Factor Analysis of Female Leadership on Quality of Public Madrasah Ibtidaiyah

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ABSTRACT

The study aims to determine the significant influence of leadership policies, innovation and communication skills on the quality of madrasah; The study used quantitative research methods using path analysis techniques. The study population amounted to 158 teachers from 8 public madrasah ibtidaiyah in Pidie Jaya district. Sample determination using purposive sampling with the Slovin formula. The results showed that: The innovation of the madrasah principal does not have a significant effect on the quality of madrasah with a P-Value of 0.075 > 0.05, while the leadership policy obtained a P-Value of 0.050 ≤ 0.05 and communication skills P-Value of 0.036 < 0.05, where there is a significant effect on the quality of madrasah. Identification of other factors that are thought to have an impact on the quality of madrasah include madrasah culture, professionalism, facilities and infrastructure. These variables are recommended to be researched. The social implications of the research results explain that there is no gender dichotomy in the concept of quality madrasah.

INTRODUCTION

Educational institutions are still trapped in the leadership dichotomy between men and women (Akbar et al., 2023). There is still a strong perception that women are considered weaker or less authoritative in leading due to feminine characteristics possessed by women so that strong and assertive leadership is more suited to the characteristics of masculinity (Cherneski, 2020). In fact, there is no gender difference in leadership but rather its ability to influence others (Bashori et al., 2020) and the qualifications of the leader (Faridah & Nugroho, 2023).

Effective leadership does not depend on gender, but rather on competence, vision, and the ability to inspire change (Nkambule & Perumal, 2024). Women's leadership is also able to encourage innovation, build inclusive

communication, and take quality-oriented strategic policies, thus proving that leadership quality is not determined by gender, but by integrity and professionalism (Cahyaningsih et al., 2020). The transformation of educational institutions leads to continuous quality improvement. Fulfilling the orientation of quality improvement requires improvements in the aspects of policy, innovation and effective communication from the leadership of the institutions they lead (Budi et al., 2022).

Women's leadership in madrasah plays an important role in determining the quality of education provided by the madrasah. An effective madrasah leader can provide direction, support and guidance to staff and teachers to improve the quality of education. With strong leadership in place, madrasahs can face quality challenges and ensure quality education for their students (Mariana, 2021). Women's participation in leadership is no less distributed and able to influence aspects of the quality of the madrasah they lead (Mythili, 2019). In contemporary cases, a growing body of research shows that female leadership has a positive influence on the quality and progress of educational institutions. This paradigm shift is the starting point for the development of innovative leadership styles and policies aimed at improving the quality of madrasah (Lu, 2020).

This study is also motivated by research gaps in previous studies. Bruce S. Rawlings (2023) and Sophie von Stumm (2021) argue that the quality of a school is highly influenced by who leads the school. Research conducted by Laith F Daradkeh Msn (2022), Laura Becker and Ellen Weber (2022) and Linjuan Rita Men (2021), suggest that there is an effect of effective communication of leaders on the quality of an institution. Meanwhile, Hong Tian and Ao Wang (2023), Atif Bilal (2021), Gerhard Messmann and Karel Kreijns (2022), examined the influence between the leadership style and innovation of female leaders on quality improvement. On the other hand, Peter Fotheringham (2022) analyzed the effect of policy implementation carried out by leaders in an institution.

From the above problems and previous research that has been done, there is no research that discusses specifically about what factors can affect women's leadership on the quality of madrasah, so researchers want to analyze the influence of women's leadership factors in the form of policies, innovation and communication skills of women's leadership on the quality of madrasah.

