

Date Received : Oktober 2024  
Date Revised : November 2024  
Date Accepted : November 2024  
Date Published : November 2024

## WOMEN'S LEADERSHIP MANAGEMENT IN GENDER PERSPECTIVE IN LAMPUNG PROVINCE UNIVERSITIES

**Eti Hadiati<sup>1</sup>**

Universitas Islam Negeri Raden Intan Lampung, Indonesia (eti.hadiati@radenintan.ac.id)

**Badrul Kamil**

Universitas Islam Negeri Raden Intan Lampung, Indonesia (badrulkamil@radenintan.ac.id)

**Agus Dwiyanto**

UPT Balai Bahasa Universitas Malahayati, Indonesia (agusdwiyantoo209@gmail.com)

**Diah Ayu Setianingrum**

Institut Teknologi dan Sains Nahdlatul Ulama Lampung, Indonesia (setianingrum.diahayu@gmail.com)

**Setiyo**

Institut Informatika dan Bisnis Darmajaya Lampung, Indonesia (setiyo1965@gmail.com)

---

**Keywords:**

Gender,  
Management,  
Perspective,  
Women's leadership

---

**ABSTRACTS**

Gender inequality and injustice in an organization or company, educational institutions included, can still be found. The cause of these differences often occurs due to the influence of gender bias which is still commonly found in reference books, where women are positioned as "second class" society assuming that women's abilities only in domestic affairs and only men who can only play roles as leaders in public affairs. The purpose of this study was to examine and provide an overview of women's leadership in a gender perspective at universities in Lampung Province. This study utilizes qualitative research methods with in-depth interview and documentation as data collection techniques. This study involves the Rector, Vice Rector, Dean and Dean Deputy of various universities in Lampung Province as the subject of the research. The data collection was performed on each different set of times since the depth comprehension through interview is required in this study. The results indicated that female leaders in universities in Lampung Province have a tendency to adopt a feminine-transformational leadership style. It can be seen that up to now, female leaders in universities in Lampung Province have succeeded in improving the performance, morality and performance of the ranks, staff and subordinates which have resulted in brilliant achievements and well-run work programs that have been planned. For further research, it is to be expected that future study could involve more variables and expand the scope of research for the betterness.

---

---

<sup>1</sup> Correspondence author

## A. INTRODUCTION

One important part of management is leadership which in an organizational body, leadership includes vital points that determine the achievements and goals that have been jointly determined by the organization. Leadership is the central point and policy makers of the activities to be implemented in the organization. This has a huge influence in determining the success or failure of an organization. Effective leadership will provide direction for the various efforts of all workers in achieving the various goals of the organization according to (Supardi & Anwar, 2004). Therefore, good leadership cannot be separated from a leader who is competent in their field, both male and female leaders, regardless of gender.

According to (Mertoprawiro, 1992), in essence, leadership is a science, an art and a profession. Forms of leadership as a science can certainly be studied, but its application must be optimized with the realities of life faced by these individual leaders. Someone who masters the art of leadership is someone who has technical skills in providing directions, suggestions, appeals, understanding, receiving various inputs, criticisms and suggestions, and is able to strengthen the identity of the group being led, provide assistance for habituation and adaptation of new members, and prevent the occurrence of various things that are not desirable to the group he leads. According to a review of literature studies (Klenke, 2018), stated that research on leadership is one of the various topics of study that is widely discussed, this cannot be separated from her findings on the Amazon site where there are 3,000 book titles, all of which discuss leadership, not to mention her other findings in scientific journals, conferences, as well as educational program scholarships for those who study the topic of this leadership . Gender-based leadership, which in this context will be centered on the female gender, is of course inseparable from the core principles of life which describe that in human groups or society, the presence of a leading figure entity is mandatory, this is stated in the view of Ibn Khaldun (Imam Al-Mawardi, 2014). A leader is essentially defined as a figure or figure who has four specific characteristics in him, all of these characteristics are; skills, personality, and abilities, all of that cannot be separated from the style or behavior of the leader himself. This view is supported by Moejiono who argues that a leader figure has advantages in certain qualities, thus distinguishing himself as a leader and others as his followers. Based on the theory reviewed earlier, does this necessarily position women as equal to men in the context of gender in leadership even though the two genders have equal advantages in the same aspects without any obstacles? Unfortunately, this is still interpreted as utopia by some circles of society, because according to (Djafry's, 2014) statement, until now justice and gender equality are still being fought for in order to change women who are stigmatized as having a role as housewives, to be able to compete with men in terms of leadership in the government, political, economic, and socio-cultural environment.

Gender differences are often a benchmark in determining a leader to control an organization or company. In social life, feminine for women and masculine for men cannot be separated because femininity and masculinity are attached to the character of women and men. Views on gender often influence a person about how men and women should act (Alice H Eagly and Steven J Karau, 2002) which can eventually lead to gender inequality and even gender injustice. The role of the leader and the implementation of the Management Control System in controlling subordinates is important as a determinant of whether the company's vision and mission can be

achieved or not. In relation to gender, it is possible that gender differences take part in the differences in the management control system applied by a leader (Rhee & Sigler, 2015). said that male leaders are considered more effective than female leaders in all conditions and that employees usually prefer to work for male leaders than female leaders, because women are more identical with their feminine nature and are more feminine. fussy and chatty.

