

**DEVELOPING A PROGRAM TO ENHANCE WOMEN
LEADERSHIP CHALLENGE OF PRIMARY SCHOOL
PRINCIPALS IN BANJAR-CITY, WEST-JAVA
PROVINCE, INDONESIA**

**BY
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**A thesis submitted in partial fulfillment of the requirements for
the degree of Master of Education in Educational Administration
at Mahasarakham University**



September 2016
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Developing a Program to Enhance Women Leadership Challenge of
Primary School Principals in Banjar-City, West-Java
Province, Indonesia

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ABSTRACT

This study aimed 1) to study components and indicators of women leadership challenge of primary school principals, 2) to explore existence and desired state and strategy of women leadership challenge of primary school principals. This study utilized 263 participants with 16 women principals, 231 teachers and 16 school boards from primary school under responsibility of Ministry of National Education by using stratified random sampling techniques, and 3) to design appropriate program to enhance women leadership challenge of primary school principals. To collect data was applied by survey questionnaire with five rating scale. The research findings were as follows:

1. Components and indicators of women leadership challenge are 1) model the way with indicators a) find your voice by clarifying your personal values and b) set the example by aligning actions with shared values , 2) inspire a shared vision with indicators; a) envision the future by imagining exciting and ennobling possibilities and b) enlist others in a common vision by appealing to shared aspirations, 3) challenge the process with indicators; a) search for opportunities by seeking innovative ways to change, grow and improve and b) experiment and take risks by constantly generating small wins and learning from mistakes, 4) enable others to act with indicators; a) foster collaboration, by promoting cooperative goals and building trust and b) strengthen others by sharing power and discretion, and 5) encourage the heart with indicators a) recognize contributions by showing appreciation for individual excellence and b) celebrate the values and victories by creating a spirit of community.



2. Existence state was medium level ($\bar{X}=2.53$) and desired state was very high level ($\bar{X}=4.92$) along with 63.5% sample chose training.

3. Training program consists of objectives, content, method, length, size material resources and evaluation that will be held indoor and outdoor classroom.



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CHAPTER I

INTRODUCTION

Background

Nowadays it has grown a number of women leadership in Indonesia. It has reflected that women are able to be involved in all aspects, particularly politic. It cannot be neglected that women movement has derived from political side. The top of women movement has been begun by black women in U.S.A in the 19th Century. The black women in the U.S.A have been prosecuted equal rights, mainly in the working section. This regards, ultimately, has become a new fervor for all women in the world (Avanti, 2006).

In 1848 was formed a convention that was the first phase of women's movement in the west. They have done propaganda campaigns through educating women, pamphlets and signature petitions. It was occurred asides with the growth of women that was more than 25.000 women teachers educated then have assisted education for women. Between year 1820 and 1900 women indicated to be administrator. In majority women have managed their own school as chief administrator and some of them have managed in public school (Shakeshaft, 2011). Then women has had suffrage and been acknowledged their role in the society today.

Somehow being a leader is right for everyone. This matter should not view gender as distinction that conducts unbeneficial for one interest, particularly women. In Indonesia, it has been occurred that women have been leader since the history was begun. Indonesia was colonized by Portuguese, Dutch and Japan whereby has born struggle women to defend their country. Nevertheless, the women's movement in Indonesia, apparently, was begun since Hinduism came to Indonesia. The monarchy system was occurred in Indonesia in which was started from Hinduism Kingdom, Majapahit. The Majapahit Kingdom was led by a woman "Ratu Tribuana Tungga Dewi", besides, at Kalingga Kingdom had a woman as leader as well. This matter indicated that in the past women had the highest position in the society as leader.



Furthermore, there was a woman from Java Island who struggled in women's emancipation in term of equal education. Women are still women unfortunately women had no chances to gain equal rights as men. This regard was occurred on R.A Kartini who has derived from conglomerate family, yet her condition did not espouse her to acquire rights as men in the middle of 20th Century. Nevertheless, R.A Kartini was fortune due to that she could continue her study until high level. On the other hand, indigenous women in Indonesia had no opportunities as her in term of gaining high education. Based on this circumstance then R.A Kartini has written a book entitled "*Habis Gelap Tertiblah Terang*" that recited regarding Indonesia women suffering. Ultimately, in Central-Java in 1912 Kartini has established her school named "Kartini School" (Idjah, 1986: 31- 91). Those matters indicated women involvement in administration, mainly, leadership. However, women leaders still deal with many obstacles and society's negative perception.

Even though women movement is occurred everywhere, yet the amount of women in educational administration is growing. However the women's movement growth is running slowly. This regard has been explained by Gupton (2009) that the most urgent current call to action in behalf of today's education career woman—especially those aspiring to leadership positions who also want to have and care for a family (which happens to be the majority of young working women)—must be more deliberate, open-minded, creative explorations of ways to allow them the opportunity to do both without unfairly penalizing their careers. It is indicated that there are a lot of women teachers than men teachers. Then, to become school principals have to be recognized that there are many men leader in education than women leader.

In addition, there are some people said that to be leader men are more competent than women. Whereas women have excellence ability in which be relied similar to men. Women leader is not able to be accepted fully by all people. Therefore it becomes crucial problem. Women are always overshadowed as second sex. As Simone De Beauvoir expressed in her book the idea between men and women is being waged in the society, those vague essences the women as eternal feminine and men as eternal masculine that assumes on earth two totally different forms. Society, being codified by man, decrees that woman is inferior: she can do away with this inferiority only by destroying the male's superiority (De Beauvoir, 1993: 752). It is indicated that the trust



of society to women leader is still inferior. However, as long as time runs woman is able to prove and break myth of unskillful leader. This regard is indicated from survey of Norries year 2008 regarding “men make leader better than women do” has affirmed that 17 people are strongly agree and 44 people are agree from 100 people in Indonesia year 2006 with this statement. It makes the women leader are inferior level trust of society.

In the globalization should not be there people conduct the problem against women involvement in the society due to that religion. However, religion is being challenge for women involvement in the society. This regard is asserted by Kiamba (2008: 13) that based on observation that was conducted by Emmet year 2000, all mainstream religions have stereotypical roles for men and women where women are perceived as less equal than men, often being kept separate in the way roles are assigned. For instance, Hinduism, Islam and Christianity men are generally valued and empowered by those religions in many ways. Women are disempowered by religious structures and practices. It also is occurred in Indonesia that religion is such of big role to offer influence on all aspects.

Regardless, Article 27 line 1 of *Undang Undang Dasar 1945* (Indonesian Constitution) has stated that all citizen along with status and position in law and government and compulsory honor the law and government with no exception. On the article 28 D line 3 also has been asserted that every citizen has right obtaining equal opportunity in term of government. Furthermore, the politic is being first thing that focused on. In term of Indonesia as it is explained in the law number 39 in year 1999 regarding human right. This law has stated that women has right to choose, be chosen and be appointed in working, position and profession suitable with the requirement and provision of law. According to Blueprint of Indonesia (GBHN) 1999-2004 that acknowledged that there is occurred subordinate. On the other hand, Indonesian government acknowledged that there is gap between gender and indicator from gender gap is reflected, particularly quality life of Indonesian women in which rated the lowest level in ASEAN. The indicator of women life is health, education and social (Arfan, 2009).

This is occurred as well in education side that a number of women have evolved being teacher. Moreover in the primary school there are a lot of women teachers. In West-Java Indonesia, especially, over 60% there are women teacher in a



primary school (www.jabar.go.id). In term of its development, women teachers have potential to start being principals. This regards appears organization paradigm with gap of quality of women leader, mainly, in term of developing quality of education in their institutions. This condition emerges because there is the perception that women are inferior as decision maker, even though nowadays the women leader of primary school is able to do more successfully than men. This regard has been occurred due to gender stereotype. Women have predetermined as follower meanwhile men have predetermined as leader. All of things in the world are enacted based on patriarchy. Moreover the administration and management have recognized as masculine world, so that women have been admitted not to be leader as well as women leader presence in educational administration is notably low due to that regard is influenced by sharing factor like, gender power relations, role stereotype and role socialization (Poudel, 2013: 4)

Leadership is the most important part of successful organization. Townley (2010) has said that leadership can be defined as mobilizing people to get things done. He has added as well, leadership is a reciprocal process between process between those who aspire to lead and those who choose to follow on any given tasks. Leadership involves leading people and managing resources. In fact, the quality of education in Indonesia remains in unsatisfied circumstance. Based on the rank of cognitive skill and educational attainment 2012, Indonesia is in 40th rank and gain score -1.84, under Thailand (<http://thelearningcurve.pearson.com/index/index-ranking>). Then Indonesia is in 64th rank in term of Educational Development Index in year 2010 (UNESCO, 2010).

It can be indicated the role of leadership offers the big influence in term of increasing quality of education. So that women leaders are required encouragement to deepen and enhance their capabilities to discourage of gender stereotype in the society that was declared by Indonesian Government on government regulation number 47 year 2008 in which role of principals is the most particular to organize the compulsory education. Therefore, women leader required to be developed in order to offer favorable quality of education as it has been mentioned above.

Based on the acquired information from Banjar City government is that the primary school principal under responsibility of National Ministry of Education consists of 92 persons. They are divided into women primary school principals are 45 person meanwhile men primary school principals are 47 persons. Even though, the amount of



primary school principals is no significant difference, women leader is still required to develop their skills in order to maintain and achieve the goal of education.

The criteria of primary school principals between women and men in Indonesia are similar. Regardless between both of them have differences in term of nature, nurture and style leadership. Therefore, this matter appears in order to empower women leadership of primary school principals and maximize their ability in case of managing school organization, so that leadership style is become the main concern of this study.

There are many kinds of leadership style to achieve the goal of organization. In the 21st century leadership style that is acknowledged suitable with circumstance nowadays is leadership challenge. Essentially, leadership challenge consists of five components such as model the way, inspire a shared vision, challenge the process, enable others to act, model the way, and encourage the heart.

Moreover they have affirmed that leadership is relationship. It is indicated that leadership emphasizes on human development, so that the five fundamental practices are ways to lead people in order to achieve the goal. Truesdell (2010) has been asserted that this theory helps leaders engage in these best practices, in order to strengthen their leadership skills and abilities.

Hence, as side as growth of women movement nowadays, there are a lot of opportunities for women in order to break the society judgment as well as develop their abilities as leader. Women are viewed will succeed as transformational leader, so that based on this reason the researcher is going to study regarding developing a program women leadership challenge especially in Primary School in West-Java Indonesia. It is expected that women are favor become leader as well as men. Moreover the favorable women leader can inspire other young women be leader in the future.

Research Questions

This research has three questions, these are:

1. What are the components and indicators of women leadership challenge of primary school principals?
2. What is the existence and desired state and strategy of women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia?



3. What is an appropriate program to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia?

Research Objectives

This research has three objectives, as follows:

1. To study components and indicators of women leadership challenge of primary school principals.
2. To explore existence and desired state and strategy of women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia.
3. To design an appropriate program to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia.

Research Significances

By conducting this research, it is hoped that this research will add more options that is useful to apply Women Leadership Challenge. This study would give many advantages to the following points.

1. Principal

This result of this study may benefit especially for women principal to understand more regarding leadership challenge. Women principals gain knowledge to lead people in order to achieve goal of education. To lead people, definitely it is not easy however, being leader still can be learnt. Therefore, through this research women leaders are important to influence educational quality, so that it is required to have knowledgeable, responsive, and understood principals in order to motivate, inspire and innovate teachers as followers.

2. Teacher

This study provides principal to know more starting point with regard how leadership challenge must be used, providing a chance to put forward the needs and challenges of teachers preparation which is very important to be evaluated, it is also to contribute the ideas as the effort to cover the gap by conveying aspiration according to the existing and the desirable terms, therefore, program as the output will be developed



in order to add more understanding on how leadership of teacher in their organization look alike.

3. Future Research

It is expected that outcome of this research can answer the problem of women leader. Women leader still face constrains and obstacle, especially in education. Hence, there are needs many scholars to study regarding this topic, mainly in Indonesia, due to gender mainstreaming is pivotal aspect that is able to reach MDGs. In Indonesia, women leader still requires many supports to obtain equal rights. So, in advance research the scholar is able to strengthen this research in order to make women sufficient confidence in leading organization.

Scope of Research

1. Scope of Research

This research study focuses on the developing a program of women leadership challenge of primary school principals in Banjar City, West Java, Indonesia. The components of women leadership challenge, such as 1) Model the Way, 2) Inspire a Shared Vision, 3) Challenge the Process, 4) Enable others to act and 5) Encourage the Heart. According to the research objectives:

2. Population and Sample

The population in this research is women principals, teachers and school boards who work in primary school under office of Banjar-City, West-Java Province, Indonesia in the academic year 2015. There are in total 765 consisted of 45 women principals, 675 teachers and 45 school board. Then, by using Yamane Formula and Stratified Random Sampling the sample could be gained 263 people in which 16 women principals, 231 teachers and 16 school board. In order to meet the research objectives, the researcher divided in to three phases, there were:

Phase 1: The researcher investigates components and indicators of women leadership challenge of primary school principals and verifying by five experts.

Phase 2: Researcher explores existence and desired state as well as strategy to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia which is situated in West-Java Province, Indonesia



whereby will involve the population of primary school principals from Government in Banjar City with 263 sample.

Phase 3: Researcher designed program to enhance women leadership challenge of primary school in Banjar City, West-Java Province, Indonesia that evaluate by 5 supervisory experts.

Research Theoretical Framework

This research focuses on studying components and indicator of women leadership challenge of primary school principals that consist of model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart (Kouzes & Posner, 2008; Townley, 2010; Eisler 2009; Krzyzewski, 2010; Abu Tineh. et.al, 2009; Mc Bee, 201; Goewey, 2012; Northouse, 2010; Hirsh, 2009), exploring existence, desired state and strategy of women leadership challenge of primary school principals then designing a program in order to enhance the women leadership challenge of primary school principals that consisted of objectives, content, method, length, material resources and evaluation (Noe, 2010; Bergo, 2013). In this research, the researcher studied based on following framework in Figure 1.