RESEARCH METHOD

The research approach that researchers use is descriptive quantitative research, data collection techniques that use a questionnaire (questionnaire) using data measurement with a Likert scale that is distributed directly to

respondents. The population in this study were all teachers in 8 madrasas under the leadership of women from 23 state madrasas in Pidie Jaya with a total of 158 teachers. While the sample uses Purposive sampling technique where sampling is based on a certain consideration made by the researcher (Agustianti et al., 2022). The sample was calculated using the Slovin technique (Sugiyono, 2011) and obtained a sample of 113 samples. The data analysis technique uses Path Analysis path assisted by SmartPLS software version 3.0. The use of Path Analysis to determine the direct and indirect effects of all independent variables on the dependent variable (Sani, Ahmad & Vivin Maharani, 2010)

RESULT AND DISCUSSION
Descriptive Analysis

Descriptive analysis in this study is presented in tabular form consisting of sub-indicators, average score (mean), median, minimum, maximum and standard deviation. The female leadership policy has 8 statement items with a maximum score of 5, a minimum score of 1, with a standard deviation with a value of 0.573. The female leadership innovation variable has 8 statement items with a maximum score of 5, a minimum score of 1, with a standard deviation with a value of 0.563. The female leadership communication skills variable has 10 statement items with a maximum score of 5 and a minimum score of 1 with a standard deviation of 0.550. While the dependent variable of madrasah quality has 10 statement items with a maximum score of 5, a minimum score of 1, with a standard deviation with a value of 0.495.

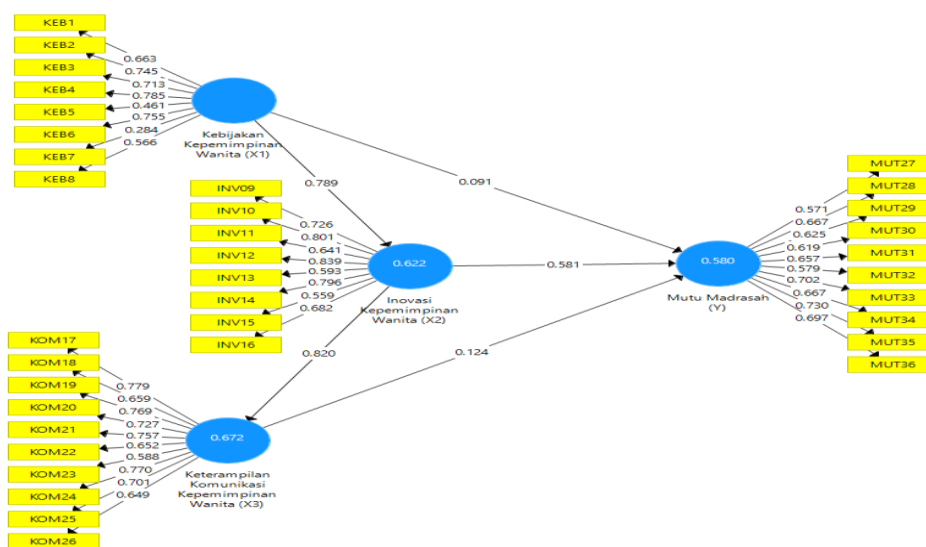### Evaluation of Measurement Model *(Outer Model)*
Convergen Validity