Based on the explanation above, in this case, over time the notion of gender inequality and injustice begins to shift (Shaban, 2016). argues that in practice, the role of women in terms of leadership has a directed impact towards better things so that women and men will have equal access in the future to achieve a leadership role. For example, at the Lampung Province, the deputy governor is led by a woman named Hj. Chusnunia Chalim, S. Hi., S.H., M.Sc., M.Kn., Ph.D, then the city of Bandar Lampung is also led by a woman mayor named Hj. Eva Dwiana who has just been appointed, Hj. Eva Dwiana is perhaps the first woman to serve as mayor in Lampung Province. But not for regents, because it is recorded that three female regents have served in districts in Lampung, the three of them are Chusnunia Chalim (former regent of East Lampung) who is now serving as deputy governor in Lampung Province, Widarti as regent of Tulang Bawang and Dewi Handajani as regent of Tanggamus. Meanwhile, in higher-educational institutions, especially at UIN Raden Intan Lampung, there are also many female leaders, for example, the leadership of the vice-chancellor for field 2 is held by women, the dean of the faculties of tarbiyah and teacher training (*FTK*) is led by women, and many more dean representatives are held by women. women, this is what makes the author interested in doing more in-depth research related to women's leadership management in a gender perspective at Higher Education in Lampung Province

### **Management**

Atmosudirdjo (1982) in his book entitled General Administration and Management said that management is actually not only moving people, but also machines, tools, and money, according to their usage needs (Bright et al., 2019). concluded in his latest book on management principles that the meaning of management itself is the process of planning, organizing, directing, and controlling the activities of a group of people (employees) which are synergized with other resources to achieve the goals of the organization. Meanwhile, managerial responsibilities (lead) to employees (being led) include long-term planning, control, supervision, coordination of customer relations, public relations, internal consulting, and product and service monitoring. These responsibilities differ by level in the organizational hierarchy and by department. Therefore, based on the theory compiled from previous experts, it can be concluded that management is an effort to organize human resources with existing supporting aspects, which are based on optimal management functions, in order to achieve common goals (organizational goals) of those who lead and those who are led.

### **Leadership**

Locke & Kirkpatrick (1991) defined leadership as follows as a process of persuading (inducing) other people who are under the auspices of the leader so that they can go towards the goals to be achieved together. In another quote (Burns, 1978), stated that leadership styles can be grouped into two different types, namely transformational leadership styles and transactional leadership styles. The style with

transformational leadership is a leadership style that inspires and empowers groups, organizations and individuals by changing the paradigm and values of the organization towards independence. On the other hand, the transactional leadership style is a leadership style in which the leader encourages the obedience of his subordinates in two factors, namely the reward factor and the punishment factor. Leaders with this leadership style work by paying attention to the performance of their subordinates to find errors and deviations that may be made or occur. Both of these leadership styles are likened to positions between two poles (contrary to each other) but are very important and needed by every organization. Thus it can be concluded that leadership is closely related to managerial theory, namely the ability of a leader to supervise, command and organize his subordinates to achieve common goals in a group or organization (Ruch, 1953). In his book entitled *Incidents of Leadership in Combat*, suggests the division of the three main tasks of a leader in a group. The three major task classifications are as follows:

1. *Structuring the situation*, which includes:
  - a. Explaining difficult things to the members.
  - b. Distinguish things on the basis of the order of priority.
  - c. Focus on the goals to be achieved.
  - d. Helps show things that must be achieved by members first.
  - e. Helping members to achieve their individual needs within the framework of group work.
  - f. Resolving conflicts between members on the basis of a certain framework (frame of reference).
  - g. Ensuring that members have a certain frame of mind.
  - h. Overcoming feelings of insecurity and doubt that exist among members by showing a time perspective.
2. *Controlling group's behavior*, which is done by:
  - a. Overcoming irregularities or irregularities among members.
  - b. Giving gifts or punishments when deemed necessary.
  - c. Maintaining the misuse of group interests by certain individuals and vice versa.
3. *Be a spokesperson for the group to outsiders*, such as by:
  - a. State and explain the needs of the group to the outside world, including regarding the attitudes, expectations and concerns of the group.
  - b. Speak out for the benefit and on behalf of the group.

Apart from the division of the three major tasks of a leader in the organization or institution aforementioned (Efendi, 2017), added that there are also three dimensions of leadership behavior based on the relationship between the three factors, namely the task behavior factor, the relationship behavior factor and the relationship factor. maturity. Task behavior is where a leader gives directions/instructions to his subordinates regarding something that must be done, when and how to do it, certain other explanations, and carries out strict supervision or evaluation regarding the whole thing. Relationship behavior is where a leader encourages subordinates to communicate in two directions, namely to be able to hear and involve their subordinates so that they can participate in solving problems. While the last, maturity, is the willingness and ability of subordinates to be responsible for the tasks assigned to them respectively.