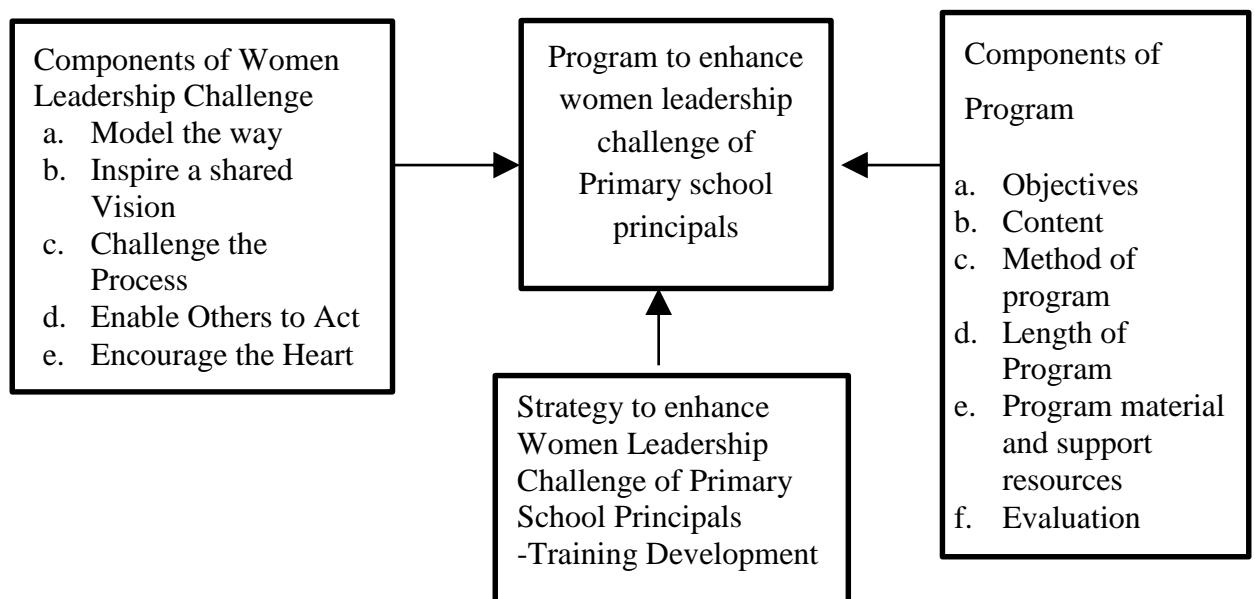


Figure 1 Theoretical Framework Research



Term of Definition

1. Women leadership challenge is referring also to empower women in term of leading people, to show their potential and to obtain the human right, particularly, gender equality into all aspects that consists of model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart. It were divided into five components, as follows;

1.1 Model the way is referring to find their own voice, set a positive example. The leader sets an example by aligning behavior with shared values, achieving small wins to build commitment. The leader is prosecuted being a good model in order to be followed by the subordinate.

1.2 Inspire a shared vision is referring to envision the future, enlist others. It can be indicated that leader appeals others in order to ennable future and share the vision, values, interests and dreams.

1.3 Challenge the process is referring to search for new opportunities, take risks that means the leader search and find new ways to change being innovative. The improvement and innovation becomes the keys of their traits in running organization.

1.4 Enable others to act is referring to foster collaboration and teamwork, strengthen followers. On the other hand, this leader trait is emphasizing on building trust and promoting cooperative goals, and the important thing is giving power to others.

1.5 Encourage the Heart is referring to recognize contributions, celebrate values and victories. The leader trait tends to acknowledge the work of organizational member and appreciate their work as well as celebrate them.

2. Leadership is referring to a process offering influence to subordinates in order to achieve organization goals as well as emphasizing on relationship, trusting, human resources empowerment that consists of leader, follower and vision as well as mission.

3. Leadership Style refers to execute manner and approach that is given by leader in which leader provides direction, implements plans and motivates people along with there are a lot of various process in carrying out organization and influencing people.



4. Primary school in Banjar –City is referring to formal education as compulsory education in which is held for children who have been in school-age that is must be attended by all children then the government focuses on developing quality of education in region as target located in West-Java Province, Indonesia.

5. Program is referring to a planned series of future events, items or performances. It can be concluded that a guide offers the detail information of future events and it is expected that it is able to be applied in all linear fields.

6. Training program refers to systematic plan that offer knowledge, skill, and behaviors emphasized their day-to-day activities which is related to reach competencies. It consists of training objectives, training content, training method, training length, training size, training material resources and training evaluation.



CHAPTER III

RESEARCH METHODOLOGY

This chapter gave an outline of the research design and procedure involving “Developing the program to enhance Women Leadership Challenge of Primary School Principals in Banjar-City, West-Java Province Indonesia”. The Research and Development method was designed for investigating this research. This research procedure was divided into three phases. Each phase was presented in details consisting of steps of procedures and expect outcomes as shown in figure.

According to the 3 kinds of research questions, researcher was conducted 3 phase to investigate the research answers. They were:

Phase 1: Study the components and indicators of women leadership challenge of primary school principals.

Phase 2: Explore the existence, desire state and strategy of women leadership challenge of primary school principals in Banjar-City, West-Java Province Indonesia service area.

Phase 3: Design an appropriate program to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia service area.

Each phase was presented in details consisting of steps of procedures and expected outcomes as shown in figure 2.



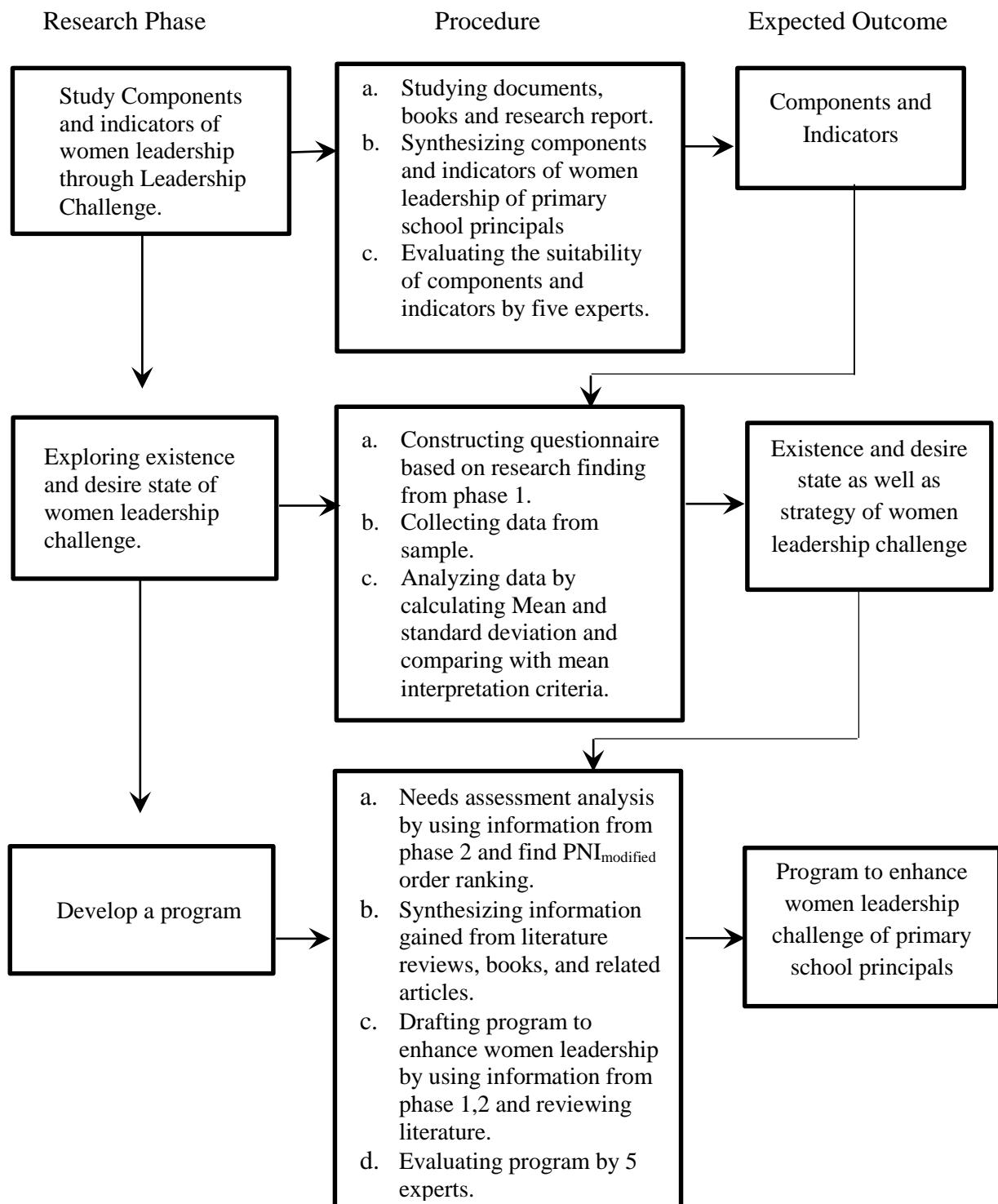


Figure 2 Procedure of developing program to enhance women leadership challenge of primary school principals in Banjar-City, West-Java Province, Indonesia.

The details of each phase are as follows:

Phase 1: Study the components and indicators of women leadership challenge of primary school principals.

1.1 Procedure: Evaluating the suitability of the components and indicators of women leadership challenge of primary school principals which are important evidence used to design questionnaires to survey. Firstly, the researcher reviewed literature and synthesized to find out the elements and indicators of women leadership challenge. Then, the evaluation form included those contents was sent and verified by five experts to check the validity of elements and indicators through Index of Item-Objective Congruence (IOC).

1.2 Five experts who were chosen to evaluate and check the validity of the elements of women leadership challenge of primary school principals. They are the people who have professional knowledge and experiences of educational management, educational research, or educational psychology and educational leadership; have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above. The experts' names and qualification are as follows;

1. Dr. Kowat Tesaputa, the Chairman of Doctoral and Master Degree Program in Educational Administration and Development Department, Faculty of Education, Mahasarakham University.
2. Assoc. Prof. Dr. Khochaporn Numnaphol, the Vice President for Research and International Relations, Roi-Et Rajabhat University.
3. Dr. Herli Salim, the Head of Indonesian University of Education Branch Serang.
4. Dr. Stephen Whitehead, Senior Lecturer in Education, Keele University, UK. Specialist academic and writer in gender and identity.
5. Prof. Dennis Francis, Senior Lecturer in Sexuality and Gender in Education, Faculty of Education, Free State University of South Africa.



1.3 Research Instrument:

1.3.1 Type of Research Instrument

The evaluation form included the elements and indicators of women leadership challenge of primary school principals was sent to five experts to verify the content validity through Index of Item-Objective Congruence (IOC).

1.3.2 Instrument Construction

The research instrument was constructed in detail as follows: The contents of the elements and indicators of women leadership challenge of primary school principals was synthesized based on the literature review and previous empirical studies related to women leadership challenge. Then, the researcher putted the contents in evaluation form which was sent to five experts.

1.4 Data Collection

In order to collect the data of research, researcher required request letter from the Faculty of Education, Mahasarakham University for asking the permission from the experts to consult evaluation form. This letters will be evidence used to introduce the researcher to the experts and institutions before delivering the evaluation form to experts in order to make collecting data process smoothly, accurately and effectively. Next, the letter and the contents of the elements of women leadership challenge was sent to five experts by using the hard copy, by email and also face to face to discuss to verify and check the content validity, then adjusted them relevantly in order to construct questionnaire form. Researcher obtained all questionnaires within 2 weeks.

1.5 Data Manipulation and Analysis

The questionnaire was assessed by IOC (the index of Item Objective Congruence) which used to find content validity of questionnaire. The IOC was considered as follows:

+1 refers to experts agree with the item responds the content.

0 refers to the contents of the elements and indicators are unsuitable

-1 refers to experts disagree with the contents

Finally, the result of component and indicators of women leadership challenge are in level of agreement from five experts.



Phase 2: Exploring the existence, desirable state and strategy of women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia

2.1 Procedure

In this phase, the researcher constructed draft of survey questionnaire based on the elements and indicators that found out from phase 1. in exploring existence and desire state and strategy of women leadership challenge of primary school principals. The evaluation form includes questionnaires content was sent and verified by five experts to check the validity of questionnaire. Experts evaluated about the suitability of questionnaire which are important evidence before using to survey. Afterwards, the researcher obtained the questionnaire for 2 weeks. Then it was analyzed in order to have real questionnaire.

2.2 Population and Sample

To obtain the sample of this study, the researcher was applied the stratified random sampling technique, the criteria such as high and low national examination score and accreditation of school determines to choose the size population and sample. The population size is 45 women primary school principals under responsibility of Ministry of Education In addition, the population was involved 675 teachers under Ministry of Education. Then the School Board is 45 people that representative from 45 schools that under responsibility women primary school principals. Formula Yamane (1973) is utilized to get sample.

Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are

n = sample size
 N = population
 e = confidence level (95%)

Then the result of sample size is shown in the table 10.



Table 10 Population and Sample

| No. | Kind of Population | Total Population | Total Sample |
|-----|-------------------------|------------------|--------------|
| 1. | Women Leader Principals | 45 | 16 |
| 2. | Teachers | 675 | 231 |
| 3. | School Boards | 45 | 16 |
| | Total | 765 | 263 |

2.3 Research Instrument

2.3.1 Type of Research Instrument

In this phase, the five-scale questionnaire and the priority number question form were used as the research instrument was developed based on essential components and indicators of women leadership challenge of primary school principals from phase 1 to explore existence state and desire state and strategy of women leadership challenge of primary school principals.

2.3.2 Instrument construction

The questionnaire form was designed based on the components and indicators of women leadership challenge of primary school principals. After draft of questionnaire was proposed to the advisor to edit and correct in order to get the accurate questionnaires, then it was sent to 5 experts:

1. Asst. Prof. Dr. Songsak Phusee-Orn, the Lecturer of Research and Evaluation Department and The Head of Research Clinic, Faculty of Education, Mahasarakham University.

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4. Prof. Dennis Francis, Senior Lecturer in Sexuality and Gender in Education, Faculty of Education, Free State University of South Africa.

5. Asst. Prof. Prasert Ruannkarn, the Lecturer of Research and Evaluation Department, Faculty of Education, Mahasarakham University



In order to verify and check the validity, found the content validity through Index of Item-Objective Congruence (IOC) in order to improve the relevant of the questionnaire items with the term definitions defined in the chapter I. The accuracy of the content validity of questionnaires were valid if the values of IOC criteria that greater than or equal 0.7. Then, the questionnaire was revised based on the experts' suggestions and recommendations, and was returned to the adviser to adjust it before trying it out. The IOC was considered as follows:

+1 refers to experts are agree that the question *responds to* the content

0 refers to experts *are not* sure that the question responds to the content

-1 refers to experts are disagree that the question *does not respond* to the content

Ultimately, researcher acquired the questionnaire within two weeks and result of the level of agreement is +1 for questionnaire, so that the researcher used draft questionnaire fully as real questionnaire.

2.4 Data collection

Firstly, in order to make the process of collecting data more effective, smooth, advantageous, researcher got the approval letter from the Faculty of Education, Mahasarakham University, Thailand. Then, the approval letter was attached with the research instruments consisting of official evaluation form, questionnaire form, and was sent to the respondents and experts who participated in the data collection process. Finally, the researcher collected questionnaires within four weeks. The researcher went door to door school in Banjar City, West-Java Province, Indonesia. The researcher distributed questionnaire for 263 people. Then it took back 100% from the sample. The location of school are there 10 schools nearby 0 kilometer of Banjar- City then 6 schools are about 25 kilometer form 0 Banjar- City. The researcher verified the validity by rating mean score interpretation and input the data to computer program to get the data output for analyzing.