Figure 1. Outer Loading

In the outer loading picture, drop (discard) is carried out on the sub-indicators that have an if value <0.7, so that the model output is obtained as follows:
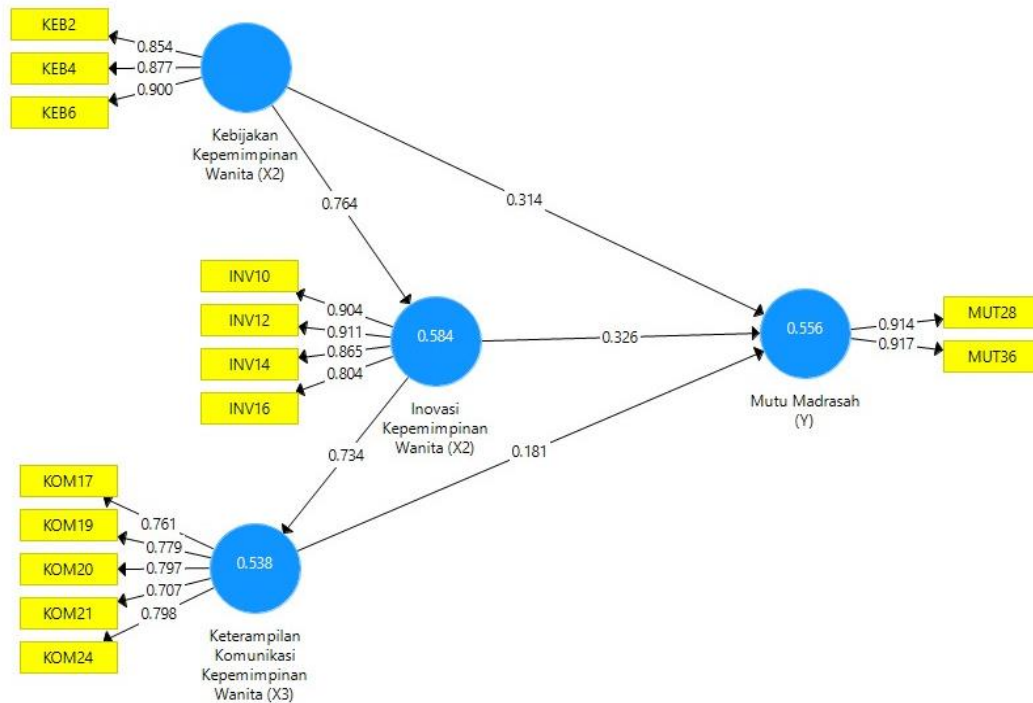

Figure 2. Adjusted Measurement Model (Outer Loading)

In the image 2 the results of the final value after the testing stage using SmartPLS, so that no more values are found <0.7 in the convergent validity test.

Composite Reliability

Table 1. Composite Realiability

Variabel	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Conclusion
Women's Leadership Policy (X1)	0.850	0.856	0.909	Reliabel
Women's Leadership Innovation (X2)	0.894	0.897	0.927	Reliabel
Women's Leadership Communication Skills (X3)	0.835	0.862	0.879	Reliabel
Madrasah Quality (Y)	**0.807**	**0.807**	**0.912**	**Reliabel**

Table 1 reveals the results of the calculation of composite reliability on all constructs> 0.80. This shows that respondents are consistent in answering all statements, so that all constructs have a very good level of reliability. Then it

was also obtained that Cronbach's alpha was> 0.70 and the AVE (Average Variance Extracted) value of the construct with good validity because it was> 0.50. So it is concluded that all constructs have a good level of reliability.

Evaluation of Measurement Model (Inner Model)

R-Square

Table 2. R-Square

Variabel	R Square	R Square Adjusted
Women's Leadership Innovation (X2)	0.584	**0.580**
Women's Leadership Communication Skills (X3)	0.538	**0.534**
Madrasah Quality (Y)	0.556	**0.544**

Table 2 shows the R-square value for the female leadership innovation variable is 0.584 or 58.4%, while the remaining 41.6% is influenced by other variables not examined in this study. For the R-square value of female leadership communication skills, the value is 0.538 or 53.8%, the remaining 46.2% can be influenced by other variables not examined in this study. As for the R-square value of madrasah quality, the value is 0.556 or 55.6%. The acquisition of this value explains that the percentage of madrasah quality can be explained by policies, communication skills, female leadership innovation by 55.6%. While the remaining 44.4% can be influenced by other variables not examined in this study.

Hypothesis Test

Table 3. Path Coefficient

Path Coefficients	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Women's Leadership Policy (X_1) -> Madrasah Quality (Y)	0.314	0.316	0.190	1.652	0.050
Women's Leadership Innovation (X_2) -> Madrasah Quality (Y)	0.326	0.282	0.227	1.440	0.075
Women's Leadership Communication Skills (X_3) -> Madrasah Quality (Y)	0.181	0.220	0.100	1.808	0.036

Table 3 presents the results of hypothesis testing based on the values contained in the structural analysis model of the female leadership policy variable (X_1) on madrasah quality (Y), female leadership innovation variable (X_2) on madrasah quality (Y), and female leadership communication skills (X_3) on madrasah quality (Y). The hypothesis can be accepted if it has a p-value <0.05.