From the opinions expressed by various experts above, it can be concluded that leadership is a position based on management of what is carried out by the led to the individuals who are led in a group or organization. However, a question arises, will leadership management have a big influence based on the gender of the person being led? As is known so far that the majority of leaders in an organization are male or male. Even though after going through various eras and women get equal rights, nevertheless, does women's leadership have a place in the hierarchy in society? This question will be answered in the elaboration of the next theoretical study below.

### **Women's Leadership Model/Style**

Basically, judging by the type of leadership, women's leadership style is not much different from that of men. However, the differences will become clearer when women's leadership is faced with psychological tendencies between men and women (masculine and feminine). Based on the differences that exist psychologically, women's leadership is often divided into three intersecting parts, namely feminine-masculine, transactional-feminine, and transformational-feminine (Joanna Hoare and Fiona Gell, 2009). As for what is meant by feminine-masculine leadership is a perception of leadership based on differences in the nature or character tendencies of men and women (Loden, 1985). in her research mentioned that masculine and feminine leadership possess characteristics as described in the following table:

**Table 1**

#### **Marilyn Loden's Masculine and Feminine Leadership Parameter**

| Feminine                                | Masculine                                   |
|---|---|
| Not Aggressive                          | Aggressive                                  |
| Independent                             | Dependent                                   |
| Emotional                               | Not Emotional                               |
| Subjective                              | Objective                                   |
| Easily Affected                         | Not Easily Affected                         |
| Passive                                 | Active                                      |
| Not Competitive                         | Competitive                                 |
| Indecisive                              | Decisive                                    |
| Easily Offended                         | Not Easily Offended                         |
| Not Speculative                         | Speculative                                 |
| Highly concerned in personal appearance | Not highly concerned in personal appearance |

Loden identifies feminine leadership with the characteristics of being cooperative, collaborative, low control over leaders, and overcoming problems through intuition and empathy. The characteristics of feminine-masculine leadership are heavily influenced by culture-based gender prototypes so that they can lead to women's leadership styles. Meanwhile, masculine leadership with competitive character,

hierarchical authority, high control in leading, unemotional, and solving problems through in-depth analysis. In determining feminine-masculine characteristics through Loden's theory, leadership is measured by the parameters of leadership style, organizational structure, fundamental goals, problem-solving style, and core/key characteristics. Then these parameters are juxtaposed with feminine-masculine characteristics.

The next leadership style is the transactional and transformational feminine leadership style. Both of these leadership styles depend heavily on the elaboration of the transactional and transformational values themselves. The character of transactional leadership is a leadership model that puts forward clear reward and punishment mechanisms. Although it is slightly different from the tendency towards women's psychology, this matter is not impossible for a female leader to do. Bailey said that feminine-transactional leadership can work in an organizational/institutional model that is mature and well-established in its managerial system. The female leader in this type of leadership style plays more of a role as an executor of existing rules.

Meanwhile, the concept of transformational women's leadership is interpreted by (Bailey, (1988) that researchers practicing women's leadership criticize the model used in business leadership that existed at that time, and have developed another model based on Burns's work called feminism-transformational leadership. Feminist transformational leaders focus on supporting others in need; social justice, equity, and caring. Another characteristic of this type of leadership is that women leaders work with a passion for building community among the people; admit his weaknesses or shortcomings so that others can lead in that area; assessing and influencing emotional, intellectual, and professional needs; Mentor others to build strengths to better meet community goals, develop stakeholder relationships; Provide leadership for changes to the gender status quo that can prevent the achievement of goals despite potential risks to oneself. This leadership concept is relevant to the current situation when changes occur rapidly, dynamically, and require adjustment in every organization. With the application of transformational leadership, subordinates will undoubtedly feel trusted, valued, loyal and responsive to their leaders.

It can be concluded that in general, female leaders show leadership with a more transformational style, while male leaders show leadership with a more transactional style. In transformational leadership, the approach taken mainly from the interaction and communication between superiors and subordinates illustrates that the communication carried out by transformational leaders is more effective because it involves communication from both parties. Therefore, transformational leadership is considered to be more interactive in transforming energy or motivating each individual who is under the auspices of women's leadership for common/group goals.

### **Relevant Previous Studies**

In relation to women's leadership in the realm of higher education, the number of female graduates from higher-educational institutions itself needs an in-depth study. In research reviewed by the Ministry of Research, Technology and Higher Education (*Kemenristekdikti*) in Higher Education Statistics in Indonesia in 2020, it is noted that women are the dominator in the graduate level of various levels of education in Indonesia. As noted in the research, the composition of female graduates for Diploma 1 to Diploma 4 levels in all provinces in Indonesia is 185,229 people, while men are at

103,061 people, almost half of them. As for the Strata 1 or Bachelor level, there were 608,125 female graduates and 434,719 male graduates. At the Strata 2 or Masters level, men have graduated 49,625 people, slightly superior to women with 45,592 graduates. Then at the Strata 3 or Doctoral level, the number of male graduates dominates with a quantity of 4,550 compared to only 2,833 women. Women again excelled in the section of graduates majoring in professions (vocational education), with the number of graduates reaching 67,370 people, while men were at 30,669 people. Finally, in the specialist education graduate section, men were recorded as having graduated with a total of 1,441 people while women excelled with a total of 1,651 people. If the total is calculated, the data on Indonesian graduates from various levels compiled by the Center for Science and Technology Data and Information of the Ministry of Research, Technology and Higher Education in 2020 shows that the number of female graduates far outweighs male graduates (Kemendikbud, 2020).

