



## Analysis of Male Principal's Leadership Style on Early Childhood Education

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**Abstract.** Male leadership style will be different with the leadership style of women if they lead the Early Childhood Education. Currently almost 96.86% of Early Childhood Education in West Java is led by women. Researchers are interested in conducting case studies of early childhood education led by men, one of them is in RA Al Qomary Sumedang. The purpose of this research is to describe; 1) what is the objective condition of the male headmaster's leadership style in accepting criticism, opinions and suggestions from employees and teachers, 2) how the male headmaster's leadership style in the process involves his subordinates in making a decision, 3) What is the head leadership style male schools in an effort to help teachers and other employees, 4) What is the male school principal's leadership style in creating a healthy and pleasant atmosphere. The study used a qualitative approach with a case study method in RA Al-Qomary, Wado Sumedang. The results of this study indicate that 1) Male school principals in PAUD are more open and accept all criticism and suggestions from their subordinates. 2) male principals in PAUD in making decisions do not involve too many subordinates, so it is faster in taking decree, messenger 3) male principals have a high concern in helping teachers and other employees, 4) male principals are very good at creating a healthy and pleasant family atmosphere in PAUD. The final conclusion of this study is that male principals have their own advantages and uniqueness in leading early childhood education.

**Keywords:** Leadership Style, Male Principal, Early Childhood Education

### INTRODUCTION

#### Background Problems

Principals have high autonomy in their efforts to advance and develop their schools. For this reason, principals are required to have the ability to lead. This ability will determine the success or failure of education and learning that takes place at school. In the leadership process, there is a basic component known as leadership style. Leadership style is usually formed from two specific behaviors, namely behaviors that tend to be task oriented and behaviors that tend to be relationship oriented. After conducting research, one of which was through interviews with teachers of RaudhatulAthfal Al-Qomary, Wado District, Sumedang Regency, they stated that they

preferred school principals who were flexible, friendly, considerate, and not arrogant in making strategic decisions.

These findings indicate that some teachers do tend to prefer a relationship-oriented leadership style. In this context, Herachwati and Basuki, 2012: 24 emphasized that women leaders tend to approach relationships. That is, women leaders tend to use an approach that invites the people they lead to participate in more advanced and developing thoughts and leaders to engage in carrying out tasks. As for male leaders, they tend to lead based on the duties of their superiors, namely subordinates are required to do what is ordered by superiors without an emotional approach between the two.



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Although there are differences in leadership styles between male and female principals, the principal is essentially a leader who controls the people he leads so that it can be said to be a leadership activity. In leadership there is a process of influencing and directing employees (employees and teachers) to do the work assigned to them. Basically, men and women alike the creatures of God who have duties and responsibilities as His Khalifah on this earth in accordance with their respective natures. Thus, men and women may be different in nature, but in a dedication of women and men can both think and act as an educator and become the principal.

School principals hold broad responsibilities in school management, ranging from school compliance and accountability to providing guidance to employees and teachers regarding the processes related to implementing education regulations.

In fact, the principal's task can be even harder because he also has to fix the problem of teacher discipline related to delays, absence on duty, and violence committed against students.

In Ovando&Trube's view (in Mulyasa, E. 2005: 45), the school principal is at a crossroads, between law and education. He must comply with educational regulations and gather expectations and rules taught in the school environment. To achieve this, the principal cannot work alone, but must be able to facilitate teachers through mentoring activities that

are in accordance with the spirit of democracy, education, and access to consultation to face challenges so that the education process can be managed properly.

### Identification of Problems

In this study, the authors identified the leadership style of male school principals in early childhood education in RA Al-Qomary, Wado, Sumedang, T.A. 2018/2019. Male school principals must be able to implement leadership indicators well, among others, be willing to accept opinions, criticisms and suggestions, involve subordinates in making decisions, be willing to help teachers and other employees, and be able to create a healthy and pleasant family atmosphere in the school environment. 3. Problem Formulation Based on the background and identification of the problem, the formulation of the problem in research This is: 1. What is the objective condition of the male headmaster's leadership style at RA Al-Qomary in accepting criticism, opinions and suggestions from employees and teachers? 2. What is the leadership style of the male headmaster in RA Al-Qomary in the process of involving his subordinates in making a decision? 3. What is the leadership style of the male headmaster at RA Al-Qomary in an effort to help teachers and other employees? 4. What is the leadership style of male principals at RA Al-Qomary in creating a healthy and pleasant atmosphere of leisure? 4. Research Objectives From the purpose of this study, the writer wants to know the