Table 4. Research Hypothesis Testing Results

Description	Hipotesis	Test Results
H_1	X_1 positive and significant effect on variable Y.	Accepted with the result of a P-Value of $0{,}050 \leq 0{,}05$
H_2	X_2 positive and significant effect on variable Y.	Rejected with the result of a P-Value of $0{,}075 > 0{,}05$
H_3	X_3 positive and significant effect on variable Y.	Accepted with the result of a P-Value of $0{,}036 < 0{,}05$

DISCUSSION

The effect of female leadership policy (X1) on madrasah quality (Y)

Based on hypothesis testing, it is known that the P-value of 0.050 <0.05 or the significance level is smaller than the probability level, then Ha is accepted and H0 is rejected, meaning that there is a significant influence between the female leadership policy (X1) on the quality of madrasah (Y). So that the first hypothesis is accepted.

Based on the explanation of the hypothesis results above, it is proven that there is a significant influence between women's leadership policies on the quality of madrasah. This can be caused by the madrasah head being able to understand the meaning of the essence of the policy and the application of different policies in each place that must be carried out by the madrasah head, where the application of the policy must be in accordance with the situation, conditions and culture that exist there so that the application of the policy carried out runs effectively.

The results of the study are in accordance with Beatriz Pont who explained that the results of the analysis show that there are differences about the adoption of school leadership reform from different perspectives, especially in the policy section. The policy perspective associates school leadership reform with contextual changes related to decentralization, school autonomy, accountability or a greater emphasis on educational outcomes. The school leadership policy perspective shows that various countries have introduced school leadership reforms, with practices varying by country and context. Some

of these have been adopted in response to new public management agendas or to the globalization of education policy. The findings of this review suggest that while there is a wealth of research on school leadership, the analysis and promotion of policies to support and strengthen the role of school principals in supporting school improvement appears to have received less attention (Pont, 2020).

Peter Fotheringham stated that school leaders are faced with tremendous pressures, challenges and opportunities in the learning process when implementing school policies during the COVID-19 pandemic. Governments need to pay special attention and manage communication, collaboration and change to support school leadership, enabling better policies to be created (Fotheringham et al., 2022).

Murni Yanto found differences in the application of policies in madrasah, where the madrasah head in implementing policies to improve the quality of education in madrasah prioritizes madrasah in curriculum development and teacher professional development through Teacher Working Group activities (KKG / MGMP), madrasah head policies must also be carried out through internal and external factors (fostering teachers' honest attitudes, appreciation, a harmonious and humane democratic communication climate in the madrasah environment), then the madrasah head fosters a conducive madrasah atmosphere, fosters a sense of responsibility for teachers in teaching, so that through coordination with district leaders, madrasah committees and the community, the quality of education can improve (Yanto & Fathurrochman, 2019).

Hayati argues that there are still many school principals who do not understand the nature of the policy so that it has an impact on the quality of the policies enacted, to implement relevant policies in schools, there needs to be various careful considerations so that the policies enacted can later be accepted by various parties and effective (Hayati et al., 2021).

The effect of female leadership innovation (X2) on madrasah quality (Y)

Hypothesis testing, it is known that the P-value is 0.075> 0.05 or the significance level is greater than the probability level, so Ha is rejected and Ho is accepted, meaning that there is no significant influence between female leadership innovation (X2) on madrasah quality (Y). So that the second hypothesis is rejected.

The results prove that there is no significant influence between women's leadership innovation on the quality of madrasah. This can be caused by several factors, among others: because the sub-indicators on the theoretical construct scale made by researchers are less focused and less assertive, so that the scale of

the sub-indicators has not been about in accordance with the intended female leadership innovation and to produce good madrasah quality and in accordance with the desired goals of each institution, female leadership must be more open to change and innovation. This openness allows female leaders to adopt new learning methods, educational technology and effective management strategies. They tend to initiate training programs for teachers, update the curriculum to make it more relevant to the needs of the times, and improve educational facilities, so that madrasahs can continue to develop and adapt to the dynamics of change in the world of education. Through responsive and adaptive female leadership, madrasahs can also continue to provide high-quality and relevant education for their students.