However, the data above is not in line with the reality on the field. In Indonesia, women who hold or have held functional positions at universities are still far outnumbered compared to men. As reported by (Afriansyah, 2022) for Kompas.com, that there are only seven names of women who have served and are currently serving as rectors at various universities in Indonesia, including Prof. dr. Ova Emilia, who has just been inaugurated as Chancellor of Gajah Mada University (UGM) for the 2022-2027 period. This is confirmed by (Afriansyah, 2022) research, which states that there are only 4 universities that have been/are being led by women when compared to the number of State Universities (PTN) in Indonesia, which is 97 PTN. In fact, he added, of the overall graduates of the best universities in the world, 65% of graduates are women. From what has been described, this shows an indication that there is still inequality in the leadership of women compared to men in the context of higher education in Indonesia. This is the opening of a series of previous studies related to women's leadership in a gender perspective in universities in Indonesia, which will be reviewed in the next paragraph.

In context, higher education is an organizational form that is different from existing organizations in general. This is because there are various policies that are mostly carried out at the department or faculty level. Meanwhile, the head office or also known as the rectorate, is only limited to providing an outline of regulations. In addition, the policies taken at the faculty level have the potential to create what is called organizational anarchy, where management practices become disorganized, loose, and minimal control or supervision. On the basis of the phenomena mentioned earlier, therefore leadership in higher education is different from leadership in general. Women in college are more interested in academic leadership than managerial leadership. This shows that women's interest is not to be involved in the leadership structure. But on the other hand, if women are given responsibility for leadership, they will try to accept and carry out their responsibilities well (Siti Nur Hidayah and Erni Munastiwi, 2019).

In a recent study on women's leadership in higher education (Surahman & Munadi, 2022), conveyed that in quantity, academic and managerial leadership in Indonesia is still dominated by men. The phenomenon that has occurred has shown that gender women are more interested in filling academic leadership, but on the other hand, managerial leadership positions mandated to women do not necessarily make them discouraged, but instead this makes women even more trying to do better. in carrying out the trust and responsibility. Women who enter the realm of leadership

generally have a feminist and transformative leadership style. Feminist leadership by nature is a special characteristic inherent in female leaders, while transformative leadership is a solution to the leadership dilemma faced by women, among two other types of leadership, namely managerial leadership and academic leadership.

## **B. METHOD**

The purpose of this study is to provide an overview of women's leadership in a gender perspective at universities in Lampung Province, so this type of research is included in qualitative research whose purpose is to try to find meaning, investigate the process, both in the context of individuals, groups or situations. The type of research used is descriptive (illustration) by taking a qualitative approach, namely the type of research that describes situations and events. This is based on the reason that this research produces data from informants that are original or what they are, in accordance with the research questions posed in the data collection process, then analyzes with the background words of the respondents' answers. The primary data of this study is the result of semi-structured interviews with the research subject, namely the female rector/vice rector/dean/deputy dean at various universities in Lampung Province. Semi-structured interviews are a semi-structured interview is a qualitative research approach that combines a series of open questions (questions that stimulate conversation) with the possibility for the interviewer to go deeper into certain themes or responses further (Lisa Given, 2008). While the secondary data, which is a detailed form of data made by documentation processes regarding the profiles of informants, are the results of typing primary data into Microsoft Word formatted (docx) files. Hence the data collection techniques utilized in this study are semi-structured interview and documentation.

Data triangulation is a technique of checking data collected from various sources in various ways and methods, and also from various times. There are three types of triangulation that are explained in the presentation, namely source triangulation, data collection technique triangulation and time triangulation (Hengki Wijaya, 2018). Based on the nature of this particular study that uses multi-data sources and multi-person as subjects, triangulation of data sources is the right option to be used as a technique in determining the validation or validity of this research data. Data triangulation to test the credibility of a data is done by checking the data that has been obtained from various data sources such as interviews, archives, and other documents, in which case, data from interviews with informants will be used as primary data (Nancy Carter et al., 2014).

## **C. RESULT AND DISCUSSION**

The results of research on women's leadership management in a gender perspective in higher-educational institutions in Lampung province will be described systematically, starting from the tendency of leadership characteristics based on masculine and feminine gender to leadership with transactional and transformational characteristics.