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following: 1. What is the male school principal's leadership style at RA Al-Qomary in accepting criticism, opinions and suggestions from employees or teachers? 2. Does the leadership style of male principals in RA Al-Qomary always involve their subordinates in making decisions? 3. Is the male headmaster's leadership style at RA Al-Qomary willing to help teachers and other employees? 4. What is the leadership style of male principals at RA Al-Qomary in creating a healthy and pleasant atmosphere of leisure?

## THEORY BASIS

### Thinking Framework

Education is a way to improve and develop quality human resources. Therefore, schools which are a place or place for the education process are expected to be able to produce qualified graduates. Leadership style is a process in which there are influencing elements. With the leadership style, there will be cooperation and vision and mission to achieve common goals in the organization. The principal is the center of educational leaders who have a policy to be able to lead a school to achieve predetermined goals. In order to realize this, schools will face a variety not only in the supporting tools of the school, finance and work environment, but also concerning the leadership style of a male school principal and the educators / teachers who manage the school. School as a forum like with other organizations

requires a leader with his situational leadership style because in the school there is a division of tasks and job assignments by gathering tasks into one group or work unit. The grouping produces an organizational structure consisting of various work units, each of which requires joint activities and planned cooperation in accordance with the school's goals. The difference in the level of maturity between the teaching staff and the changing situation and environment requires different treatment or actions from the school principal to achieve organizational goals. Principals are required to apply different styles according to the situation and circumstances that occur at that time. Therefore, the principal must be able to read and analyze the situation and his subordinates in order to apply the right leadership style. Thus, the principal will know when to apply a style or behavior that is oriented to the task and when it should be oriented to the subordinates so that organizational goals are achieved and the leadership of the school is running effectively.

The appropriate leadership style of the principal is an important factor in improving the performance of teaching staff. The higher the principal's knowledge and skills in analyzing the situation and circumstances of the teaching staff, the more appropriate the application of leadership style so that it will affect the performance of the teaching staff. Based on the law of causality which states that every cause must have an effect. Because



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of this, school principals who apply democratic leadership styles become causes or influence variables (independent) on the performance of educators as a result or are called dependent variables.

Thus, it can be said that having a school principal choose the right behavior or style in carrying out his leadership will increase a lot of positive things, both for employees and educators at RA Al-Qomary, WadoSumedang. Effective school principals must have flexible leadership behaviors or styles, according to the situations and circumstances of subordinates, that is, using appropriate leadership styles. The combination of situations and maturity of subordinates faced by leaders with the right leadership style will make the principal's leadership effective.

### Operational Definition

To clarify the concept and avoid differences in understanding of the terms in this study, it is necessary to affirm the operational definition as follows.

- a. Leadership is a process to influence in determining organizational goals, motivating followers to achieve goals, influencing to improve the group, and its culture.
- b. The function of leadership is one of the main tasks that must be carried out in an organizational life. Leadership has the function to set goals, explain, implement, choose the right way, and motivate members to work.

- c. The type of leadership is the style of leader who melakat on male or female gender leaders.
- d. School principals are teachers who have the additional task of leading learning institutions from the levels of early childhood education, basic education and secondary education because they have the ability to lead all the resources available at a school.
- e. Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter forth.

### METHOD

The object in the study took place at RA Al-Qomary, DsnWado, Sumedang Regency.

RA Al-Qomary, WadoSubdistrict, Sumedang Regency has been established since 2006, under the auspices of the Al-Qomary Foundation. Charter of Establishment: Kd.10.11 / 4 / PP.00.4 / 3329/2006. At present RA Al-Qomary has six bachelor-level teachers and a male RA chief.

