The aim of this research is to analyze the differences in female and male principal leadership according to subordinates. The type of research is a comparative study. This research was conducted on 19 Elementary School in Bangkinang District with the number of male school principals are 11 people and the female are 8 people. The results of this research obtained that in the process of decisions making, principals obtained average achievement in the level of 81.14, this score is in good category, with the difference of average achievement level of 0.17/ It means that male school principals' decision-making process is higher than female school principals. Moreover, decision-making style achieved average achievement of 76.61, this score is in enough category, the difference of achievement rate is equal to 1.26, in conclusion male school principals decision-making style is higher than female school principals. The effectiveness of decision making achievement rate average 80.80, this score is in good category. The difference of achievement rate is 0.56, it can be stated that for the level of effectiveness in decision making of man school principals is higher than female school principals.

Keywords: Leadership, Gender, School Principals

INTRODUCTION

The school principal as a decision maker is a decisive figure and as the primary role holder in terms of carrying out the educational process in which the school is located. The implementation of education autonomy successfully in a school is clearly very dependent on the management. In other words, as the holder of autonomy rights, the principal should be able to: 1) maximize the management of resources in the school he leads, 2) strive to develop strategies in efforts to promote and improve the quality of the school led, 3) try to optimize teacher competence in conducting learning, 4) work together in developing and analyzing curriculum programs according to the situation, condition, and needs of learners, 5) try to utilize the various resources available to the surrounding community, 6) synergize with outsiders and existing stakeholders such as parents of learners, school committees, practitioners and observers of education in terms of seeking breakthroughs in the form of creative ideas, 7) synergize in seeking financial support and are responsible for the management of necessary resources, use and spent.

Another important role is as a manager, the principal is expected to synergize with various components of the existing school in the form of 1) decide in terms of planning school activities, 2) manage planning activities, 3) supervise during the activities, 4)
control the implementation of learning process in school, 5) carry out evaluations, and 6) reflections in the form of contemplating future plans. It also requires reflection before decision making.

Nowadays, there are a lot of highlights directed by the principal in the effectiveness and accuracy of the goals of decision making. The emerging highlights tend to be mostly sentimental. It is around the competence of a principal in terms of leading and managing his school. Principals are required to be more careful in making decisions but are also required to make quick and precise decisions.

Indeed many theories and decision-making strategies have been presented and offered by experts, but few are able to implement optimally. Based on the results of pre-research observations from several teachers at different schools. For female principals it appears that: 1) female principals tend to be skeptical in making decisions, 2) there are not many choices or alternatives are offered in decision making by female principals, 3) female principals are afraid of taking risks on decisions made. As for male principal it is seen that: 1) male principal in his decision is less tolerant, 2) decision of male principal tend to hard, 3) many teachers do not dare to express their opinion in decision making by male principal.

Based on the indication above that in there are some differences of male and female principals in the process of decision making. These phenomenon shows the tendency of differences in decision-making that is influenced by gender differences between male principals and female principals. Furthermore, decision-making can be influenced by several factors, one of which is the gender factor. According to Miller in Imam Murtono (2009), the factors that influence decision-making are: male or female gender, decision-making role, and capacity limitations. In the case of gender, male or female Millet (in Hasan, 2002: 16), states that men are generally more assertive or courageous and quick to make decisions and women are generally relatively slower and often hesitant.

Today gender equality leads to an increasing number of female leading an agency or becoming a manager. One of them is female leads a school or they becomes a principal. It is this gender equality that raises the question of whether there is a difference in male and female decision making, in this case is the male and female principals.

The principal's problems in general, especially on decision making at Kampar Regency Primary School is to identify that gender factors influence decision-making. It is this fact that encourages researchers to find the differences in decision-making between male and female principals as well as to compare decision-making between male and female principals in SDN Kampar Regency.