### Masculine Leadership

This type of leadership style can be said to be a leadership that has the feel of power-over which means the prominence or appointment of power. There are 2 dimensions to the masculine leadership style, namely the Assertive and Task-Oriented dimensions. The two dimensions of the masculine leadership style will be described in detail in the table below;

**Table 2**

Gender-based leadership (masculine) of Lampung universities women leader

| <b>Masculine Leadership</b>                        | <b>Subject I</b> | <b>Subject II</b> | <b>Subject III</b> | <b>Subject IV</b> |
|--|------------------|-------------------|--------------------|-------------------|
| <b>Assertive</b>                                   |                  |                   |                    |                   |
| <b>a. Expressive</b>                               | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Emotion Control and Compromising</b>         | ✗                | ✗                 | ✗                  | ✗                 |
| <b>Task Oriented</b>                               |                  |                   |                    |                   |
| <b>a. Providing optimal work facilities</b>        | ✗                | ✗                 | ✗                  | ✗                 |
| <b>b. Focused on structure, rules and jobdesc.</b> | ✓                | ✓                 | ✓                  | ✓                 |
| <b>c. Result-oriented priority</b>                 | ✗                | ✗                 | ✗                  | ✗                 |
| <b>d. Stressing on goals</b>                       | ✗                | ✗                 | ✗                  | ✗                 |
| <b>e. Reward-punishment system</b>                 | ✓                | ✓                 | ✓                  | ✓                 |

The results show that, in the assertive dimension, female leaders in universities in Lampung Province are leader figures who have firmness and self-confidence, and no aggressive actions are shown during their tenure. The female leaders at universities in Lampung Province are also friendly figures, able to control their emotions so that there are no actions that can pose a threat to others. Whereas in the Task-Oriented dimension, female leaders in universities in Lampung Province are leader figures who focus on tasks, structures, and regulations in order to achieve the goals that have been set. Higher education institutions in Lampung Province continue to pay attention to employees so that the work completed is more optimal. For this reason, it can be concluded that masculine gender leadership does not fully represent the leadership characteristics of female leaders in universities in Lampung Province. Therefore, the study will proceed to the analysis of feminine gender leadership below, where there are many aspects that will also be categorized in the leadership analysis of the research subject.

### Feminine Leadership

This type of leadership style can be said to be a counterpart or the opposite of masculine leadership which has a power-over feel. Feminine leadership is an active form of leadership that has 3 dimensions in its leadership style, namely Charismatic or Value-based, Team-oriented, then Self-protective. The three dimensions of the feminine leadership style found in female leaders in higher-educational institutions in Lampung Province will be fully described in detail through the table below;

**Table 3**

Gender-based leadership (feminine) of Lampung universities women leader

| <b>Feminine Leadership</b>               | <b>Subject I</b> | <b>Subject II</b> | <b>Subject III</b> | <b>Subject IV</b> |
|--|------------------|-------------------|--------------------|-------------------|
| <b>Charismatic or Value Based</b>        |                  |                   |                    |                   |
| <b>a. Visionary</b>                      | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Inspirational</b>                  | ✓                | ✓                 | ✓                  | ✓                 |
| <b>Team Oriented</b>                     |                  |                   |                    |                   |
| <b>a. Collaborative team orientation</b> | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Team integrator</b>                | ✓                | ✓                 | ✓                  | ✓                 |
| <b>c. Self-protective</b>                | ✗                | ✗                 | ✗                  | ✗                 |
| <b>d. Self-centered</b>                  | ✓                | ✓                 | ✓                  | ✓                 |
| <b>e. Bureaucratic</b>                   |                  |                   |                    |                   |

In the results of research on indicators of feminine leadership style, it can be shown that the Charismatic or Value-based dimensions of female leaders in higher-educational institutions in Lampung Province are female leaders who have clear plans during their leadership period, this can be seen from the vision and mission and implementation of the program created, both in the short, medium and long term. Women leaders in universities in Lampung Province are also inspiring figures, so these women leaders can be good examples for their staff and subordinates. In the Team-Oriented dimension, Regional Leaders of Tanggamus Regency, women leaders in higher-educational institutions in Lampung Province are leaders who have good relationships with their employees, both within and outside the realm of professionalism of these women leaders. Women leaders in higher-educational institutions in Lampung Province put forward good cooperation. Finally, on the self-protective dimension, women leaders in higher-educational institutions in Lampung Province are able to establish good cooperation with their staff and subordinates. It can be concluded that these women leaders are not individual figures, these women leaders are also figures who are disciplined in carrying out their duties, not only the tasks assigned to themselves, but these women leaders also oversee the duties and responsibilities imposed on the staff and their subordinates related to discipline.

### Transactional Leadership

Transactional leadership can be realized if a leader takes the initiative to substitute an item of value. The exchange in question can be in the form of something political, economic or psychological, it can also be interpreted as a barter of goods for other goods, or money for goods, as well as an exchange of votes between legislators, the nature of hospitality to other people, subordinates, staff and so on. The transactional leadership characteristics of the Lampung universities women leader can be seen through the table of data result below;