2.5 Data Manipulation and Analysis

In this research, software program was used in order to conduct the analysis of data collection for both descriptive and statistical statistics. Questionnaire



form with four parts was used to explore existence state and desire state of women leadership challenge of primary school principals.

Part 1 (Checklist): The analysis of respondents' demographic was analyzed by descriptive statistics including frequency (f), percentage (%) including Gender, Age, qualification and experience, Research field.

Part 2 (Questionnaire): The close-ended questionnaires was used to measure the existence state and desire state of women leadership challenge of primary school principals. The descriptive statistic and a five - point rating scales questionnaires was used to rate the level of the current and desired states of women leadership challenge of primary school principals with the following of five - point rating scales from 5 = Very high, 4 = high, 3 = fair, 2 = poor, 1 = very poor. Mean and Standard Deviation (S.D) was employed to analyze the level of the current and desired states of women leadership challenge of primary school principals in Banjar-City, West-Java Province Indonesia. To interpret mean score on which the respondents ticked about the existence state and desire state of women leadership challenge of primary school principals, the researcher interpreted based on the mean score which was proposed by Sri-Saad (2010). Mean Score were interpreted as follows:

4.51 - 5.00 refers to the level of existence state and desire state of women leadership challenge of primary school principals is *very high*.

3.51 - 4.50 refers to the level of existence state and desire state of women leadership challenge of primary school principals is *high*.

2.51 - 3.50 refers to the level of existence state and desire state of women leadership challenge of primary school principals is *medium*.

1.51 - 2.50 refers to the level of existence state and desire state of women leadership challenge of primary school principals is *low*.

1.00 - 1.50 refers to the level of existence state and desire state of women leadership challenge of primary school principals is *very low*.

Part 3 (Questionnaire): The close-ended questionnaires was to measure the strategy to develop women leadership challenge of primary school principals. The priority number was used to rate the level of the strategy to develop women leadership challenge of primary school principals. Descriptive statistic included frequency and



percentage was used to analyze data from the respondents' recommendations to get the common ideas.

The researcher manipulated mean score of data responses and the result shown by using interval data [1:3] detailed as follow (Best, 1970);

2.51 – 3.00 correspond to the meaning of Suitable

1.51 – 2.50 correspond to the meaning of Undecided

1.00 – 1.50 correspond to the meaning of Unsuitable

Phase 3: Developing an appropriate program to enhance women leadership challenge of primary school principals in Banjar-City, West-Java Province Indonesia.

3.1 Procedure

In order to assess the existence state and desire state of women leadership challenge of primary school principals, the researcher will use the calculation Mean of existence level minus Mean of desired level. In addition, the needs for teacher competency development in student assessment will be analyzed by modifying Priority Needs Index (PNI_{modified}) (Wongwanich, 2005). PNI_{modified} was calculated by the following formula:

$$\text{PNI}_{\text{modified}} = \frac{(I - D)}{D}$$

where I: Importance or desired performance

D: Degree of success or current performance

The modified PNI analysis could reflect the women leadership challenge of primary school principals to be developed. A high index represents high need, which is supposed to be more developed rather than a lower index. The women leadership challenge of primary school principals elements showing a high value of modified PNI would result in the higher priority of that women leadership challenge of primary school principals to be further developed. The modified PNI value was normally in the range of 0.00 - 1.00 to facilitate an interpretation. The women leadership challenge of primary school principals that had modified PNI value above 0.30 or higher was considered critical (Wongwanich, 2005) and will be required to be improved urgently. In case of the modified PNI values lower than 0.30, the extent of the efforts to improve themselves becomes less.



Finally, the researcher designed draft of program based on the research results gained from stage 2, the needs of women leadership challenge of primary school principals and review various sources of documents lead to drafting program to enhance women leadership challenge of primary school principals. The evaluation form and draft of program was sent to five experts to evaluate the suitability and possibility of the program to implement in Banjar-City, West-Java Province, Indonesia.

3.2 Experts

The key informants were five experts, who had experiences in educational training field or organizing conferences, workshops or training courses was invited to evaluate the possibility and suitability of the program and gave some comments to develop the appropriate program to enhance women leadership challenge of primary school principals. The experts' standards were as follows: 1) Have professional knowledge in the field of educational training, educational management, educational research, or educational psychology; and 2) have doctoral degree at least, 3) have experience in teaching, educational leadership and 4) advising postgraduate students in the fields mentioned above. The experts' names and qualification:

1. Dr. Stephen Whitehead, Senior Lecturer in Education, Keele University, UK. Specialist academic and writer in gender and identity.
2. Prof. Dennis Francis, Senior Lecturer in Sexuality and Gender in Education, Faculty of Education, Free State University of South Africa.
3. Dr. Herli Salim, the Head of Indonesian University of Education Branch Serang.
4. Assoc. Prof. Dr. Khochaporn Numnaphol, the Vice President for Research and International Relations, Roi-Et Rajabhat University.
5. Asst. Prof. Dr. Prasert Ruankarn the lecturer of Research and Evaluation Department, Faculty of Education, Mahasarakham University.

3.3 Research Instrument

3.3.1 Type of Research Instrument

The evaluation form was designed and used to ask 5 experts in order to collect the primary data. The evaluation form was divided into two parts as follows:



Part 1: (there- scales close-ended questions): The questionnaires focused on the suitability and possibility of the program in order to implement to enhance women leadership Challenge of primary school principals.

Part 2: (Open-ended questions): The questionnaires focused on asking 5 experts' comments to develop program completely to enhance women leadership challenge of primary school principals.

3.2.2 Instrument Construction

The research instrument was constructed in detail as follows:

3.2.2.1 The evaluation form was used to ask 5 experts which are developed based on the findings of existence and desired state of women leadership challenge of primary school principals and women leadership challenge of primary school principals development in Banjar-City, West-Java Province and the literature review of program.

3.2.2.2 After completing study in step 1, the evaluation form was designed based on the components of program to enhance women leadership challenge of primary school principals in Banjar-City, West-Java Province, Indonesia under the suggestion of advisor.

3.2.2.3 The draft of evaluation form was proposed to the advisor to edit and correct in order to get an accuracy.

3.2.2.4 Finally, the evaluation form was proposed to 5 experts in order to collect data.

3.4 Data collection

Researcher required the approval letter from the Faculty of Education, Mahasarakham University before starting the data distribution process. In order to make data collection process effectively and objectively, the request letter was attached with the evaluation form and sent to respondents. The data was distributed by hard copy in which given directly to the experts and also sent evaluation form to the experts through their email. The researcher will receive the data through email or collect complete papers by meeting directly to the experts. And then researcher obtained draft back within one week.



3.5 Data Manipulation and Analysis

In this phase of research, software program was used to analysis of collecting data. The evaluation form with two parts was used to ask experts to evaluate the system. The content analysis was used to analyze qualitative data from some suggestions of experts about components of program in specific and in general to develop completely the program. This analysis was used descriptive statistic to quote some comments of experts to develop the appropriate program to enhance women leadership challenge of primary school principals.

The researcher manipulated mean score of data responses and the result shown by using interval data [1:3] detailed as follow (Level Suitability and Feasibility) (Best, 1970);

2.51 – 3.00 correspond to the meaning of Suitable

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CHAPTER III

RESEARCH METHODOLOGY

This chapter gave an outline of the research design and procedure involving “Developing the program to enhance Women Leadership Challenge of Primary School Principals in Banjar-City, West-Java Province Indonesia”. The Research and Development method was designed for investigating this research. This research procedure was divided into three phases. Each phase was presented in details consisting of steps of procedures and expect outcomes as shown in figure.

According to the 3 kinds of research questions, researcher was conducted 3 phase to investigate the research answers. They were:

Phase 1: Study the components and indicators of women leadership challenge of primary school principals.

Phase 2: Explore the existence, desire state and strategy of women leadership challenge of primary school principals in Banjar-City, West-Java Province Indonesia service area.

Phase 3: Design an appropriate program to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia service area.

Each phase was presented in details consisting of steps of procedures and expected outcomes as shown in figure 2.



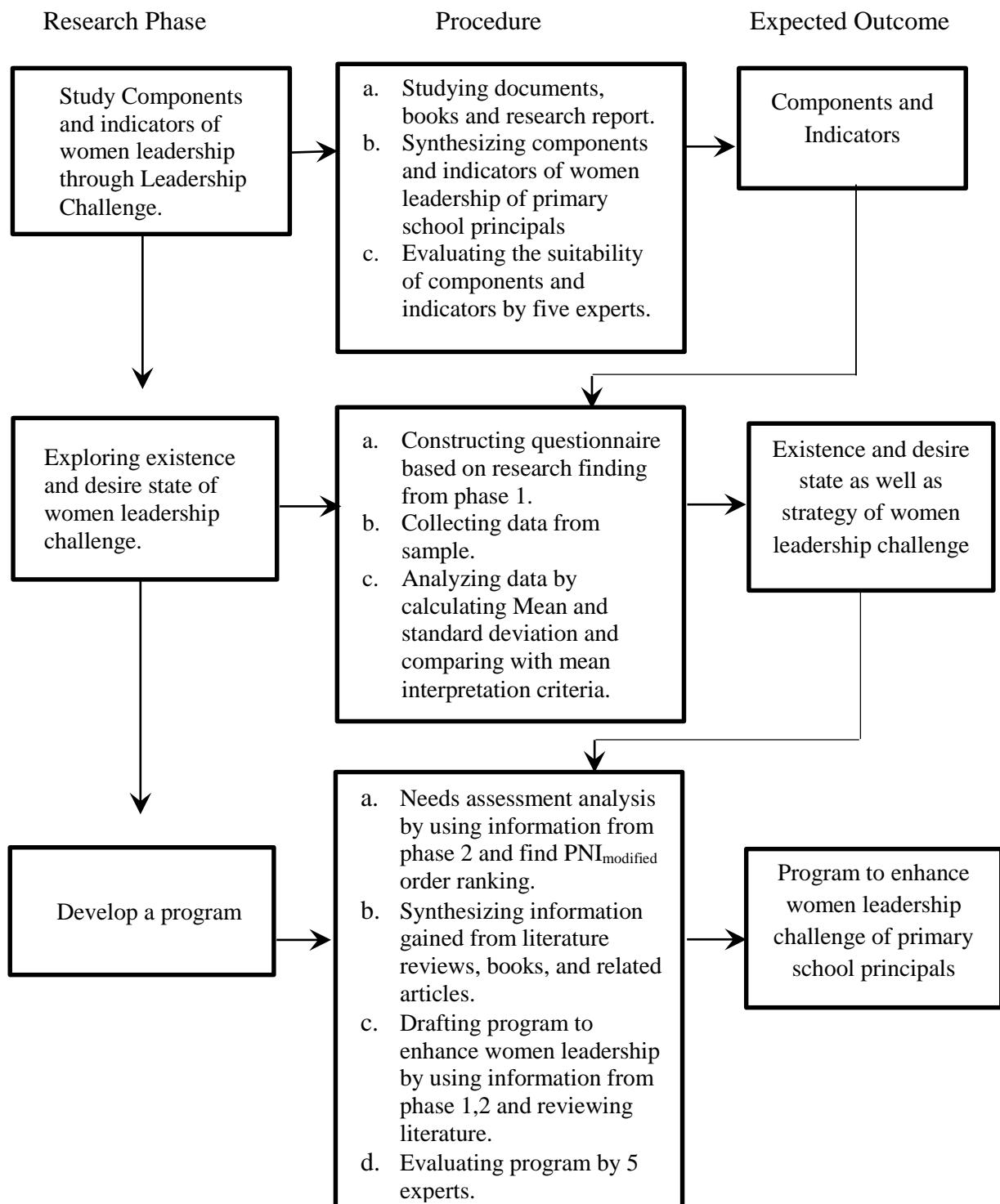


Figure 2 Procedure of developing program to enhance women leadership challenge of primary school principals in Banjar-City, West-Java Province, Indonesia.

The details of each phase are as follows:

Phase 1: Study the components and indicators of women leadership challenge of primary school principals.

1.1 Procedure: Evaluating the suitability of the components and indicators of women leadership challenge of primary school principals which are important evidence used to design questionnaires to survey. Firstly, the researcher reviewed literature and synthesized to find out the elements and indicators of women leadership challenge. Then, the evaluation form included those contents was sent and verified by five experts to check the validity of elements and indicators through Index of Item-Objective Congruence (IOC).

1.2 Five experts who were chosen to evaluate and check the validity of the elements of women leadership challenge of primary school principals. They are the people who have professional knowledge and experiences of educational management, educational research, or educational psychology and educational leadership; have master degree at least, and have experience in teaching and advice post-graduate students in the fields mentioned above. The experts' names and qualification are as follows;

1. Dr. Kowat Tesaputa, the Chairman of Doctoral and Master Degree Program in Educational Administration and Development Department, Faculty of Education, Mahasarakham University.
2. Assoc. Prof. Dr. Khochaporn Numnaphol, the Vice President for Research and International Relations, Roi-Et Rajabhat University.
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5. Prof. Dennis Francis, Senior Lecturer in Sexuality and Gender in Education, Faculty of Education, Free State University of South Africa.



1.3 Research Instrument:

1.3.1 Type of Research Instrument

The evaluation form included the elements and indicators of women leadership challenge of primary school principals was sent to five experts to verify the content validity through Index of Item-Objective Congruence (IOC).

1.3.2 Instrument Construction

The research instrument was constructed in detail as follows: The contents of the elements and indicators of women leadership challenge of primary school principals was synthesized based on the literature review and previous empirical studies related to women leadership challenge. Then, the researcher putted the contents in evaluation form which was sent to five experts.

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In order to collect the data of research, researcher required request letter from the Faculty of Education, Mahasarakham University for asking the permission from the experts to consult evaluation form. This letters will be evidence used to introduce the researcher to the experts and institutions before delivering the evaluation form to experts in order to make collecting data process smoothly, accurately and effectively. Next, the letter and the contents of the elements of women leadership challenge was sent to five experts by using the hard copy, by email and also face to face to discuss to verify and check the content validity, then adjusted them relevantly in order to construct questionnaire form. Researcher obtained all questionnaires within 2 weeks.

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The questionnaire was assessed by IOC (the index of Item Objective Congruence) which used to find content validity of questionnaire. The IOC was considered as follows:

+1 refers to experts agree with the item responds the content.

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Finally, the result of component and indicators of women leadership challenge are in level of agreement from five experts.



Phase 2: Exploring the existence, desirable state and strategy of women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia

2.1 Procedure

In this phase, the researcher constructed draft of survey questionnaire based on the elements and indicators that found out from phase 1. in exploring existence and desire state and strategy of women leadership challenge of primary school principals. The evaluation form includes questionnaires content was sent and verified by five experts to check the validity of questionnaire. Experts evaluated about the suitability of questionnaire which are important evidence before using to survey. Afterwards, the researcher obtained the questionnaire for 2 weeks. Then it was analyzed in order to have real questionnaire.