The research is in line with Nurmala's explanation that the principal's leadership strategy in implementing educational innovation in schools includes various important aspects. First, the principal plays a role in improving and supporting the teaching and learning process and the implementation of effective learning. Second, trying to create a positive school culture, which encourages school members to be proactive and creative. Third, principals support and improve the commitment and capacity (skills and knowledge) of educators and staff, so that they become professional, loyal to the institution, and work hard. Fourth, principals empower teachers and staff by recognizing their potential, motivating, strengthening, guiding and facilitating all staff and school members under their direction. Finally, they focus on improving and expanding the school's activities and social networks to support the sustainability of holistic educational innovations (Sari et al., 2021).

Then Putri Tobing stated that principals play a role in developing teacher creativity (innovation) in meeting teachers' professional needs, ensuring they have the necessary resources and support, principals implement mentoring programs, which involve collaboration between senior and junior teachers to share knowledge and experience, principals also organize various activities such as training and workshops related to the use of technology and innovative learning methods, and principals carry out periodic evaluations of performance and learning outcomes and ensure constructive follow-up based on the results of these evaluations (Tobing & Hasanah, 2021).

Hong Tian's research shows the level of innovation climate in the organization has an impact on improving performance innovation through leadership practices and knowledge resources. One way to create an atmosphere that encourages and supports innovation in the workplace is to arrange for each member to work in groups with diverse knowledge skills and encourage open group communication, recognize and reward innovative ideas

and behaviors among members, provide resources for members to propose innovative ideas or solutions, and so on (Tian & Wang, 2023).

Bilal's research results also explain that female transformational leadership plays a role in fostering trust, increasing connectivity, and encouraging innovative behavior among its members. The results also confirmed that the trust that members have in female leaders and the level of connectivity that is established mediates a significant relationship between female leadership and the innovative behavior of their members (Bilal et al., 2021).

Followed by research by Messmann, proving transformational leadership has a positive relationship with teachers' need satisfaction for autonomy and competence, which mediates the relationship between transformational leadership and teachers' innovative work behavior. Therefore, leaders should adopt a transformational leadership style and motivate members by providing individual attention, intellectual stimulation, and encouragement to achieve goals. In particular, leaders can provide feedback on members' innovative ideas and strategies for realizing innovative solutions, thereby helping members gain confidence in increasing their contribution to innovation development (Messmann & Kreijns, 2022).

The effect of female leadership communication skills (X3) on improving the quality of madrasah (Y)

Based on hypothesis testing, it is found that the P-value is 0.036 <0.05 or the significance level is smaller than the probability level, then Ha is accepted and H0 is rejected, meaning that there is a significant influence between female leadership communication skills (X3) on madrasah quality (Y). So that the third hypothesis is accepted.

Based on the results of hypothesis testing, there is a significant influence between the communication skills of female leadership on the quality of madrasah. Where there is an influence of good communication skills of female leadership is able to facilitate harmonious and collaborative relationships in the madrasah environment. Madrasah principals who are able to listen with empathy and provide constructive feedback create a positive madrasah climate, where all parties feel valued and motivated to contribute. In addition, the ability to collaborate with external stakeholders, such as madrasah committees and the community, ensures wider support for the initiatives and programs implemented, which ultimately has a positive impact on the quality of the madrasah.

The research was supported by Rita Men who explained that leaders' charismatic communication fulfills staff's psychological needs for autonomy, competence, and relatedness. The fulfillment of these needs ultimately

contributes to the creation of quality relationships between staff and increases their engagement. The findings provide important theoretical implications for scholars in the fields of public relations, internal communication, and management (Men et al., 2021).