### 3. Research Methods and Procedures

Every research activity from the beginning has to be clearly determined what research approach or design will be applied. This is intended so that the research can truly have a solid foundation from the standpoint of research methodology, in addition to



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understanding research results that will be more proportional if the reader knows the approach adopted. Overall, this research uses a qualitative method using descriptive analysis. Researchers explore information / data relating to the object under study. This is considering that in social science there is a constructivist paradigm, which is a paradigm that views early childhood education (PAUD) as a systematic analysis through direct observation of behavior in natural evaluation.

Qualitative research is aimed at providing an understanding of social phenomena from the perspective of the participant, i.e. the person being interviewed, observed, asked to provide data, opinions, thoughts, ideas, and perceptions. In assessing the quality of qualitative research, there are several principles, namely: (1) sensitivity to the context or the author does not judge the object of research from only one perspective, but looks at the overall style of leadership of male principals in RA Al-Qomary, (2) observation will be made into a matter in which the author is fully involved to witness directly related to the leadership style of male principals in RA Al-Qomary, (3) commitment, tightness, transparency, and cohesion, namely the writer seeks to do things above for the sake of obtaining valid and accountable data, and (4) the impact and significance of the instrument or research tool is the researcher. The author uses qualitative as a method of this research because in qualitative research there is an independent audit. The independent audit

process is one very useful way to assess the quality of qualitative analysis. In an independent audit it seeks to ensure that the research reports that researchers face are reliable and balanced in relation to the data collected. This is in line with the nature of qualitative research. Independent audits enable researchers to produce several assessments that are equally valid. From the stages that have been carried out by researchers, as a basis for writing this thesis. The results of this analysis produce in-depth and useful qualities so as to produce a mature, responsible analysis, and as valuable information in conducting this research.

## RESULTS AND DISCUSSION

The results of this study indicate that

1. Describe the objective conditions of the male headmaster's leadership style at RA Al-Qomary in accepting criticism, opinions and suggestions from employees and teachers?

The principal is a professional or teacher who is given the task to lead a school where the school is a place of interaction between teachers who give lessons, students who receive lessons, parents as expectations, users of graduates as recipients of satisfaction and the general public as pride (Bafaadal, 1992). Principals are successful if they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the



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school. Case study conducted at RA Al Qomary where school leadership at RA AL Qomary is held by a man, has a different style from women where the leadership style shown by men is very good in accepting criticism, opinions and suggestions from employees and teachers. The leadership style shown tends to be better able to accommodate all the advice given by subordinates. Although sometimes in deciding far from the suggestions that are posted because there is a selfish side of the principal where the advice is reversed with the goals he wants to create.

2. A description of the leadership style of male principals in RA Al-Qomary in the process of involving their subordinates in making a decision?

School success is the success of school principals, some of them are described as having high expectations for staff and students, principals are those who know a lot about their assignments and those who determine the rhythm of their school. Based on the formulation of the results of the study above shows how important the principal's role is in moving school life towards its goals. There are two things that need to be considered in the formulation as follows: 1) The principal acts as a central force which is the driving force of school life; and 2) Principals must understand their duties and functions for the success of the school, and have a concern for staff and students (Wahjosumijo, 2011)

The principal is said to be successful if he understands the objective conditions of the school and is able to carry out his role and function as the principal, namely: to lead various school advances with full awareness and responsibility. In the tasks and responsibilities must be able to achieve high performance. Its performance will not be separated from its duties as administrators and managers (leadership and managerial tasks), understanding various elements needed by schools by always paying attention to the situation of their cultural environment and school climate because it is a condition that enables the creation of schools capable of achieving quality education.

The success of a leader is where he is able to involve all emen to achieve goals. In the case study that researchers conducted at RA Al. Qomary, where the principal is male, shows the principal is able to make decisions that are able to make teachers and parents satisfied, even though the involvement of subordinates is not too dominant. This is because the researchers considered the leadership style of male principals in RA. AL. Qomary tends not to be too willing to involve subordinates, so decisions are often made based on what is his vision and mission. This means that subordinates are not too involved.

3. A description of the leadership style of male principals in RA Al-Qomary in an effort to help teachers and other employees?



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Principals, assisted by teachers and administrative staff, must always strive to create and maintain a conducive atmosphere (a family atmosphere that supports an effective teaching and learning process), and provide excellent service. The principal must also always try to develop service models that provide motivation so that parents can be actively involved in supporting various educational and learning activities and processes and the school development process, especially in their willingness to become stakeholders in meeting various school needs.