2.2 Population and Sample

To obtain the sample of this study, the researcher was applied the stratified random sampling technique, the criteria such as high and low national examination score and accreditation of school determines to choose the size population and sample. The population size is 45 women primary school principals under responsibility of Ministry of Education In addition, the population was involved 675 teachers under Ministry of Education. Then the School Board is 45 people that representative from 45 schools that under responsibility women primary school principals. Formula Yamane (1973) is utilized to get sample.

Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are

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Then the result of sample size is shown in the table 10.



Table 10 Population and Sample

| No. | Kind of Population | Total Population | Total Sample |
|-----|-------------------------|------------------|--------------|
| 1. | Women Leader Principals | 45 | 16 |
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| | Total | 765 | 263 |

2.3 Research Instrument

2.3.1 Type of Research Instrument

In this phase, the five-scale questionnaire and the priority number question form were used as the research instrument was developed based on essential components and indicators of women leadership challenge of primary school principals from phase 1 to explore existence state and desire state and strategy of women leadership challenge of primary school principals.

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Part 3 (Questionnaire): The close-ended questionnaires was to measure the strategy to develop women leadership challenge of primary school principals. The priority number was used to rate the level of the strategy to develop women leadership challenge of primary school principals. Descriptive statistic included frequency and



percentage was used to analyze data from the respondents' recommendations to get the common ideas.

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Finally, the researcher designed draft of program based on the research results gained from stage 2, the needs of women leadership challenge of primary school principals and review various sources of documents lead to drafting program to enhance women leadership challenge of primary school principals. The evaluation form and draft of program was sent to five experts to evaluate the suitability and possibility of the program to implement in Banjar-City, West-Java Province, Indonesia.

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5. Asst. Prof. Dr. Prasert Ruankarn the lecturer of Research and Evaluation Department, Faculty of Education, Mahasarakham University.

3.3 Research Instrument

3.3.1 Type of Research Instrument

The evaluation form was designed and used to ask 5 experts in order to collect the primary data. The evaluation form was divided into two parts as follows:



Part 1: (there- scales close-ended questions): The questionnaires focused on the suitability and possibility of the program in order to implement to enhance women leadership Challenge of primary school principals.

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3.2.2 Instrument Construction

The research instrument was constructed in detail as follows:

3.2.2.1 The evaluation form was used to ask 5 experts which are developed based on the findings of existence and desired state of women leadership challenge of primary school principals and women leadership challenge of primary school principals development in Banjar-City, West-Java Province and the literature review of program.

3.2.2.2 After completing study in step 1, the evaluation form was designed based on the components of program to enhance women leadership challenge of primary school principals in Banjar-City, West-Java Province, Indonesia under the suggestion of advisor.

3.2.2.3 The draft of evaluation form was proposed to the advisor to edit and correct in order to get an accuracy.

3.2.2.4 Finally, the evaluation form was proposed to 5 experts in order to collect data.

3.4 Data collection

Researcher required the approval letter from the Faculty of Education, Mahasarakham University before starting the data distribution process. In order to make data collection process effectively and objectively, the request letter was attached with the evaluation form and sent to respondents. The data was distributed by hard copy in which given directly to the experts and also sent evaluation form to the experts through their email. The researcher will receive the data through email or collect complete papers by meeting directly to the experts. And then researcher obtained draft back within one week.



3.5 Data Manipulation and Analysis

In this phase of research, software program was used to analysis of collecting data. The evaluation form with two parts was used to ask experts to evaluate the system. The content analysis was used to analyze qualitative data from some suggestions of experts about components of program in specific and in general to develop completely the program. This analysis was used descriptive statistic to quote some comments of experts to develop the appropriate program to enhance women leadership challenge of primary school principals.

The researcher manipulated mean score of data responses and the result shown by using interval data [1:3] detailed as follow (Level Suitability and Feasibility) (Best, 1970);

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CHAPTER IV

RESULT OF DATA ANALYSIS

The result of women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia to develop a program, according to the gained data is from experts and survey questionnaire, the researcher explains the procedures of data analysis as following:

1. The symbol for data analysis representative
2. Phases of data analysis
3. Results of data analysis

The Symbol for data analysis representative

| | |
|-------------------------|--|
| \bar{X} | : Mean |
| S.D | : Standard Deviation |
| PNI _{modified} | : Priority Need Index modified |
| N | : Population |
| I | : Importance or Desired State |
| D | : Degree of success or Existence State |

The Phases of data analysis

Phase 1 : Analyzing components and indicators of women leadership challenge of Primary School Principals.

Phase 2 : Analyzing existence, desired state and strategy of women leadership challenge of Primary School Principals.

Phase 3 : Analyzing the developing an appropriate program to enhance women leadership challenge of primary school principals.



Result of data analysis

Phase 1: Result of analyzing of components and indicators of women leadership challenge of primary school principals

This phase was conducted through checking components and indicators by five experts. The researcher sent evaluation form to the five experts and then it was returned back from experts during 2 weeks.

Table 11 IOC and Level of Suitability of Components Women Leadership Challenge

| Items | Components of Women Leadership Challenge | IOC | Level of Suitability |
|-------|--|-----|----------------------|
| 1. | Model the Way | 1 | Suitable |
| 2. | Inspire a shared vision | 1 | Suitable |
| 3. | Challenge the Process | 1 | Suitable |
| 4. | Enable others to act | 1 | Suitable |
| 5. | Encourage the heart | 1 | Suitable |

According to table 11 showed that all components of women leadership challenge of primary school principals are suitability.

Table 12 IOC and Level of Suitability of Indicators of Women Leadership Challenge

| Items | Component and Indicator | IOC | Level of Suitability |
|-------|---|-----|----------------------|
| 1. | Model the Way Clarify values by finding your voice and affirming shared values | 1 | Suitable |
| 2. | Set the example by aligning actions with shared values | 1 | Suitable |
| 3. | Inspire a Shared Vision Envision the future by imagining exciting and | 1 | Suitable |



Table 12 (continued)

| Items | Component and Indicator | IOC | Level of Suitability |
|-------|--|-----|----------------------|
| 4. | ennobling possibilities Enlist others in a common vision by appealing to shared aspirations | 1 | Suitable |
| 5. | Challenge the Process Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve | 1 | Suitable |
| 6. | Experiment and take risks by constantly generating small wins and learning from experience | 1 | Suitable |
| 7. | Enable Others to Act Foster collaboration by building trust and facilitating relationships | 1 | Suitable |
| 8. | Strengthen others by increasing self-determination and developing competence | 1 | Suitable |
| 9. | Encourage the Heart Recognize contributions by showing appreciation for individual excellence | 1 | Suitable |
| 10. | Celebrate the values and victories by creating a spirit of community | 1 | Suitable |

As shown the table 12, that all indicators of women leadership challenge are in suitability.

Phase 2 : Result of Analyzing of Exploring existence, desire state and strategy of women leadership challenge of primary school principals

1. The result of respondent's demographic

In this phase, the researcher delivered questionnaires to the respondent, women primary school principals, teachers and school board who works under responsibility Ministry of Education in Banjar City, West-Java Province, Indonesia. Then, questionnaires were returned from respondents during 4 weeks. Ultimately, the result shown in table below.



Table 13 The Frequency and Percentage of Respondent's Demographic

| Items | (n= 263) | |
|----------------------------|-----------|------------|
| | Frequency | Percentage |
| Respondents | | |
| Women Principals | 16 | 6.1 |
| Teachers | 231 | 87.8 |
| School Board | 16 | 6.1 |
| Gender | | |
| Female | 181 | 68.8 |
| Male | 82 | 31.2 |
| Age Group | | |
| Under 30 years old | 23 | 8.7 |
| 30 - 40 years old | 38 | 14.5 |
| 41 - 50 years old | 159 | 60.5 |
| Over 50 years old | 43 | 16.3 |
| Working Experiences | | |
| Under 5 years old | 46 | 17.5 |
| 5-10 years old | 79 | 30 |
| over 10 years old | 138 | 52.5 |
| Qualification | | |
| Bachelor's Degree | 240 | 91 |
| Master's Degree | 23 | 9 |

Table 13 shown as demographic information about respondents. It consists of the most respondents such as 231 teachers (87.8 %), gender of respondents 181 female respondents (68.8%), 159 people in group of 41-50 years old (60.5%) and over 10 years old with 138 people (52.5%) and then most of them graduated from bachelor's degree with 240 people (91%).



2. The result of the existence and desire state of women leadership challenge of primary school principal

Table 14 The results of existence and desire state of Component of women leadership challenge

| Components of Women Leadership Challenge of Primary School Principals | Existence State (n=263) | | Level of ability | Desire State (n=263) | | Level of ability |
|---|-------------------------|------|------------------|----------------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Model the way | 2.32 | 0.68 | Low | 4.92 | 0.25 | Very High |
| Inspiring a shared vision | 2.36 | 0.76 | Low | 4.92 | 0.24 | Very High |
| Challenge the process | 2.50 | 0.68 | Low | 4.93 | 0.24 | Very High |
| Enable others to act | 2.72 | 0.64 | Medium | 4.92 | 0.23 | Very High |
| Encourage the heart | 2.74 | 0.60 | Medium | 4.89 | 0.24 | Very High |
| Total | 2.53 | 0.67 | Medium | 4.92 | 0.24 | Very High |

The table 14. shown an entire result of existence and desire state of women leadership challenge of primary school principals level. The interpretation of existence states were medium level meanwhile the desire states were “Very High” level. Even though model the way, inspire a shared vision, and challenge the process are low level. It can be concluded based on the obtained data that there is a large gap between existence and desire state of women leadership challenge of primary school principal level. It can be asserted that all existence states are essential to be improved in term of women leadership challenge.



Table 15 Mean, Standard Deviation and Level of Ability of Existence and Desire State of Component and Indicators of Model the Way

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence State (n=263) | | Level of Ability | Desire State (n=263) | | Level of Ability |
|--|-------------------------|------|------------------|----------------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Model the way | | | | | | |
| 1. Sets a personal example of what she expects of others as her intuitive. | 2.31 | 0.67 | Low | 4.99 | 0.14 | Very High |
| 2. Spend time and energy making as well as relationship conducting certain that the people she works with adhering to the principles and standards that we have agreed on. | 2.29 | 0.69 | Low | 4.85 | 0.38 | Very High |
| 3. Follows through on promises and commitments she makes. | 2.32 | 0.68 | Low | 4.86 | 0.36 | Very High |
| 4. Asks for feedback on how her actions affect other people's performance. | 2.31 | 0.71 | Low | 4.99 | 0.14 | Very High |
| 5. Builds consensus around a common set of values for running our organization. | 2.33 | 0.68 | Low | 4.86 | 0.36 | Very High |
| 6. Is clear about her philosophy of leadership. | 2.35 | 0.66 | Low | 4.98 | 0.15 | Very High |
| Total | 2.32 | 0.68 | Low | 4.92 | 0.25 | Very High |

The table 15. has showed that the mean of existence state of model the way of women leadership challenge of primary school principals are low level and it is equivalent with the high level. It is able to be interpreted that model the way of women leadership challenge need to be improved all indicators. The first indicators of model the way is the most point to be improved.



Table 16 Mean, Standard Deviation and Level of Ability of Existence and Desire State of Component and Indicators of Inspire a shared vision

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence State (n=263) | | Level of Ability | Desire (n=263) | | Level of Ability |
|---|-------------------------|------|------------------|----------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Inspire a shared vision | | | | | | |
| 1. Talks about future trends that will influence how our work gets done as inspiration for her subordinate. | 2.35 | 0.72 | Low | 4.85 | 0.37 | Very High |
| 2. Describes a compelling image of what our future could be like. | 2.38 | 0.76 | Low | 4.98 | 0.15 | Very High |
| 3. Appeals to others to share an exciting dream of the future. | 2.37 | 0.78 | Low | 4.86 | 0.36 | Very High |
| 4. Shows others how their long-term interest can be realized by enlisting in a common vision. | 2.35 | 0.80 | Low | 4.99 | 0.14 | Very High |
| 5. Paints the “big picture” of what we aspire to accomplish. | 2.37 | 0.77 | Low | 4.86 | 0.35 | Very High |
| 6. Speaks with genuine conviction about the higher meaning and purpose of our work with tactful. | 2.41 | 0.72 | Low | 4.99 | 0.09 | Very High |
| Total | 2.36 | 0.76 | Low | 4.92 | 0.24 | Very High |

The table 16. noticed that mean of existence state of inspiring a shared vision of women leadership challenge of primary school principals are low level and it is equivalent with the high level. It is able to be interpreted that inspiring a shared vision



of women leadership challenge need to be improved especially the second and fourth of indicators. There are several women leaders able to inspire the subordinate however they focuses on running program. Moreover they need to manage their leadership system, particularly regarding realizing of enlisting common vision.

Table 17 Mean, Standard Deviation and Level of Ability of Existence and Desire State of Component and Indicators of Challenge the process

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence (n=263) | | Level of Ability | Desire (n=263) | | Level of Ability |
|--|-------------------|------|------------------|----------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Challenge the process | | | | | | |
| 1. Seeks out challenging opportunities that test her own skills and abilities. | 2.47 | 0.71 | Low | 4.86 | 0.34 | Very High |
| 2. Challenges people to try out new and innovative ways to do their work. | 2.45 | 0.70 | Low | 4.99 | 0.06 | Very High |
| 3. Searches outside the formal boundaries of her organization for innovative ways to improve what we do. | 2.48 | 0.66 | Low | 4.86 | 0.34 | Very High |
| 4. Asks “What can we learn?” when things do not go as expected. | 2.48 | 0.70 | Low | 4.99 | 0.06 | Very High |
| 5. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | 2.53 | 0.66 | Medium | 4.86 | 0.34 | Very High |
| 6. Experiments and takes risks, even when there is a chance of failure. | 2.56 | 0.65 | Medium | 4.99 | 0.06 | Very High |
| Total | 2.50 | 0.68 | Low | 4.93 | 0.24 | Very High |



The table 17. showed that mean of existence state of challenge the process of women leadership challenge of primary school principals are low. It is able to be interpreted that challenge the process of women leadership challenge need to be improved especially the second indicator of challenge the process. The creativity and innovation are measurement of this component. In fact it still faces the problem. The several women leaders need to seek their own creativity in order to challenge the subordinate to create new innovation.