RESEARCH METHODOLOGY

This type of research is comparative study. The subject of this research is all teachers of elementary school in Kampar district of Bangkinang with research object is the principal decision making based on gender. The instrument of the research used in
this study is a questionnaire which distributed to the respondent. The indicator of decision making can be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Decision Making Variable</th>
<th>Sub-variable</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Decision making process</td>
<td></td>
<td>1) Identify the problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Analyze and develop alternatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Choosing the best alternative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Implement the selected alternatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5) Evaluating the effectiveness of decisions made</td>
</tr>
<tr>
<td>2.</td>
<td>Decision making style</td>
<td></td>
<td>1) Involving Subordinates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Without Involving Subordinates</td>
</tr>
<tr>
<td>3.</td>
<td>Decision making effectiveness</td>
<td></td>
<td>1) Acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Quality</td>
</tr>
</tbody>
</table>

The data has been collected, processed and analyzed in accordance with the objectives of the study. Techniques to analyze the data used the average score (mean). Furthermore, after the description of how the decision making by the principal in elementary school in Kampar district of Bangkinang, in terms of Decision Making Process, Decision Making Style and Decision Effectiveness, then conducted further analysis by comparing the personal differences between school principals in terms of gender.

**RESULTS AND DISCUSSION**

Gender is one aspect that needs to get attention, whether male principals different in decision-making with female principals. According to Wood in Lizarraga (2007: 383) Male, on the contrary, are more dominant, assertive, objective, and realistic. The point is that male are more dominant, firm, objective, and realistic than female. In decision making Harris & Jenkins (2006: 48) male are more likely to take risks than female.

Different statements covered by LM Chan et al (2012: 39), they find that me seek competitive success and are more likely to break rules. Female are more likely to adhere to rules, as they are concerned about doing tasks well and harmonious relationship. The intent of male seeks competitive success and is more likely to break rules. Female are more obedient to the rules, because they worry about doing a good job and a harmonious relationship. Male have a lower need to act ethically than women.

Gill et al in Lizarraga (2007: 383) also say that female are more affected by the environment; they look for more information, and dedicate more time to the decision process. The point is that female are more affected by the environment; they seek more
information, and dedicate more time to the decision-making process. Croson & Gneezy in Byrne & Worthy (2013: 2) also argue that one consistent finding is that female are less risk-seeking than males. Then, LM Chan et al (2012: 39) also say that most of the researchers have indicated that females are more ethical than males. That is, most researchers have shown that female are more ethical than male in decision making.

Based on the theory put forward by the experts above, it can be concluded that male and female differ in making decisions. Therefore, in accordance with the results of the study it can be seen that the decision of male principals different with female principals. A description of the principal's decision on the basis of gender can be seen in the table below.

Table 2. Description of Principal Decision Making Based on Gender

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect of study</th>
<th>Male</th>
<th>Category</th>
<th>Female</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Decision making process</td>
<td>81,35</td>
<td>Good</td>
<td>81,18</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Decision making style</td>
<td>77,13</td>
<td>Enough</td>
<td>75,87</td>
<td>Enough</td>
</tr>
<tr>
<td>3</td>
<td>Decision making effectiveness</td>
<td>81,03</td>
<td>Good</td>
<td>80,47</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>79,83</td>
<td>Enough</td>
<td>79,17</td>
<td>Enough</td>
</tr>
</tbody>
</table>

It can be seen from the table above that the result of decision making between male and female principals alike are in the category Enough with the provision of the value of 79.83 for decision of male principals and 79.17 for decision of female principals, with difference of level achievement 0.66 for decision of male principals is slightly higher. In order to see the significance of the difference between the decision of the male and female principals, a different test or t test is conducted. Furthermore t test, it can be significant if the value of Sign (p) <0.05

CONCLUSION

Based on the results of research and discussion in the previous section on decision making of school principals in Elementary School of Bangkinang District, the process, style and effectiveness of decision-making in terms of gender aspects can be concluded as follows:

1. The decision process of school principals in Elementary School of Bangkinang District with average achievement level 81,14, this score is in good category. Viewed from the aspect of gender, the difference in average achievement rate of 0.17 for male principals in decision making process is higher than female principals.

2. The decision-making style of school principals in Elementary School of Bangkinang District with an average achievement level of 76.61, this score is in enough category.
Viewed from the aspect of gender, the difference in the achievement rate is 1.26, for the decision-making style of the male principals are higher than female principals.

3. Effectiveness of decision making school principals in Elementary School of Bangkinang District with average achievement level is 80.80, this score is in good category. Viewed from the aspect of gender, the difference in the achievement rate is 0.56, for the level of effectiveness of decision making the male principals is higher than the female principals.

References


UU SisdiknasNomor 20 Tahun 2003.