**Table 4**

Transactional leadership characteristics of Lampung universities women leader

| Transactional Leadership               | Subject I | Subject II | Subject III | Subject IV |
|--|-----------|------------|-------------|------------|
| <b>Contingent Reward</b>               |           |            |             |            |
|  | ✓         | ✓          | ✓           | ✓          |
| <b>a. Rewarding</b>                    | ✗         | ✗          | ✗           | ✗          |
| <b>b. Identifying Rewards</b>          | ✗         | ✗          | ✗           | ✗          |
| <b>c. Reward's Transparency</b>        |           |            |             |            |
| <b>Management by Exception-Active</b>  |           |            |             |            |
|  | ✓         | ✓          | ✓           | ✓          |
| <b>a. Job Observation</b>              | ✓         | ✓          | ✓           | ✓          |
| <b>b. Correction</b>                   |           |            |             |            |
| <b>Management by Exception-Passive</b> |           |            |             |            |
|  | ✗         | ✗          | ✗           | ✗          |
| <b>a. Passive, non-observant</b>       | ✓         | ✓          | ✓           | ✓          |
| <b>b. Intervention, Criticize</b>      |           |            |             |            |

The results of the study show that in the Contingent Reward dimension of Transactional Leadership, female leaders in higher-educational institutions in Lampung Province are those who use a rewarding system in their leadership to appreciate the work of their employees, but this element is not a factor that is always desired by employees, because it is up to them. At a certain point, employees are required to carry out their duties and functions properly. In the Management by Exception-Active and Management by Exception-Passive dimensions, female leaders in higher-educational institutions in Lampung Province provide strict supervision of their employees, they are also always open with their employees by listening to complaints and difficulties encountered in order to minimize mistakes that occur. However, some of the categories of transactional leadership are not found in female leaders in universities in Lampung Province. This shows that transactional leadership in female leaders in higher-educational institutions in Lampung Province is only partial, or only half of the aspects

categorized. For this reason, it can be concluded that transactional leadership does not fully represent the leadership characteristics of female leaders in higher-educational institutions in Lampung Province. Therefore, the study will proceed to the analysis of transformational leadership, where there are many aspects that will also be categorized in the analysis of research subjects' leadership.

### **Transformational leadership**

Transformational leadership is charismatic leadership, creating a vision and environment that motivates subordinates to achieve more than expected. The transformational leadership characteristics of the Lampung universities women leader can be seen through the table of data result below;

**Table 5**

Transformational leadership characteristics of Lampung universities women leader

| <b>Transformational Leadership</b> | <b>Subject I</b> | <b>Subject II</b> | <b>Subject III</b> | <b>Subject IV</b> |
|------------------------------------|------------------|-------------------|--------------------|-------------------|
| <b>Idealized Influence</b>         |                  |                   |                    |                   |
|                                    | ✓                | ✓                 | ✓                  | ✓                 |
| <b>a. Exemplary</b>                | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Honesty</b>                  | ✓                | ✓                 | ✓                  | ✓                 |
| <b>c. Authority</b>                | ✓                | ✓                 | ✓                  | ✓                 |
| <b>d. Enthusiastic</b>             | ✓                | ✓                 | ✓                  | ✓                 |
| <b>e. Praise giver</b>             | ✓                | ✓                 | ✓                  | ✓                 |
| <b>f. Expressive</b>               |                  |                   |                    |                   |
| <b>Intellectual Stimulation</b>    |                  |                   |                    |                   |
|                                    | ✓                | ✓                 | ✓                  | ✓                 |
| <b>a. Innovative</b>               | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Professional</b>             | ✓                | ✓                 | ✓                  | ✓                 |
| <b>c. Self-evaluating</b>          | ✓                | ✓                 | ✓                  | ✓                 |
| <b>d. Developing new idea</b>      | ✓                | ✓                 | ✓                  | ✓                 |
| <b>e. Involving subordinates</b>   |                  |                   |                    |                   |
| <b>f. Creative</b>                 |                  |                   |                    |                   |
| <b>Individual Consideration</b>    |                  |                   |                    |                   |
|                                    | ✓                | ✓                 | ✓                  | ✓                 |
| <b>a. Tolerant</b>                 | ✓                | ✓                 | ✓                  | ✓                 |
| <b>b. Just</b>                     | ✓                | ✓                 | ✓                  | ✓                 |
| <b>c. Employee empowerment</b>     | ✓                | ✓                 | ✓                  | ✓                 |
| <b>d. Democrative</b>              | ✓                | ✓                 | ✓                  | ✓                 |
| <b>e. Participative</b>            | ✓                | ✓                 | ✓                  | ✓                 |
| <b>f. Giving rewards</b>           |                  |                   |                    |                   |
| <b>Inspirational Motivation</b>    |                  |                   |                    |                   |
|                                    | ✓                | ✓                 | ✓                  | ✓                 |

|                               |   |   |   |   |
|-------------------------------|---|---|---|---|
| <b>a. Motivating</b>          | ✓ | ✓ | ✓ | ✓ |
| <b>b. Inspiring</b>           | ✓ | ✓ | ✓ | ✓ |
| <b>c. Confident</b>           | ✓ | ✓ | ✓ | ✓ |
| <b>d. Increasing optimism</b> | ✓ | ✓ | ✓ | ✓ |
| <b>e. Encouraging</b>         |   |   |   |   |