Table 18 Mean, Standard Deviation and Level of Ability of Existence and Desire State of Component and Indicators of Enable Others to Act

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence (n=263) | | Level of Ability | Desire (n=263) | | Level of Ability |
|---|-------------------|------|------------------|----------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Enable others to act | | | | | | |
| 1. Develops cooperative relationships among the people she works with. | 2.61 | 0.65 | Medium | 4.83 | 0.37 | Very High |
| 2. Actively listens to diverse points of view. | 2.67 | 0.64 | Medium | 4.99 | 0.06 | Very High |
| 3. Treats others with dignity and respect. | 2.73 | 0.61 | Medium | 4.83 | 0.37 | Very High |
| 4. Supports the decisions that people make on their own. | 2.77 | 0.64 | Medium | 4.99 | 0.09 | Very High |
| 5. Gives people great deal of freedom and choice in deciding how to do their work | 2.76 | 0.64 | Medium | 4.86 | 0.35 | Very High |
| 6. Ensures that people grow in their jobs by learning new skills and developing themselves. | 2.78 | 0.65 | Medium | 4.99 | 0.11 | Very High |



Table 18 (continued)

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence (n=263) | | Level of Ability | Desire (n=263) | | Level of Ability |
|--|-------------------|------|------------------|----------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Total | 2.72 | 0.64 | Medium | 4.92 | 0.23 | Very High |

The table 18. asserted that mean of existence state of enable others to act of women leadership challenge of primary school principals are medium level and it is equivalent with the high level. It is able to be interpreted that enable others to act of women leadership challenge need to be improved especially develop cooperative relationship among the people work with. To make cooperation needs more ability and skills. So that, it can be concluded that women leaders require to develop this component to create favor democracy and teamwork.

Table 19 Mean, Standard Deviation and Level of Ability of Existence and Desire State of Component and Indicators of Encourage the Heart

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence (n=263) | | Level of Ability | Desire State (n=263) | | Level of Ability |
|---|-------------------|--------------|------------------|----------------------|--------------|------------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| Encourage the heart 1. Praises people for a job well done (emotional to express). 2. Makes it a point to let people know about her confidence in their abilities as facilitative style. | 2.75 2.72 | 0.68 0.63 | Medium | 4.77 4.90 | 0.42 0.29 | Very High Very High |



Table 19 (continued)

| Components and Indicators of Women Leadership Challenge of Primary School Principals | Existence (n=263) | | Level of Ability | Desire State (n=263) | | Level of Ability |
|--|-------------------|------|------------------|----------------------|------|------------------|
| | \bar{X} | S.D. | | \bar{X} | S.D. | |
| 3. Makes sure that people are creatively rewarded for their contributions to the success of projects as democratic style. | 2.73 | 0.61 | Medium | 4.86 | 0.34 | Very High |
| 4. Publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate. | 2.74 | 0.60 | Medium | 4.99 | 0.06 | Very High |
| 5. Finds ways to celebrate accomplishments. | 2.75 | 0.57 | Medium | 4.87 | 0.34 | Very High |
| 6. Gives the members of the team lots of appreciation and support for their contributions. | 2.75 | 0.53 | Medium | 5.00 | 0.00 | Very High |
| Total | 2.74 | 0.60 | Medium | 4.89 | 0.24 | Very High |

The table 19. noticed that mean of existence state of encourage the heart of women leadership challenge of primary school principals are medium level and it is equivalent with the high level. It is able to be interpreted that encourage the heart of women leadership challenge need to be improved especially regarding making the subordinate know about women leader's confidence in their abilities. It is definitely, almost women leader have inferior level of confidence that they are able to favor leader.

The researcher proposed the effective program of women leadership of primary school to all sample through survey questionnaire in which has been done same time as collecting data for finding gap between existence and desire state of women leadership challenge of primary school principals. In questionnaire researcher putted



section three that consists of the program needed, program objectives, method of program, length of program, size of program, location of conducting program, program materials and support resources and program evaluation.

From 263 sample shown that 167 people (63.5%) recognized training as suitable program with enhancing women leadership challenge, meanwhile 64 people (24.3 %) acknowledged workshop as suitable program with enhancing women leadership challenge and then finally 32 people (12.2%) admitted seminar.

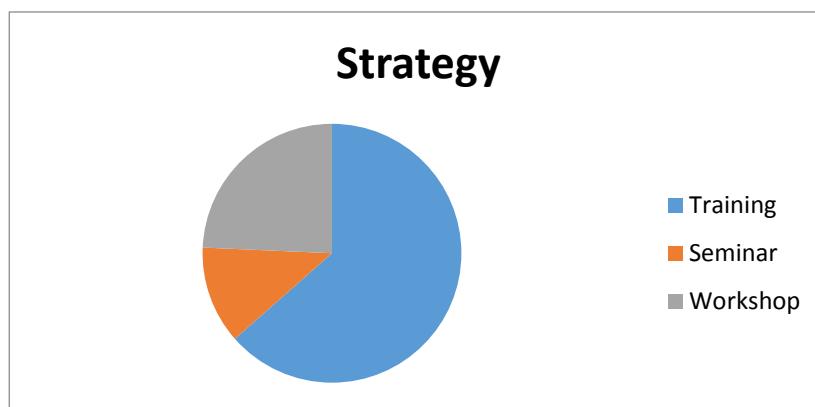


Figure 3 The frequency of chosen strategy

It has been concluded that the strategy in accordance with enhancing women leadership challenge is training, so that the researcher established to conduct training program design. In this case, researcher also gave the sample survey questionnaire in order to obtain appropriate program.

Phases 3: Result of analyzing of developing a program to enhance women leadership challenge of primary school principals by verifying with 5 supervisory experts.

According to research phase, research finds the gap between the existence and desire state of women leadership challenge of primary school principals.

Table 20 Results of priority need index for Women leadership Challenge Components

| Components | D | I | PNI _{modified} | Priority |
|-------------------------|------|------|-------------------------|----------|
| Model the Way | 2.32 | 4.92 | 1.12 | 1 |
| Inspire a shared vision | 2.36 | 4.92 | 1.08 | 2 |
| Challenge the Process | 2.50 | 4.93 | 0.97 | 3 |
| Enable others to act | 2.72 | 4.92 | 0.81 | 4 |
| Encourage the Heart | 2.74 | 4.89 | 0.79 | 5 |

As shown in the table 20. That the most priority was model the way, the second priority was inspire a shared vision, the third priority was challenge the process, the fourth priority was enable others to act and encourage the heart was the last priority.

Table 21 Priority Need Index of All Indicators of Model the way

| Components and Indicators | D | I | PNI _{modified} | Priority |
|---|------|------|-------------------------|----------|
| Model the Way | | | | |
| Sets a personal example of what she expects of others as her intuitive. | 2.31 | 4.49 | 1.16 | 1 |
| Spend time and energy making as well as relationship conducting certain that the people she works with adhere to the principles and standards that we have agreed on. | 2.29 | 4.85 | 1.12 | 3 |
| Follows through on promises and commitments she makes. | 2.32 | 4.86 | 1.09 | 5 |
| Asks for feedback on how her actions affect other people's performance. | 2.31 | 4.99 | 1.16 | 1 |
| Builds consensus around a common set of values for running our organization. | 2.33 | 4.86 | 1.09 | 5 |
| Is clear about her philosophy of leadership | 2.35 | 4.98 | 1.12 | 3 |



It can be shown from table 21. obviously the result of PNI (Priority Need Index) of existence and desire level of women leadership challenge of primary school principals according to ranking of priority of components and indicators. Furthermore, the researcher explains ranking of priority order of items within each component. There are two priorities, 1) sets a personal example of what she expects of others as her intuitive and 2) asks for feedback on how her actions affect other people's performance.

Table 22 Priority Need Index of All Indicators of Inspire a shared vision

| Components and Indicators | D | I | PNI _{modified} | Priority |
|--|------|------|-------------------------|----------|
| Inspiring a shared vision | | | | |
| Talks about future trends that will influence how our work gets done as inspiration for her subordinate. | 2.35 | 4.85 | 1.06 | 4 |
| Describes a compelling image of what our future could be like. | 2.38 | 4.98 | 1.09 | 2 |
| Appeals to others to share an exciting dream of the future. | 2.37 | 4.86 | 1.05 | 5 |
| Shows others how their long-term interest can be realized by enlisting in a common vision. | 2.35 | 4.99 | 1.12 | 1 |
| Paints the “big picture” of what we aspire to accomplish. | 2.37 | 4.86 | 1.05 | 5 |
| Speaks with genuine conviction about the higher meaning and purpose of our work with tactful. | 2.41 | 4.99 | 1.07 | 3 |

It can be shown from table 22. obviously the result of PNI (Priority Need Index) of existence and desire level of model the way that there are one, Shows others how their long-term interest can be realized by enlisting in a common vision.



Table 23 Priority Need Index of All Indicators of Challenge the process

| Components and Indicators | D | I | PNI _{modified} | Priority |
|---|------|------|-------------------------|----------|
| Challenge the Process Seeks out challenging opportunities that test her own skills and abilities. | 2.47 | 4.86 | 0.98 | 3 |
| Challenges people to try out new and innovative ways to do their work. | 2.45 | 4.99 | 1.04 | 1 |
| Searches outside the formal boundaries of her organization for innovative ways to improve what we do. | 2.48 | 4.86 | 0.96 | 4 |
| Asks “What can we learn?” when things do not go as expected. | 2.48 | 4.99 | 1.01 | 2 |
| Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | 2.53 | 4.86 | 0.92 | 6 |
| Experiments and takes risks, even when there is a chance of failure. | 2.56 | 4.99 | 0.95 | 5 |

It can be shown from table 23. obviously the result of PNI (Priority Need Index) of existence and desire level of model the way that there are one, challenges people to try out new and innovative ways to do their work.

Table 24 Priority Need Index of All Indicators of Enable Others to Act

| Components and Indicators | D | I | PNI _{modified} | Priority |
|---|------|------|-------------------------|----------|
| Enable others to act | | | | |
| Develops cooperative relationships among the people she works with. | 2.61 | 4.83 | 0.85 | 2 |
| Actively listens to diverse points of view. | 2.67 | 4.99 | 0.87 | 1 |



Table 24 (continued)

| Components and Indicators | D | I | PNI _{modified} | Priority |
|--|------|------|-------------------------|----------|
| Treats others with dignity and respect. | 2.73 | 4.83 | 0.78 | 5 |
| Supports the decisions that people make on their own. | 2.77 | 4.99 | 0.80 | 3 |
| Gives people great deal of freedom and choice in deciding how to do their work. | 2.76 | 4.86 | 0.76 | 6 |
| Ensures that people grow in their jobs by learning new skills and developing themselves. | 2.78 | 4.99 | 0.79 | 4 |

It can be shown table 24. obviously the result of PNI (Priority Need Index) of existence and desire level of model the way that there are one, Actively listens to diverse points of view.

Table 25 Priority Need Index of All Indicators of Encourage the Heart

| Components and Indicators | D | I | PNI _{modified} | Priority |
|---|------|------|-------------------------|----------|
| Encourage the Heart | | | | |
| Praises people for a job well done (emotional to express). | 2.75 | 4.77 | 0.73 | 6 |
| Makes it a point to let people know about her confidence in their abilities as facilitative style. | 2.75 | 4.90 | 0.80 | 3 |
| Makes sure that people are creatively rewarded for their contributions to the success of projects as democratic style. | 2.73 | 4.86 | 0.78 | 4 |
| Publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate. | 2.74 | 4.99 | 0.82 | 1 |
| Finds ways to celebrate accomplishments. | 2.75 | 4.87 | 0.77 | 5 |



Table 25 (continued)

| Components and Indicators | D | I | PNI _{modified} | Priority |
|---|------|------|-------------------------|----------|
| Gives the members of the team lots of appreciation and support for their contributions. | 2.75 | 5.00 | 0.81 | 2 |

It can be shown table 25. obviously the result of PNI (Priority Need Index) of existence and desire level of model the way that there are one, Publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate.

This regards, researcher concerned as well through result data that shown obviously that between existence and desire state are there significant gap. It can be said that it is required to conduct program that support and enhance women leadership challenge of primary school principals.

To design the program that researcher developed handbook which consists of objective of each topic, material of training program, method of program, length of time, resources and evaluation methods. The detail of training program was mentioned such as:

1. Training Objectives

This objectivity was gained by survey questionnaire which established as objectives of this training program, the participants are able to:

- 1.1 Identify the own leadership strengths and areas to improve.
- 1.2 Communicate the fundamental values and beliefs.
- 1.3 Focus people's effort on key values though the own actions.
- 1.4 Express the image of the future.
- 1.5 Inspire others to share a common vision.
- 1.6 Search for opportunities to take the risks needed for growth.
- 1.7 Build collaboration, teamwork and trust.
- 1.8 Strengthen the ability of others to excel.
- 1.9 Recognize the accomplishments of others.
- 1.10 Make work enjoyable while still working hard.



1.11 Apply the Five Practices of Exemplary Leadership to desire women leadership challenge.

2. Content

According to the result, the program material and support resources as follows:

2.1 Introduction of Leadership Challenge (Kouzes and Posner's Leadership Model)

2.1.1 Overview Leadership Challenge

2.1.2 Component of Leadership Challenge

2.1.2.1 Model the Way

2.1.2.2 Inspire a shared vision

2.1.2.3 Challenge the process

2.1.2.4 Enable others to act

2.1.2.5 Encourage the Heart

2.1.3 Importance of Leadership Challenge

2.1.4 Group Work Activities

2.1.5. Explanation Skills

2.2 Model the Way

2.2.1 Overview Model the Way

2.2.2 Developing Model the Way

2.2.3 Participation Model the Way in learning activity

2.3 Inspire a shared vision

2.3.1 Overview Inspire a shared vision

2.3.2 Developing Inspire a shared vision

2.3.3 Participation Inspire a shared vision in learning activity

2.4 Challenge the process

2.4.1 Overview Challenge the process

2.4.2 Developing Challenge the process

2.4.3 Participation Challenge the process in learning activity

2.5 Enable others to act

2.5.1 Overview Enable others to act

2.5.2 Developing Enable others to act



2.5.3. Participation Enable others to act in learning activity

2.6 Encourage the Heart

2.6.1 Overview Encourage the heart

2.5.2 Developing Encourage the Heart

2.5.3. Participation Encourage the heart in learning activity

3. Training Method

According to the result, the program material and support resources as follows:

3.1 Classroom Lecturer/Discussions

3.2 Assessment Feedback

3.3 Video case studies

3.4 Individual Assignment

3.5 Small and large group discussions and assignments

3.6 Outdoor experiential activities

4. Length of Training

As the researcher set the length of program and obtained the result of survey that this program is two-weeks program with six times per week or it can be said between on Monday until on Friday for 12 times. The program will be held between 08.00 - 16.30. Based on the content of program the activity each component will be held two days and two days for test (pre- and posttest). Participants will have one and half hour break time at 12.00-13.30. Then they will be provided lunch break and two times coffee break at 09.30 and 15.00. And then they will be encouraged to make self-reflection every day. Moreover, participants are supposed to evaluate each activity on every day. The most important thing is that all people who involved in this activity have to aware punctuality, optimization of participation, liveliness and cooperation.