Principal's leadership style is needed in realizing schools that achieve quality education. Leadership style to make changes and improve the ability to conduct guidance, guidance or advice to teachers and administrative staff is needed so that the goal of improving the quality of education is achieved. If, schools want to change for the sake of advancement and development of education quality, then the application of service quality must be able to support the realization of a better service system change. Thus, the principal's leadership style must be in accordance with the demands of change. That is, the principal in carrying out his duties and functions includes empowering the school as broadly as possible to achieve the quality of education, which is reflected in how the principal and the academic community provide maximum quality educational services.

Leadership style is a pattern of behavior of a typical leader when influencing his subordinates, what is chosen by the leader to be done, the way leaders act in influencing group members to form a leadership style, but which style is best not easy to determine. In an effort to help and help subordinates a leader can use various approaches.

### Nature approach

The nature approach tries to explain the qualities that make a person successful. This approach stems from the assumption that the individual is the center of leadership. Leadership is seen as containing more individual elements, especially in individual traits. Adherents of this approach try to identify the personality traits possessed by successful and unsuccessful leaders.

### Behavioral Approach

After the personality trait approach is unable to provide a satisfying answer, the experts' attention turns and directs their study to the leader behavior. This study focuses and identifies the typical behavior of leaders in their activities affecting others (followers). The leadership behavioral approach discusses the effectiveness of leadership styles that are carried out by leaders.

### Situational Approach

The situational approach is almost the same as the behavioral approach, both of which highlight leadership behavior in



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certain situations. In this case leadership is more a function of the situation rather than a personal quality, and is a quality that arises because of the interaction of people in certain situations.

The results of the analysis of male leadership style shown by the principal of RA Al Qomary Wado Sumedang, in helping employees to be more dominant using the situational approach. The leadership style shown is how the principal is able to place his position as the principal and show his personal quality, meaning the principal when helping employees will have two positions as headmaster and as a human being who cares for others who need help.

4. A description of the leadership style of male principals in RA Al-Qomary in creating a healthy and pleasant atmosphere of leisure?

The style of a leader can be described in various ways, for example the leader is generous, stubborn and frank, convincing. According to Hersey. (1994: 29), Leadership Style is the pattern of behavior (words and actions) of a leader that is felt by others. Leadership is not just an outward appearance, but also how they approach people who want to be influenced. The style or style of a leader will greatly affect the effectiveness of the leader. The selection of the right leadership style will provide work motivation to subordinates, so that subordinates will feel satisfied. Conversely not char error in the choice of leadership style results in failure of one's

leadership in the organization. Case study results on the principal's leadership style at RA Al. Qomary in creating a family atmosphere shows that the principal is able to create a healthy and pleasant family relationship between teachers, parents and the surrounding community. This he did by always creating meetings both formal and informal. Such as parenting, social gathering, food and others.

Therefore, the male leadership style in PAUD in creating a healthy and pleasant family atmosphere is very good.

## CONCLUSION

Based on the results of the analysis of leadership styles in Al Qomary's Early Childhood Education, WadoSumedang, currently led by men, can be presented as follows: 1. The PAUD leadership style led by men specifically in RA Al Qomary, has a unique leadership style, because almost 99% PAUD in the Sumedang region is led by women. So, there is a lack of confidence in a man who is a school principal in PAUD. 2. The principal of RA Al Qomary was able to show that men were able to become principals in PAUD, where almost all teachers were women. 3. Leadership style in accepting criticism of suggestions and opinions of subordinates is more democratic and able to accommodate the aspirations of subordinates 4. Leadership style in involving subordinates in making decisions is more pseudo democratic, this is because decisions are made based on what is in his



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mind even though the aspirations of subordinates are accommodated, but decisions are often not in line with the advice given. 5. Leadership style shown by PAUD Al Qomary's principals in helping subordinates are situasional, principals are able to position themselves as school principals and also as humans who care for others. 6. The leadership style shown by the principal Al QOmarymamou makes a family atmosphere and fun, meaning the principal is able to hold activities that unite all elements both formal and informal.

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