The results of the study show that, in the Idealized Influence dimension, female leaders in higher-educational institutions in Lampung Province are figures who are confident, dedicated in achieving goals, are responsible, and can be role models for their staff and subordinates. In the Intellectual Stimulation dimension, female leaders in higher-educational institutions in Lampung Province are able to stimulate and motivate their employees to be more creative and innovative in their work and to do things that are acceptable to various groups, both from society and organizations. Next, in the Individual Consideration dimension, female leaders in higher-educational institutions in Lampung Province are able to create a supportive organizational environment and are able to be open to staff and subordinates when there are obstacles or difficulties in their job descriptions and work, so that staff and subordinates have a loyal and motivational nature at work. Furthermore, on the Inspirational Motivation dimension, the leader has a clear plan during his leadership, the leader is also optimistic that the vision and programs that have been planned will be achieved with openness between leaders and employees, and the establishment of good cooperation.

### **Contents Of Discussion Results**

In research on the leadership style of female leaders in universities in Lampung Province, it can be found that the feminine-masculine leadership style applied by female leaders in universities in Lampung Province tends to be a feminist leadership style. This can be seen from the fulfillment of indicators in the feminine leadership style and the many positive supporting factors found in female leaders in universities in Lampung Province on the dimensions in these indicators. Meanwhile, in the transactional-transformational leadership style, female leaders in universities in Lampung Province are more likely to adopt a transformational leadership style. This can be seen from the characteristics of female leaders in universities in Lampung Province, who are figures who have self-confidence and are able to influence their staff and subordinates. These female leaders at universities in Lampung Province are also able to encourage their staff and subordinates to be more creative and innovative in their work, and to make contributions that can be accepted by the community. However, between feminine and transformational leadership styles, leaders are more inclined to transformational leadership styles, it is seen that there are more positive things shown in the intended transformational leadership style. So the conclusion of the discussion that can be drawn from this research is that female leaders in universities in Lampung Province implement a feminine-transformational leadership style in carrying out the positions entrusted to them professionally.

## D. CONCLUSION

Based on the results of research and discussion on gender-based women's leadership management in terms of planning, implementation, and supervision in a case study of female leaders in universities in Lampung Province, it can be concluded that from the feminine-masculine leadership style, the style applied by female leaders in universities in Lampung Province is more inclined towards a feminine leadership style. This can be seen from the fulfillment of all indicators of feminine rather than masculine leadership characteristics, as well as not a few dimensions of these indicators that are very in line with the leadership style of female leaders in Lampung Province universities. Whereas in the transactional-transformational leadership style, women leaders in various universities in Lampung Province have a tendency to adopt a transformational leadership style. This is because female leaders in higher-educational institutions in Lampung Province are figures who have high self-confidence so that they are able to influence and encourage their staff and subordinates to carry out their respective tasks. Women leaders at universities in Lampung Province are also able to motivate their subordinates to be more creative and to develop and create innovations at work. This applied transformational leadership makes their figures as leaders emulate, admired and respected by their ranks, staff and subordinates. From there, the relationship that was built between female leaders in higher-educational institutions in Lampung Province and their subordinates was classified as very good so that the staff and their subordinates were able to optimize their work. In addition, the strong encouragement that staff and subordinates get in periodic job evaluations makes women leaders in higher-educational institutions in Lampung Province a figure who provides improvements, so that in the future, errors or oversights in evaluations can be minimized.

The leadership style implemented by women leaders in higher-educational institutions in Lampung Province has a positive influence, namely in improving employee performance in each institution where these women leaders serve. Thus most of the ranks, staff and subordinates can complete their duties in accordance with their respective main tasks and functions, based on the *TUPOKSI* (Main Tasks and Functions of Work Units) undertaken. It can be seen that to date, female leaders in higher-educational institutions in Lampung Province have succeeded in improving achievement, morality and the performance of staff, staff and subordinates who have produced brilliant achievements and well-run work programs that have been planned. This research exclusively examines gender-based women's leadership management in terms of planning, implementation, and supervision in case studies of women leaders in higher-educational institutions in Lampung Province. However, in practice, the researchers did not make any restrictions regarding the positions of female leaders in the institutions they lead. It would be preferable if the next research aligns and sensitizes the research subjects, so that the research objects within this title are richer and more developed, for example, the next researcher examines all female chancellors, female deans and female study program heads as research subjects, in regional, national or even international scopes.