5. Program Material and Support Resources

According to the result, the program material and support resources as follows:

5.1. Handouts

5.2 Technology

5.3 Video

5.4 Visual Aids



6. Evaluation of Program

According to the result, the program material and support resources as follows:

- 6.1 Evaluate themselves before training started (pre-test)
- 6.2 Open-ended evaluation and fast feedback regarding content of program such as objective, length of time, practice, method and resources on each activity.
- 6.3 Evaluate the trainers during instruction (e.g. demonstration, communicative and open-minded).
- 6.4 Evaluate themselves after training (post-test).
- 6.5 Evaluate the program through filling the questionnaire.
- 6.6 Evaluation peer participants.
- 6.7 Reflection

The suitability of training program was examined by the experts, the result was as follows:

Table 26 IOC and Level of Suitability and Feasibility of Components of Training Program

| Items | Components | Level of Suitability | | Level of Feasibility | |
|-------|--------------------------------|----------------------|----------------|----------------------|----------------|
| | | IOC | Interpretation | IOC | Interpretation |
| 1. | Objectives | 1 | Suitable | 1 | Suitable |
| 2. | Content | 1 | Suitable | 1 | Suitable |
| 3. | Method | 1 | Suitable | 1 | Suitable |
| 4. | Length of time | 1 | Suitable | 1 | Suitable |
| 5. | Material and Support Resources | 1 | Suitable | 1 | Suitable |
| 6. | Evaluation | 1 | Suitable | 1 | Suitable |

As shown in the table 26. the overall components of training program was suitable. All components have the highest score of mean. It can be concluded that the



components of training program are objectives, content, method, length of time, material and support resources and evaluation.

Table 27 IOC, Level of Suitability and Feasibility of Training Program by five experts

| Components | Level of Suitability | | Level of Feasibility | |
|---|----------------------|----------------|----------------------|----------------|
| | IOC | Interpretation | IOC | Interpretation |
| Program Objectives | 1 | Suitable | 1 | Suitable |
| 1. Identify the own leadership strengths and areas to improve. | 1 | Suitable | 1 | Suitable |
| 2. Communicate the fundamental values and beliefs. | 1 | Suitable | 1 | Suitable |
| 3. Focus people's effort on key values though the own actions. | 1 | Suitable | 1 | Suitable |
| 4. Build collaboration, teamwork and trust. | 1 | Suitable | 1 | Suitable |
| 5. Strengthen the ability of others to excel. | 1 | Suitable | 1 | Suitable |
| 6. Recognize the accomplishments of others. | 1 | Suitable | 1 | Suitable |
| 7. Make work enjoyable while still working hard. | 1 | Suitable | 1 | Suitable |
| 8. Apply the Five Practices of Exemplary Leadership to desire women leadership challenge. | 1 | Suitable | 1 | Suitable |
| Exemplary Leadership to desire women leadership challenge. | | | | |
| Content of Program | 1 | Suitable | 1 | Suitable |
| 1. Model the Way | 1 | Suitable | 1 | Suitable |
| 2. Inspire a shared vision | 1 | Suitable | 1 | Suitable |
| 3. Challenge the process | 1 | Suitable | 1 | Suitable |
| 4. Enable others to act | 1 | Suitable | 1 | Suitable |



Table 27 (continued)

| Components | Level of Suitability | | Level of Feasibility | |
|--|-----------------------------|-----------------------|-----------------------------|-----------------------|
| | IOC | Interpretation | IOC | Interpretation |
| 5. Encourage the heart | 1 | Suitable | 1 | Suitable |
| Method of Program | 1 | Suitable | 1 | Suitable |
| 1. Classroom lecture/discussions | 1 | Suitable | 1 | Suitable |
| 2. Assessment feedback | 1 | Suitable | 1 | Suitable |
| 3. Video case studies | 1 | Suitable | 1 | Suitable |
| 4. Individual assignment | 1 | Suitable | 1 | Suitable |
| 5. Small and large group discussions and assignments | 1 | Suitable | 1 | Suitable |
| 6. Outdoor experiential activities | 1 | Suitable | 1 | Suitable |
| Length of Training | 1 | Suitable | 1 | Suitable |
| 1. Time of program is 2 weeks. | 1 | Suitable | 1 | Suitable |
| 2. Six times per week | 1 | Suitable | 1 | Suitable |
| 3. Length of time is 08.00-16.30 | 1 | Suitable | 1 | Suitable |
| Program Materials and Support Resources | 1 | Suitable | 1 | Suitable |
| 1. Handouts | 1 | Suitable | 1 | Suitable |
| 2. Technology | 1 | Suitable | 1 | Suitable |
| 3. Video | 1 | Suitable | 1 | Suitable |
| 4. Visual Aids | 1 | Suitable | 1 | Suitable |
| Evaluation | 1 | Suitable | 1 | Suitable |
| 1. Evaluate themselves before training started (pre-test) | 1 | Suitable | 1 | Suitable |
| 2. Open-ended evaluation and fast feedback regarding content of program such as objective, length of time, practice, method and resource on each activity. | 1 | Suitable | 1 | Suitable |
| 3. Evaluate the trainers during | 1 | Suitable | 1 | Suitable |



Table 27 (continued)

| Components | Level of Suitability | | Level of Feasibility | |
|--|----------------------|----------------|----------------------|----------------|
| | IOC | Interpretation | IOC | Interpretation |
| instruction (e.g. demonstration, communicative and open-minded). | | | | |
| 4. Evaluate themselves after training (post-test). | 1 | Suitable | 1 | Suitable |
| 5. Evaluate the program through filling the questionnaire. | 1 | Suitable | 1 | Suitable |
| 6. Evaluation peer participants. | 1 | Suitable | 1 | Suitable |
| 7. Reflection. | 1 | Suitable | 1 | Suitable |

The table 27. indicated that the five experts were agree with program and all components of program are in suitable level.



CHAPTER V

CONCLUSION

This chapter contents are research objectives, summary of the major research finding, conclusions and suggestions to solve problems found out. The content of research is described as follows:

1. Research objectives
2. Research results
3. Discussion
4. Suggestions and Recommendations

Research Objectives

1. To study the components and indicators of women leadership challenge of primary school principals.
2. To explore the existence and desired state and strategy of women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia.
3. To design an appropriate program to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province Indonesia.

Research Results

The entire results of this research were reported according to the research questions sequence as follows:

1. In studying the components and indicators of women leadership challenge of primary school principals, the findings revealed as follows;
 - 1.1 There were five components, namely, model the way, inspiring a shared vision, challenge the process, enable others to act, and encourage the heart.
 - 1.2 And the indicators came from each component that emerged six indicators of each component; 1) Model the way, such as a) clarify values by finding your voice and affirming shared values and b) set the example by aligning actions with



shared values; 2) Inspiring a shared vision, such as: a) envision the future by imagining exciting and ennobling possibilities and b) enlist others in a common vision by appealing to shared aspirations ; 3) Challenge the Process, such as a) Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve and b) experiment and take risks by constantly generating small wins and learning from experience ;4) Enable others to act, as follow; a) foster collaboration by building trust and facilitating relationships and b) strengthen others by increasing self-determination and developing competence; 5) Encourage the Heart as follows: a) recognize contributions by showing appreciation for individual excellence and b) celebrate the values and victories by creating a spirit of community

2. Regarding the existence and desire state of women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia, the results show as follow:

2.1 The overall existence state of women leadership challenge of primary school principals was at the medium level and the overall desire state of women leadership challenge of primary school principals was at the very high levels.

2.2 Each component of existence state of women leadership challenge of primary school principals was at the medium level, except the component of model the way, inspire a shared vision and challenge the process are low level. And desire state of women leadership challenge of primary school principals was higher than the existence state of women leadership challenge of primary school principals.

3. In designing program to enhance women leadership challenge of primary school principals, finding shows that:

3.1 Priority Need Index shows that the first priority Inspire a shared vision, the second priority was challenge the process, the third priority was enable others to act, the fourth priority was model the way and encourage the heart was last priority.

3.2 According to PNI_{modified} value, the items that had significant gaps between existence and desire state of women leadership challenge of primary school principals that made as training program were: From the indicator of Model the way shows that the first rank are set a personal example of what she expects of others as her intuitive as well as ask for feedback on how her actions affect other people's



performance. Inspire a shared vision components shows that the first rank is shows others how their long-term interest can be realized by enlisting in a common vision. From the challenge the process components show that the first rank is challenges people to try out new and innovative ways to do their work. The components of enable others to act shows that the first priority is actively listens to diverse points of view. The component of encourage the Heart shows that the first rank is publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate.

3.3 The program suited with enhancing women leadership challenge of primary school principals is training. It consists of objectives, content, method, length of program, program material and support resources and evaluation. And the objective of training was the highest at the appropriate level, followed content, method, length of program, program material and support resources and evaluation.

Discussion

The overall of this research result was discussed based on the research question as follows:

1. Studying Components and Indicators of women leadership challenge of primary school principals

The first question was executed by studying literature that verified by five experts. Basically, this research studied regarding leadership based on gender. Then, researcher found out the distinction of women and men leadership character and style. So that, women leadership characteristics are a) emotional, b) cooperative, c) intuitive, d) tactful, e) emphatics, and f) submissive, meanwhile the men leadership characteristics are a) aggressive, b) independence, c) objective, d) analytical though, e) confidence and f) assertive. In additional, researcher found out the women leadership style such as emphasized on relationship, democratic, collaborative and cooperation, inspiring and emphasized on process. Meanwhile men leadership styles are autocratic, command and control, individualistic, emphasized on achieving goals and task-oriented.

This research study was pointed on developing women leadership through leadership challenge (Kouzes and Posner, 1995) that consists of five exemplary



practice leadership challenge by Kouzes and Posner (2003) such as model the way, inspiring a share vision, challenge the process, enable others to act and encourage the heart. Then, each component has six indicators. The researcher synthesized women leadership style and characteristic related to leadership challenge.

Model the way is emphasized on having understanding and clear philosophy of leadership and organization from leader. They have to have credibility that is value of trust and belief. Trust emerges from their relationship, leaders have to set an example and execute effectively (McBee, 2013) due to model the way indicates leaders prefer method is on interacting with all individuals (Hirsh, 2009: 24) as well as leaders have to be in the line and person who is able to be pioneer. In this regard is related to relationship and intuitive as women leadership characteristic and style.

And then, inspiring a share vision is pivotal component to bring people together to foster a commitment to shared future and also is the ability of a leader to see potential future and to motivate others to pursue it (Kouzes and Posner, 1995, 2002). Furthermore, Leaders breathe life into visions- through vivid language and an expressive style. Leaders uplift people's spirits with an ennobling perspective about why they should strive to be better than they are today (Kouzes and Posner, 2003). Definitely, this definition is related to women leadership characteristic and style such as inspiring, sharing and tactful.

Challenge the process of leadership challenge means creating, recognizing and supporting new ideas, also leaders look for opportunities by seeking innovative ways to change, grow and improve. They experiment and take a risk by constantly generating small wins and learning from mistakes (Kouzes and Posner 1995, Eisler 2009). Moreover, Hirsh (2009: 24) has explained that challenge the process involves leader's risk taking behavior. Leadership emphasizes on process that conduct by subordinate. It relates to women leadership style and characteristic as risk taker and focusing on process.

Enable other to act fosters collaboration and empowerment. Enable to act means involve others in planning and give them freedom of choice the decision making (Kouzes and Posner 2003; Hirsh 2009: 24). And the leader turns followers into leaders by creating climate where participant are involved and empowered (Townley, 2010) so



that, definition is related to women leadership characteristic and style such as cooperation, collaboration, democratic, facilitative and submissive.

Encourage the heart means that leader recognizes subordinate ability in achieving extraordinary things, included celebrating their accomplishment, and supporting their goals. The leaders recognize contribution by showing appreciation for individual excellence. They celebrate the values and victories by creating a spirit of community. Encourage the heart statements evaluate the ways in which a leader celebrates accomplishment of an organization and its members' contributions (Eisler, 2009; Hirsh 2009: 24; Townley 2010).

2. Existence and desire state of women leadership challenge in Banjar-City, West-Java Province, Indonesia context as follows;

From model the way that the first rank are set a personal example of what she expects of others as her intuitive as well as ask for feedback on how her actions affect other people's performance. It was occurred that they obviously do not recognize their vision and values, so that they have lack indirectly ability on setting personal example. Mostly, they do not have sufficient confidence to recognize themselves as an example (Sarsons & Xu, 2015: 4). It effects that they rarely to ask feedback on their actions. They believe that as leader is hard work.

From inspire a shared vision that the first rank is shows others how their long-term interest can be realized by enlisting in a common vision. It is indicated that women leader have less ability as visionary. They focused on small things and short-time term goal only, so that they is good in making internal system school. It has been showed that they make a lot of small regulation in order to make school better (Ibarra & Obodaru, 2009: 6).

From the challenge the process components show that the first rank is challenges people to try out new and innovative ways to do their work. It was definitely caused that women leader do not have creative thinking and critical thinking. Mostly, it was happened from the women leader who do not think much about knowledge upgrade. They have lost inspiration and then affected to their though in which never open minded to changing. They even act as "receiving knowledge" (Ruff, 2005: 47)



The components of enable others to act shows that the first priority is actively listens to diverse points of view. Women leader involves always their emotional in their leadership. Occasionally, they have lack ability to control their emotion when they have problem. It was indicated for several women leaders in Banjar-City, West-Java Province, Indonesia that they listen the view of problem only from one diverse point. It can be concluded that they require to develop their ability for justice to school members in their school (Crawford, 2001: 4; Shakeshaft, 2011: 218).

The component of encourage the Heart shows that the first rank is publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate. Actually, women leader gave emphatics feeling, however they do not have sufficient ability to encourage the subordinate potential. Even though they are good in using their instinct, yet they still need to have commitment on complementing everyone. Their feeling influences more than their logical thinking. Sometimes, they afraid that the subordinate can be more potential than them (Glick & Fiske, 1996: 3).

3. Training Program

Based on the research finding that training was chosen to enhance women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia as follows:

3.1 Training objectives; the objectives of the program was based on developing skills learning (Noe, 2010).

3.2 Content; definitely it was from the research findings to develop women leadership challenge as leadership style. As the components of women leadership challenge such as; model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart are main concern of this program (Kouzes and Posner, 2008).

3.3 Method; The methods of program are as follows classroom lecturer, assessment feedback, video case studies, individual assignments, small and large group discussions and assignments and outdoor experiential activities (Noe, 2010).



3.4 Length; it will be held for two weeks with 12 meetings. Ten meetings will be trained component of leadership challenge and two meetings for examining pre- and posttest. It also will be held on Monday – Friday from 08.00-16.30.

3.5 Materials resources; It will provide handout, technology, video, and visual aids for training program.

3.6 Evaluation; The evaluations consist of evaluation pre-test, open-ended evaluation and fast feedback regarding content of program, Evaluate the trainers during instruction, evaluation post-test, Evaluation the program through filling the questionnaire, evaluation peer participants and reflection (Noe, 2010).

3.7 Size and Location of training program was undecided level. They believe that those aspect can be set in the real situation and flexible to organize.