Anggorowati stated that the importance of the role of the principal's communication competence in building relationships in order to realize the goals of the National Long-Term Development Plan has been analyzed based on documentation studies. The results of descriptive analysis of various sources of information data obtained show that the important side of the role of communication in organizations is often forgotten by leaders, so that the sense of trust that leads to the growth of relationships is less built. So, the implication is that an in-depth study of leadership communication strategies or models specifically that can be implemented in practice directly in the field is needed (Anggorowati et al., 2022).

In another study, Febrianto explained that communication has a positive and significant effect on improving team performance. This is evidenced by the communication process that is currently implemented has had a positive impact on the team, namely changes in attitude for the better and also the relationship between the team and the leadership that is getting better as well (Febrianto, 2021).

Similarly, Laith revealed that in order to realize effective leadership, it is necessary to master the components that contribute to improving service quality, in the form of professional development and increasing knowledge to improve existing communication and management skills (Msn et al., 2022).

Sugiyono also stated that the effect of harmonious communication in an organization can increase the job satisfaction of its members. This shows that improving and enhancing communication has a positive impact on members' job satisfaction (Sugiono & Lumban Tobing, 2021).

Factors Influencing Women's Leadership on Madrasah Quality.

The Factors influencing women's leadership can be explained qualitatively. The first factor is that women's leadership is influenced by policy factors, namely the madrasah head implementing continuous professional training and development for teachers and implementing a transparent and fair performance evaluation system.

The policy of implementing continuous professional development and training for teachers is an important strategic step to improve the quality of education. This policy includes regular training programs designed to update and deepen teachers' knowledge and skills in various aspects, such as teaching methods, educational technology and classroom management. With ongoing

training, teachers can continuously adapt to curriculum changes and the latest developments in education. In addition, this policy could also include mentoring and coaching, where more experienced teachers guide their newer or less experienced colleagues. This not only improves individual competencies but also encourages a culture of collaboration and shared learning among teachers.

Meanwhile, the implementation of a transparent and fair performance evaluation system serves to ensure the improvement of education quality and create a healthy and productive work environment. This system involves assessing teacher performance based on clear, objective and measurable criteria, such as teaching competence, professional development and contribution to the madrasah community. Transparency in evaluation means that every teacher clearly understands the indicators and standards used and receives regular constructive feedback. Honesty and fairness in the evaluation process ensures that assessments are conducted without bias or favoritism, providing equal opportunities for all teachers to develop and be recognized for their achievements (regardless of gender).

The results of the identification of other factors that influence women's leadership, namely the innovation factor of the madrasah head. There are several madrasahs implementing innovations in the form of program innovations and infrastructure innovations. These two aspects lead to the achievement of the independent learning policy.

The program innovations implemented include various creative and strategic initiatives to improve the quality of education and madrasah management. One form of innovation is the development of an independent curriculum that is more inclusive and responsive to students' needs, including the integration of technology in learning to increase student interactivity and engagement. In addition, female leadership can encourage mentorship programs that facilitate collaboration between senior and junior teachers and support professional development through workshops and ongoing training. Another innovation could involve establishing extracurricular clubs that focus on developing life skills, such as leadership, entrepreneurship and environmental awareness. Female leadership also often emphasizes the importance of balance between academics and student well-being, so programs that support students' mental and emotional health, such as counseling and sports activities, can be implemented more effectively.

While innovation in infrastructure refers to the improvement and development of facilities that support the teaching and learning process. In addition, it can prioritize the construction of a comfortable and complete library

space with a collection of books and digital access, to encourage students' interest in reading and digital literacy. Infrastructure innovation can also involve providing computer and science laboratories equipped with the latest equipment for practicum, as well as creative spaces such as art and music classrooms to develop students' talents. In addition to learning facilities, improvements to supporting infrastructure such as healthy canteens, safe play areas, and adequate sports facilities can also be a focus to support student well-being and development.

The third factor that influences the effectiveness of women's leadership is the communication skills of women's leadership, the identification of the research results leads to a form of interpersonal communication, in this case the madrasah head descriptively makes communication efforts in resolving some of the obstacles that occur in the madrasah that is cared for.