## REFERENCES

- Afriansyah, Taufieq Renaldi. (2022). “Deretan Rektor Perempuan Di Indonesia, Ova Emilia Salah Satunya.” *Kompas.Com*, May 2022.
- Al-Mawardi, Imam. (2024). *Al-Ahkam As-Sulthaniyyah: Hukum Penyelenggaraan Negara Dalam Syariat Islam*. 1st ed. Jakarta: Darul Falah.
- Atmosudirdjo, Prajudi. (1982). *Administrasi Dan Management Umum*. 9th ed. Jakarta: Ghalia Indonesia.
- Bailey, Frederick George. (1988). *Humbuggery and Manipulation*. Cornell University Press.
- Bright, David S, Anastasia H Cortes, Eva Hartmann, Praveen Parboteeah, Jon L Pierce, Monique Reece, A Shah, S Terjesen, J W Weiss, and Others. (2019). *Principles of Management*. Online Access: Center for Open Education Open Textbook Library. OpenStax, Rice University.
- Burns, James M. (1978). *Leadership. Leadership*. Oxford, England: Harper & Row.
- Carter, Nancy, Denise Bryant-Lukosius, Alba DiCenso, Jennifer Blythe, and Alan J Neville. (2014). “The Use of Triangulation in Qualitative Research.” *Oncology Nursing Forum* 41, no. 5 (September 2014): 545–47. <https://doi.org/10.1188/14.ONF.545-547>.
- Djafry, Novianty. (2014). “Efektivitas Kepemimpinan Perempuan Dalam Karir.” *MUSAWA: Journal for Gender Studies* 6, no. 1 (2014).
- Eagly, Alice H, and Steven J Karau. (2002). “Role Congruity Theory of Prejudice toward Female Leaders.” *Psychological Review*. Eagly, Alice H.: Northwestern U, Dept of Psychology, 2029 Sheridan Road, Swift Hall 313, Evanston, IL, US, 62901-4627, [eagly@northwestern.edu](mailto:eagly@northwestern.edu): American Psychological Association, 2002. <https://doi.org/10.1037/0033-295X.109.3.573>.
- Efendi, Nur. (2017). *Islamic Educational Leadership : Praktik Kepemimpinan Di Lembaga Pendidikan Islam*. Yogyakarta: Kalimedia.
- Given, Lisa. (2008). “The SAGE Encyclopedia of Qualitative Research Methods.” Thousand Oaks, California, 2008. <https://doi.org/10.4135/9781412963909>.
- Hidayah, Siti Nur, and Erni Munastiwi. (2019). “Pemimpin Akademik Atau Manajerial? Aspirasi, Harapan Dan Tantangan Perempuan Untuk Menjadi Pemimpin Di Lembaga Pendidikan Tinggi Islam.” *PALASTREN Jurnal Studi Gender* 12, no. 2 (2019): 455. <https://doi.org/10.21043/palastren.v12i2.5628>.
- Hoare, Joanna, and Fiona Gell. (2009). *Women’s Leadership and Participation*. Women’s Leadership and Participation. Warwickshire: Oxfam GB, 2009. <https://doi.org/10.3362/9781780440477.004>.
- Kemendikbud. (2020). “Statistik Pendidikan Tinggi (Higher Education Statistic) 2020.” *PDDikti Kemendikbud*, 2020, 81–85.
- Klenke, Karin. (2018). *WOMEN IN 2ND EDITION Contextual Dynamics And*. 2nd ed. Bingley, UK: Emerald Publishing Limited, 2018.
- Locke, Edwin A, and Shelley. (1991). Kirkpatrick. *The Essence of Leadership: The Four Keys to Leading Successfully / Edwin A. Locke; and Shelley Kirkpatrick ... [et Al.]*.

Lexington Books ; Maxwell Macmillan Canada ; Maxwell Macmillan International New York : Toronto : New York.

Loden, Marilyn. (1985). *Feminine Leadership, or, How to Succeed in Business without Being One of the Boys*. Times Books New York.

Mertoprawiro, Soedarsono. *Kepemimpinan*. 1st ed. Semarang Dahara Prize, 1992.

Novita, Mona. (2018). "KEPEMIMPINAN PEREMPUAN DALAM PERSPEKTIF PSIKOLOGI DITINJAU DARI ASPEK EMOSI DIRI (Studi Tokoh Rektor Universitas Gadjah Mada Periode 2014-2017)." *NUR EL-ISLAM: Jurnal Pendidikan Dan Sosial Keagamaan* 5, no. 1 (2018): 16–40. <https://doi.org/https://doi.org/10.51311/nuris.v5i1.95>.

Rhee, Kenneth, and Tracey Sigler. (2015). "Untangling the Relationship between Gender and Leadership." *Gender in Management: An International Journal* 30 (April 2015): 109–34. <https://doi.org/10.1108/GM-09-2013-0114>.

Ruch, Floyd Leon. (1953). *Incidents of Leadership in Combat*. Incidents of Leadership in Combat. Air University, Human Resources Research Institute.

Shaban, Aya. (2016). "Managing and Leading a Diverse Workforce: One of the Main Challenges in Management." *Procedia - Social and Behavioral Sciences* 230 (2016). <https://doi.org/10.1016/j.sbspro.2016.09.010>.

Supardi, and Syaiful Anwar. (2004). *Dasar-Dasar Perilaku Organisasi*. Yogyakarta: UII Press.

Surahman, Susilo, and Muhammad Munadi. (2022). "Kepemimpinan Perempuan Di Perguruan Tinggi: Manajerial Atau Akademik." *Jurnal Kepemimpinan Dan Pengurusan Sekolah* 7, no. 1 (2022): 18–26. <https://doi.org/10.34125/kp.v7i1.662>.

Wijaya, Hengki. (2018). *Analisis Data Kualitatif Ilmu Pendidikan Teologi*, 2018.