Suggestions and Recommendation

For the interest in which Education Department Township, Banjar-City, West-Java Province, Indonesia researcher recommends that the result of this research as follows:

1. To improve women leadership challenge of primary school principal, the suggestions and recommendation are fostered;
2. To improve women leadership challenge, women principals require to develop and upgrade knowledge of leadership style.
3. The women leaders should notice that the component of leadership challenge is similar to women leadership characteristic and style, so that they only have to maximize their potential and ability.
4. Recently women leader is growing rapidly, yet they still deal with many obstacles and constrains, so that required more attention in order to study regarding women leadership, so that they can improve their ability and get equal right.
5. The implementation of proposed training program of women leadership challenge of primary school principals in Banjar City, West-Java Province, Indonesia.



For future research researcher recommends as follows:

1. The leadership style and characteristic based on gender research in Indonesia has to be developed and conducted in order to break stereotype negative of women becoming leader.
2. The empowerment of women leadership of basic and secondary school.
3. The developing program of leadership challenge for teachers and men principals in basic and secondary school.



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VITA



Experts' Evaluation Form

From: Miss Reni Juwitasari (Master of Education degree student, Faculty of Education, Mahasarakham University, Thailand).

I would like to inform you that I am presently conducting research on the title: ***“Developing a program to enhance women leadership of primary school principals in Banjar City, West-Java Province Indonesia”***. I am required the experts in the field of above topic to verify the content suitability of the components and indicators. There are three parts as follows:

Part 1: The operational definitions of the important terms

Women Leadership of primary school principals refers to Women Leadership refers to continue advocating for and invest in changes in which support advancement of women within their organizations and industries, by addressing issues of unconscious bias and enlisting the support of women and men in developing solutions. Women leadership is referring also to empower women in term of leading people, to show their potential and to obtain the human right, particularly, gender equality into all aspects.

Leadership Challenge is referring to leadership style in which by Kouzer and Posner in 1995 consists of model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart.

1.1 Model the way is referring to find their own voice, set a positive example. The leader sets an example by aligning behavior with shared values, achieving small wins to build commitment. The leader is prosecuted being a good model in order to be followed by the subordinate.

1.2 Inspire a shared vision is referring to envision the future, enlist others. It can be indicated that leader appeals others in order to ennable future and share the vision, values, interests and dreams. Inspire a Shared Vision consists of two commitments; a) envision the future by imagining exciting and ennobling possibilities and b) enlist others in a common vision by appealing to shared aspirations.

1.3 Challenge the process is referring to search for new opportunities, take risks that means the leader search and find new ways to change being innovative. The improvement and innovation becomes the keys of their traits in running organization. Challenge the process also along with two commitments; a) search for



opportunities by seeking innovative ways to change, grow and improve and b) experiment and take risks by constantly generating small wins and learning from mistakes.

1.4 Enable others to act is referring to foster collaboration and teamwork, strengthen followers. On the other hand, this leader trait is emphasizing on building trust and promoting cooperative goals, and the important thing is giving power to others. Enable others to act, together with the commitments; such as a) foster collaboration, by promoting cooperative goals and building trust and b) strengthen others by sharing power and discretion.

1.5 Encourage the Heart is referring to recognize contributions, celebrate values and victories. The leader trait tends to acknowledge the work of organizational member and appreciate their work as well as celebrate them. Encourage the heart consists of two commitments as well, as follows; a) recognize contributions by showing appreciation for individual excellence and b) celebrate the values and victories by creating a spirit of community.

Part 2: The components of primary school principals' women leadership through leadership challenge (Please tick [✓] in the box you choose)

| Items | Women Leadership of Primary school principals through Leadership Challenge | Level of IOC | | | Recommendation |
|---|---|--------------------------|--------------------------|--------------------------|-----------------------|
| | | -1 | 0 | 1 | |
| Area 1: Model the Way | | | | | |
| 1 | Find your voice by clarifying your personal values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Set the example by aligning actions with shared values. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Area 2: Inspired a Shared Vision | | | | | |
| 1 | Envision the future by imagining exciting and ennobling possibilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Enlist others in a common vision by appealing to shared aspirations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |



| Area 3: Challenge the Process | | | | | |
|--------------------------------------|---|--------------------------|--------------------------|--------------------------|--|
| 1 | Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Experiment and take risks by constantly generating small wins and learning from experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Area 4: Enable Others to Act | | | | | |
| 1 | Foster collaboration by building trust and facilitating relationships. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Strengthen others by increasing self-determination and developing competence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Area 5: Encourage the Heart | | | | | |
| 1 | Recognize contributions by showing appreciation for individual excellence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | Celebrate the values and victories by creating a spirit of community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Part 3: To extent what is your opinion in terms of the possibility of implementing the above contents of women leadership of primary school principals through leadership challenge by interactive processes for developing program.

.....
.....
.....
.....
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.....
.....

I am very thankful and grateful for your assistance.

Date:/...../2015

Checked and Rated by

Mr/Mrs.....



Questionnaire Survey of a Research Study

Title: “Developing a program to enhance women leadership of primary school principals in Banjar City, West-Java Province Indonesia”

Direction:

1. The questionnaire is divided into four sections:

Section 1: Questions about general information of respondents

Section 2: Questions about existing and desired situations of women leadership of primary school principals

Section 3 : Questions about Strategy to enhance women leadership of primary school principals.

Section 4 : Open-ended Questions

2. Your answers to all questions are highly important for the data analysis and the completion of this research study.
3. Your participation in this study will be kept highly confidential. The research information will not be discussed or shared in any forms with anyone other than the researcher.
4. You are assured that your views on the content of this survey shall not be used in a way that might cause damage to your reputation as an individual or otherwise, integrity, emotions, or indeed professional conduct.
5. Your participation is voluntary and you are free to withdraw from the process at any point for the survey questionnaire.
6. Should you have any inquiries regarding this research study, please contact the researcher, Miss Reni Juwitasari, at ASEAN Classroom Program (ACP), Faculty of Education, Mahasarakham University, Thailand 44150, Tel: +66 92 969 4234
E-mail: reni.teteh.ambu.nine@gmail.com

Thank you for taking to answer this questionnaire survey.

Reni Juwitasari

Master of Educational Administration

Faculty of Education, Mahasarakham University



Questionnaire Survey of a Research Study

Title: "Developing a program to enhance Women Leadership of Primary School Principals in Banjar City, West-Java Province Indonesia"

This survey aims to identify the existing and desired situation and strategy of women leadership of primary school principals through the Leadership Challenge in order to develop program to enhance women leadership of primary school principals in Banjar City, West-Java Province, Indonesia. The collected data is for the purpose of the study, NOT for any other purposes. Therefore, your cooperation plays an important role in my research. Please answer the following questions by ticking in the box you choose or writing your own answers clearly.

Section 1: Please complete the following demographic questions.

1. What is your gender?

Male

Female

2. What is your current Age Group?

Under 30 years old 30-40 years old

41-50 years old Over 50 years old

3. How many years have you held your current position?

Under 5years old 5-10 years old Over 10 years old

4. Which training mode have you ever been trained about leadership and management prior to your current role?

Short-term courses Bachelor's dgree

Master's degree Doctoral degree

Section 2: For each component of Leadership Challenge ability area below, please rate your existing leadership ability level and your desired leadership ability level. Please check in the box that you think it is suitable to you.

The existing level and desired level of each ability are rated basing on the following five rating scales:

Existing Leadership ability Level

- 1: Very Low
- 2: Low
- 3: Medium
- 4: High
- 5: Very High

Desired Leadership ability Level

- 1. Very Undesirable
- 2: Undesirable
- 3: Neutral
- 4: Desirable
- 5: Very Desirable



Area 1: Model the Way

- Clarify values by finding your voice and affirming shared values
- Set the example by aligning actions with shared values

| Ability | Existence ability level | | | | | Desired ability level | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 1. Sets a personal example of what she expects of others as her intuitive. | <input type="checkbox"/> |
| 2. Spend time and energy making to conduct relationship certain that the people she works with adhere to the principles and standards that we have agreed on. | <input type="checkbox"/> |
| 3. Follows through on promises and commitments she makes. | <input type="checkbox"/> |
| 4. Asks for feedback on how her actions affect other people's performance. | <input type="checkbox"/> |
| 5. Builds consensus around a common set of values for running our organization. | <input type="checkbox"/> |
| 6. Is clear about her philosophy of leadership. | <input type="checkbox"/> |

Area 2: Inspired a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations

| Ability | Existence ability level | | | | | Desired ability level | | | | |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 7. Talks about future trends that | <input type="checkbox"/> |



| | | |
|---|--|--|
| will influence how our work gets done as inspiration for her subordinate. | | |
| 8. Describes a compelling image of what our future could be like. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Appeals to others to share an exciting dream of the future in term of sharing part. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Shows others how their long term interest can be realized by enlisting in a common vision. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Paints the “big picture” of what we aspire to accomplish. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Speaks with genuine conviction about the higher meaning and purpose of our work with tactful. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Area 3: Challenge the Process

- **Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve**
- **Experiment and take risks by constantly generating small wins and learning from experience**

| Ability | Existence ability level | | | | | Desired ability level | | | | |
|---|--|--|---|---|---|-----------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 13. Seeks out challenging opportunities that test her own skills and abilities. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 14. Challenges people to try out new and innovative ways to do their work. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |



| | | |
|---|--|--|
| 15. Searches outside the formal boundaries of her organization for innovative ways to improve what we do. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16. Asks "What can we learn?" when things do not go as expected. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18. Experiments and takes risks, even when there is a chance of failure. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Area 4: Enable Others to Act

- **Foster collaboration by building trust and facilitating relationships**
- **Strengthen others by increasing self-determination and developing competence**

| Ability | Existence ability level | | | | | Desired ability level | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 19. Develops cooperative relationships among the people she works with. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 20. Actively listens to diverse points of view. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 21. Treats others with dignity and respect. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 22. Supports the decisions that people make on their own. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 23. Gives people great deal of freedom and choice in deciding how to do their work. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |



| | | |
|--|--|--|
| 24. Ensures that people grow in their jobs by learning new skills and developing themselves. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
|--|--|--|

Area 5: Encourage the Heart

- **Recognize contributions by showing appreciation for individual excellence**
- **Celebrate the values and victories by creating a spirit of community**

| Ability | Existence ability level | | | | | Desired ability level | | | | |
|---|--|--|---|---|---|--|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 25. Praises people for a job well done (emotional to express). | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| 26. Makes it a point to let people know about her confidence in their abilities as facilitative style. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| 27. Makes sure that people are creatively rewarded for their contributions to the success of projects as democratic style. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| 28. Publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| 29. Finds ways to celebrate accomplishments. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |
| 30. Gives the members of the team lots of appreciation and support for their contributions. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | |



Section III: The Suitable Program to Enhance Women Leadership of Primary School Principals through Leadership Challenge

Give your priority number for program that suitable with enhancing Women Leadership (3 = priority, 2 = medium, 1 = unpriority)

| No. | The Kind of Program | Number of Priority |
|-----|---------------------|--------------------|
| 1. | Training | |
| 2. | Seminar | |
| 3. | Workshop | |

Section IV Open- ended questions

Please answer the following questions to the best of your knowledge.

1. What is the need to strengthen the women leadership of primary school principals?

.....
.....
.....

2. What is the priority need that should be included in the training program in order to strengthen the women leadership of primary school principals?

.....
.....
.....

3. What are your recommendations, in terms of program aimed at strengthening the women leadership of primary school principals?

.....
.....
.....

4. Other suggestions

.....
.....

I am very thankful and grateful for your assistance.

Date:/...../2015

Checked and Rated by

Mr/Mrs.....



Kuesioner Survei Penelitian

Judul : "Pengembangan program untuk meningkatkan Kepemimpinan Kepala Sekolah Dasar Perempuan di Kota Banjar, Jawa Barat Provinsi Indonesia "

Petunjuk:

1. Kuesioner dibagi menjadi empat bagian :
 - Bagian 1 : Pertanyaan tentang informasi umum responden.
 - Bagian 2 : Pertanyaan tentang situasi yang ada dan situasi yang diinginkan kepemimpinan kepala sekolah dasar perempuan.
 - Bagian 3 : Pertanyaan tentang strategi yang diinginkan untuk meningkatkan kepemimpinan kepala sekolah dasar perempuan.
 - Bagian 4 : Pertanyaan terbuka tentang kepemimpinan kepala sekolah dasar perempuan.
2. Jawaban Anda atas semua pertanyaan bersifat sangat penting untuk analisis data dan penyelesaian studi penelitian ini.
3. Partisipasi Anda dalam penelitian ini akan sangat dirahasiakan. Informasi penelitian tidak akan dibahas atau dibagi dalam bentuk apapun kepada orang lain selain peneliti .
4. Pandangan Anda pada isi survei ini dijamin untuk tidak digunakan dengan cara apapun yang dapat menyebabkan kerusakan pada reputasi Anda sebagai individu atau sebaliknya , integritas , emosi , atau perilaku memang profesional .
5. Partisipasi Anda bersifat sukarela dan Anda bebas untuk menarik diri dari proses pada setiap titik untuk kuesioner survei.
6. Jika Anda memiliki pertanyaan mengenai penelitian ini , silahkan hubungi peneliti, Miss Reni Juwitasari, at ASEAN Classroom Program (ACP), Faculty of Education, Mahasarakham University, Thailand 44150, Tel: +66 92 969 4234 Email: reni.teteh.ambu.nine@gmail.com

Terima kasih untuk menjawab survei kuesioner ini .

Reni Juwitasari

Master of Educational Administration

Faculty of Education, Mahasarakham University



Kuesioner Survei Penelitian

Judul : "Pengembangan program untuk meningkatkan Kepemimpinan Kepala Sekolah Dasar Perempuan di Kota Banjar , Jawa Barat Provinsi Indonesia "

Survei ini bertujuan untuk mengidentifikasi situasi yang ada dan situasi yang diinginkan serta strategi kepemimpinan kepala sekolah dasar perempuan melalui model Kepemimpinan dari Kouzes dan Posner (*Leadership Challenge*) dalam rangka untuk mengembangkan program peningkatkan kepemimpinan kepala sekolah dasar perempuan di Kota Banjar, Provinsi Jawa Barat, Indonesia. Data yang dikumpulkan adalah untuk tujuan penelitian, BUKAN untuk tujuan lain. Oleh karena itu, kerja sama Anda sangat berperan penting dalam penelitian ini. Jawablah pertanyaan-pertanyaan berikut dengan mencentang dalam kotak Anda memilih atau menulis jawaban Anda sendiri jelas.

Bagian 1: Silakan isi dengan lengkap pertanyaan demografi di bawah ini!