Factors that can influence leadership are in accordance with the results of research conducted by Dini showing that a good personal approach with all school stakeholders, maximum planning, analysis of challenges, obstacles, and future opportunities, and cooperation with educators in empowering educational efforts, providing opportunities to improve educators' practices, and encouraging educators' involvement in school programs. As a result, teachers maximize facilities and infrastructure for the learning process, and schools have a strong culture (Febriyenti, 2023).

Dian explained the factors that influence the role of madrasah principals in improving the quality of education in the form of intelligence factors (intelligence), communication factors and orientation factors (adjustment) (Anggraini et al., 2022).

Research by Thoriq mentioned that female principals who are effective in building good communication patterns are able to improve the quality of education. The principal succeeded in building positive relationships with team members and related parties, ensuring a smooth flow of information, and facilitating the participation and collaboration of all parties involved (Firdausi, 2023).

The following is an empirical path diagram of female leadership policy variables (X1), female leadership innovation (X2), and female leadership communication skills (X3) on madrasah quality (Y).
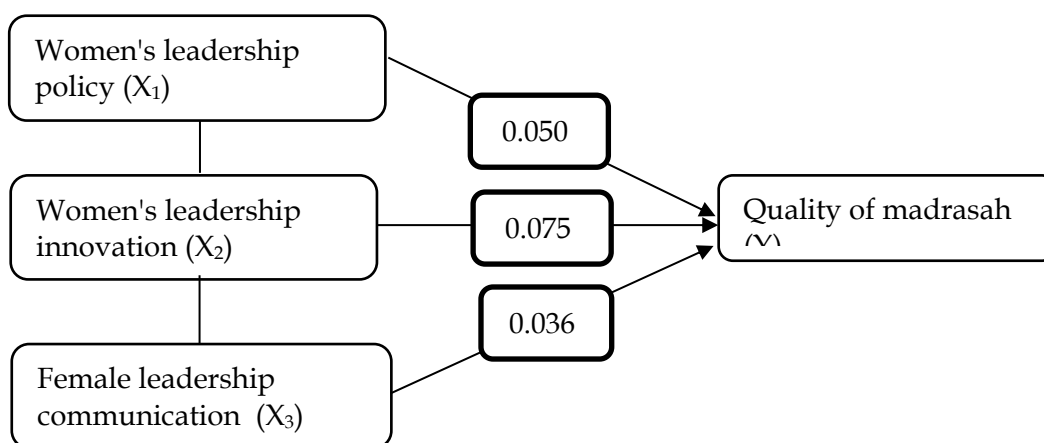
Figure 3. Empirical Path Diagram

Image 3 shows that the variable of women's leadership policy on the quality of madrasah has a p-value of 0.050, on the variable of women's leadership innovation on the quality of madrasah found a p-value of 0.075 and on the variable of women's leadership communication skills on the quality of madrasah the resulting p-value of 0.036.

CONCLUSION

The results showed that the innovation of the madrasa principal did not have a significant effect on the quality of the madrasa, which was known from the hypothesis test with a P-Value of $0.075 > 0.05$, while the policy obtained a P-Value of $0.050 \leq 0.05$ and communication skills P-Value of $0.036 < 0.05$, there was a significant effect on the quality of the madrasa with a significance level smaller than the probability level. The policies and communication skills of madrasah principals contribute significantly to the quality of madrasah. This can be seen from the madrasah principals in Pidie Jaya being able to apply policies that are in accordance with the existing situation, conditions and culture as well as being able to facilitate harmonious and collaborative relationships in the madrasah environment. The identification of other factors that are thought to have an impact on the quality of madrasah includes madrasah culture, professionalism, facilities and infrastructure. These variables are recommended to be researched. The practical implications of this research can be a guideline (direction) to find out how the influence of female leadership factors on the quality of public madrasah ibtidaiyah in Pidie Jaya district. The results of the study explain that there is no gender dichotomy in the concept of quality madrasah but it is based on factors in leading the madrasah leadership itself.

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