes and leadership, receiving input, supporting, participatory, providing information to assist in making consensual decisions to achieve organizational goals or campus (Sims & Carter, 2019). A female leader who runs a school has personality traits or characteristics that are wise, refined, and gentle that is, she does not lead her subordinates hierarchically,

CLOSING

Conclusion

Based on the results of the literature study method that has been carried out previously, and the discussion that the authors have described above, the conclusions generated in this article are as follows:

1. Women's leadership generally has a feminine "transformational-democratic" leadership style, where in achieving successful leadership, they are more directed towards helping achieve educational goals so that the head of STIE El' Fatah Manado is obliged to direct, guide, assign, correct, and assess the results of the work of the Lecturers on the campus where it is located.

2. The strategies carried out by women's leadership in improving the quality and performance of their employees include: (a) developing educational innovations that are reflected in the vision, mission and goals of the institution, (b) promoting solidarity between members or school units, (c) being a motivator and facilitator for Lecturers and Students.

3. The process of adopting a transformational and democratic leadership style, based on previous research, has a correlation with effectiveness.

Suggestion

Based on the conclusions that have been presented, there are several suggestions that the author needs to put forward as a recommendation in this study, namely:

1. For the Head of STIE El' Fatah Mando, a female leader must be more assertive in making decisions and able to mobilize the women lecturers to further improve their performance, leaders should be able to realize campus goals, vision, mission, and institutional goals through programs that are implemented with careful planning so as to produce effective schools.

2. For other researchers, they can develop other research methods, such as quantitative, qualitative and development

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