1. Apakah jenis kelamin Anda?

Laki-laki Perempuan

2. Apakah golongan umur Anda saat ini?

di bawah 30 tahun 30-40 tahun
41-50 tahun Lebih dari 50 tahun

3. Berapa lama Anda menjabat di posisi Anda sekarang?

Di bawah 5 tahun 5-10 tahun lebih dari 10 tahun

4. Model pelatihan apa yang telah Anda ikuti tentang kepemimpinan dan manajemen sebelum peran Anda saat ini ?

| | | |
|---|-----------------------------------|-------------------------------------|
| Kursus Jangka Pendek <input type="checkbox"/> | Strata I <input type="checkbox"/> | Strata III <input type="checkbox"/> |
| Strata II <input type="checkbox"/> | | |

Bagian 2:

Untuk setiap komponen dari Model Kepemimpinan Kouzes dan Posner (*Leadership Challenge*) dijelaskan di bawah ini, silahkan menilai tingkat kemampuan kepemimpinan yang ada dan tingkat kemampuan kepemimpinan yang Anda inginkan dari Kepemimpinan Kepala Sekolah Dasar Perempuan. Silahkan cek di kotak yang Anda pikir itu adalah cocok untuk Anda.

Tingkat yang ada dan tingkat yang diinginkan dari setiap kemampuan yang dinilai mendasarkan pada lima skala penilaian berikut :

| Tingkat Kemampuan Kepemimpinan yang Ada | Tingkat Kemampuan Kepemimpinan yang Diinginkan |
|--|---|
| 1: Sangat Rendah | 1: Sangat tidak diinginkan |
| 2: Rendah | 2: Tidak diinginkan |
| 3: Sedang | 3: Netral |
| 4: Tinggi | 4: Diinginkan |
| 5: Sangat Tinggi | 5: Sangat Diinginkan |



Area 1 : Model dalam Praktek

- Tentukan nilai dengan menemukan suara Anda dan menegaskan nilai-nilai bersama.
- Mengatur contoh dengan menyelaraskan tindakan dengan nilai-nilai secara bersamaan

| Kemampuan | Kemampuan Kepemimpinan yang Ada | | | | | Kemampuan Kepemimpinan yang Diinginkan | | | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 1. Menetapkan contoh pribadi dari apa yang dia harapkan dari orang lain yang menjadi ilham. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Meluangkan waktu dan energi untuk menjalin hubungan tertentu dengan orang-orang yang bekerja dengan mematuhi prinsip-prinsip dan standar yang telah disepakati. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mengikuti janji-janji dan komitmen yang dia buat. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Meminta umpan balik tentang bagaimana dia dapat memberi pengaruh terhadap kinerja orang lain. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Membangun kesepakatan dari seperangkat nilai-nilai dalam menjalankan organisasinya. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Kejelasan tentang dasar pemikiran kepemimpinannya . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Area 2 : Terinspirasi dengan Visi Bersama

- Membayangkan masa depan dengan membayangkan kemungkinan menarik dan mulia.
- Meminta orang lain dalam visi bersama dengan membagi aspirasi bersama.

| Kemampuan | Kemampuan Kepemimpinan yang Ada | | | | | Kemampuan Kepemimpinan yang Diinginkan | | | | |
|--|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 7. Berbicara tentang tren masa depan yang akan mempengaruhi bagaimana pekerjaan yang dilakukan sebagai inspirasi bagi bawahan nya. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Menjelaskan sebuah gambaran menarik dari masa depan yang terwujud seharusnya. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Menyerukan kepada orang lain untuk berbagi mimpi yang menarik dari masa | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| | | |
|---|--|--|
| depan dalam rangka bagian dari berbagi. | | |
| 10. Menunjukkan kepada orang lain bagaimana kepentingan jangka panjang mereka dapat terealisasikan dengan mengambil bagian ke dalam visi bersama. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Membuat "gambaran besar " untuk menyelesaikan cita-cita yang telah dibuat. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Berbicara dengan keyakinan yang tulus tentang arti yang lebih tinggi dan tujuan pekerjaan dengan bijaksana . | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Area 3 : Menantang Proses

- a. Cari peluang dengan menggunakan inisiatif dan dengan melihat ke luar untuk meningkatkan cara-cara yang inovatif.
- b. Membuat percobaan dan mengambil risiko dengan terus-menerus menghasilkan kemenangan kecil dan belajar dari pengalaman.

| Kemampuan | Kemampuan Kepemimpinan yang Ada | | | | | Kemampuan Kepemimpinan yang Diinginkan | | | | |
|--|--|--|---|---|---|--|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 13. Mencari peluang yang menantang yang menguji keterampilan dan kemampuannya sendiri . | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 14. Menantang orang untuk mencoba cara-cara baru dan inovasi baru dalam melakukan pekerjaan mereka . | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 15. Mencari batas-batas luar formal organisasinya untuk cara-cara inovatif untuk meningkatkan apa yang dia lakukan. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 16. Menanyakan "Apa yang bisa kita pelajari?" Ketika sesuatu tidak berjalan seperti yang diharapkan . | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 17. Menyakinkan bahwa dia menetapkan tujuan yang dicapai, membuat rencana yang konkret, dan menetapkan tolak ukur untuk proyek dan program yang akan dikerjakan. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |
| 18. Melakukan percobaan dan mengambil risiko, bahkan ketika ada sebuah kesempatan gagal. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | | |



Area 4 : Aktifkan Lainnya untuk Bertindak

- a. Foster kolaborasi dengan membangun kepercayaan dan memfasilitasi hubungan.
- b. Memperkuat yang lain dengan meningkatkan penentuan nasib sendiri dan mengembangkan kompetensi.

| Kemampuan | Kemampuan Kepemimpinan yang Ada | | | | | Kemampuan Kepemimpinan yang Diinginkan | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 19. Mengembangkan hubungan kerjasama antara orang-orang yang bekerja dengannya . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Aktif mendengarkan beragam sudut pandang . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Memperlakukan orang lain dengan bermartabat dan hormat . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Mendukung keputusan bersama yang telah dibuat. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Memberikan kebebasan dan pilihan dalam memutuskan bagaimana mereka bekerja. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Memastikan bahwa orang-orang tumbuh dalam pekerjaan mereka dengan belajar keterampilan baru dan mengembangkan diri. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Area 5 : Mendorong Hati

- a. Kenali kontribusi dengan menunjukkan penghargaan untuk keunggulan individu.
- b. Rayakan nilai-nilai dan kemenangan dengan menciptakan semangat masyarakat.

| Kemampuan | Kemampuan Kepemimpinan yang Ada | | | | | Kemampuan Kepemimpinan yang Diinginkan | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 25. Memuji orang yang bekerja dengan baik (ekspresi emosional) . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Membuat sebuah titik untuk membiarkan orang tahu tentang kepercayaan dirinya dalam kemampuan mereka sebagai gaya fasilitatif atau memberikan kemudahan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Meyakinkan bahwa orang-orang kreatif dihargai atas kontribusi mereka untuk keberhasilan proyek | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| | | |
|---|---|--|
| sebagai gaya demokratis. | | |
| 28. Publik mengakui orang-orang yang memberikan contoh komitmen untuk membagi nilai-nilai bersama dengan perasaan empati untuk memahami potensi bawahan . | <input type="checkbox"/> | |
| 29. Menemukan cara untuk merayakan prestasi. | <input type="checkbox"/> | |
| 30. Memberikan banyak apresiasi kepada para anggota dalam tim dan dukungan atas kontribusi mereka . | <input type="checkbox"/> | |

Bagian III: Kesesuaian Program untuk Meningkatkan Kepemimpinan Kepala Sekolah Dasar Perempuan melalui Gaya Kepemimpinan Kouzes dan Posner (*Leadership Challenge*)

Berikan nomor prioritas pada program yang sesuai dengan pengembangan Kepemimpinan Perempuan (3 = prioritas, 2 = medium, 1 = tidak prioritas)

| No. | Jenis Program | Nomor Prioritas |
|-----|---------------|-----------------|
| 1. | Training | |
| 2. | Seminar | |
| 3. | Workshop | |

Bagian 4 : Pertanyaan Terbuka

Silakan jawab pertanyaan di bawah ini dengan sebaik-baiknya dari sepenggetahuan Anda.

1. Apakah yang dibutuhkan untuk menguatkan Kepemimpinan Kepala Sekolah Dasar Perempuan?

.....

2. Apakah kebutuhan prioritas yang seharusnya terdapat dalam pengembangan program dalam rangka menguatkan Kepemimpinan Kepala Sekolah Dasar Perempuan?



3. Apakah rekomendasi Anda dalam upaya pengembangan program untuk menguatkan Kepemimpinan Kepala Sekolah Dasar Perempuan?

4. Rekomendasi lainnya

Terima kasih atas Bantuan Anda.



Experts' Evaluation Form

From: Miss Reni Juwitasari (Master of Education degree student, Faculty of Education, Mahasarakham University, Thailand).

I would like to inform you that I am presently conducting research on the title: ***“Developing a program to enhance women leadership of primary school principals in East-Priangan, West-Java Province Indonesia”***. I am required the experts in the field of above topic to verify the content suitability and feasibility of the program of Women Leadership Challenge of Primary School Principals.

| Items | Women Leadership of Primary school principals through Leadership Challenge | Level Suitability | | | | Level Feasibility | | |
|---------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Agree | Not Sure | Disagree | | Agree | Not Sure | Disagree |
| Program Objectives | | | | | | | | |
| 1 | Identify the own leadership strengths and areas to improve. | <input type="checkbox"/> |
| 2 | Communicate the fundamental values and beliefs. | <input type="checkbox"/> |
| 3 | Search for opportunities to take the risks needed for growth. | <input type="checkbox"/> |
| 4 | Build collaboration, teamwork and trust. | <input type="checkbox"/> |
| 5 | Strengthen the ability of others to excel. | <input type="checkbox"/> |
| 6 | Recognize the accomplishments of others. | <input type="checkbox"/> |
| 7 | Make work enjoyable while still working hard. | <input type="checkbox"/> |
| 8 | Apply the Five Practices of Exemplary Leadership to desire women leadership challenge. | <input type="checkbox"/> |
| Content of Program | | | | | | | | |



| | | | | | | | | |
|--|--|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| 1 | Model the way | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Inspire a shared vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Challenge the process | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Enable others to act | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Encourage the heart | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Method of Program | | | | | | | | |
| 1 | Classroom lecture/discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Assessment feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Video case studies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Individual assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Small and large group discussions and assignments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Outdoor experiential activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Length of Training | | | | | | | | |
| 1 | Time of Program is 2 weeks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Six times per week | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Length of time is 08.00 -16.30 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Materials and Support Resources | | | | | | | | |
| 1 | Hand-outs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Video | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Visual Aids | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluation of Program | | | | | | | | |
| 1 | Evaluate themselves before training started (pre-test). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Open-ended evaluation and fast feedback regarding content of program such as | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



| | | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| | objective, length of time, practice, method and resource on each activity. | | | | | | | |
| 3 | Evaluate the trainers during instruction (e.g. demonstration, communicative and open-minded). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Evaluate themselves after training (post-test). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Evaluate the program through filling the questionnaire. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Evaluation peer participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Reflection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Recommendation

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I am very thankful and grateful for your assistance.

Date:/...../2015

Checked and Rated by

Mr/Mrs.....



Training Schedule

| 1st Meeting | | 2nd Meeting | | 3rd Meeting | |
|-------------------------------|--|-------------------------------|---|-----------------------------------|---|
| 10.00 – 10.30 | REGISTRATION | 10.30 – 11.00 | Opening Ceremony | | Offering Material |
| 10.30 – 11.00 | Opening Ceremony | 11.00 – 12.00 | Introduction of Program -Overview of Program | 10.30 – 10.45 | Coffee break |
| 11.00 – 12.00 | Introduction of Program -Overview of Program -Mini Discussion with speakers about leadership Challenge | | -Mini Discussion with speakers about leadership Challenge | 10.45 – 12.00 | Mini Presentation of Participant regarding last task |
| 12.00 – 13.30 | Lunch Break | 12.00 – 13.30 | Lunch Break | 12.00 – 13.30 | Lunch Break |
| 13.30 – 14.30 | Pre-test | 13.30 – 14.30 | Pre-test | 13.30 – 15.00 | Activity 2 (Model the way) Offering Material 2 |
| 14.30 – 14.45 | Tea Break | 14.30 – 14.45 | Tea Break | 15.00 – 15.15 | Coffee Break |
| 14.45 – 15.45 | Special Lecturer concerning Gender Studies | 14.45 – 15.45 | Special Lecturer concerning Gender Studies | 15.15 – 16.30 | Mini presentation of activity 2 |
| 15.45 – 16.00 | Prepare finished meeting | | | | |
| 10.00 – 10.30 | Registration | | | | |
| 3rd Meeting | | 2nd Meeting | | 08.00 – 08.30 REGISTRATION | |
| | | 08.00 – 08.30 | REGISTRATION | 08.30 – 10.30 | Activity 1 (Inspire a shared vision) Offering Material |
| | | 08.30 – 10.30 | Activity 1 (Model the Way) | 10.30 – 10.45 | Coffee break |



| | | | | | |
|---------------|---|---------------|---|---------------|--|
| 10.45 – 12.00 | Mini Presentation of Participant regarding last task | 12.00 – 13.30 | last task | 10.45 – 12.00 | Activity 2 (Enable others to act) |
| 12.00 – 13.30 | Lunch Break | 13.30 – 14.15 | Lunch Break | 12.00 – 13.30 | Lunch Break |
| 13.30 – 15.00 | Activity 2 (inspire a shared vision) Offering Material 2 | 14.15 – 15.00 | Activity 2 (Challenge the Process) Offering Material 2 | 13.30 – 15.00 | Activity 3 (Enable others to act) Offering Material 2 |
| 15.00 – 15.15 | Coffee Break | 15.00 – 15.15 | Presentation | 15.00 – 15.15 | Coffee Break |
| 15.15 – 16.30 | Mini presentation of activity 2 | 15.15 – 15.30 | Coffee Break | 15.15 – 15.45 | Making Connection |
| | | 15.30 – 16.30 | Presentation of activity (continue) Evaluation peer participants | 15.45 – 16.30 | Reflection and evaluation |

4th Meeting

08.00 – 08.30 REGISTRATION

| | |
|---------------|---|
| 08.30 – 10.30 | Activity 1 (Challenge the process) Offering Material |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 12.00 | Mini Presentation of Participant regarding |

5th Meeting

08.00 – 08.30 REGISTRATION

| | |
|---------------|--|
| 08.30 – 10.30 | Activity 1 (Enable others to act) Offering Material |
| 10.30 – 10.45 | Coffee break |

6th Meeting

08.00 – 08.30 REGISTRATION

| | |
|---------------|---|
| 08.30 – 10.30 | Activity 1 (Encourage the Heart) Offering Material |
| 10.30 – 10.45 | Coffee break |
| 10.45 – 12.00 | Activity 2 (Encourage the Heat) |



| | | | | | |
|--|---|------------------------------------|--|---|---|
| 12.00 – 13.30 | Lunch Break | 10.30 – 11.00 | Coffee Break | | School" |
| 13.30 – 14.45 | Activity 3 (Encourage the Heart) Offering Material 2 regarding Empowerment Evaluation by Dr. David Fetterman | 11.00 – 12.00 | Outdoor Experiential Activity | 12.00 -13.30 | Lunch Break |
| 14.45 – 15.00 | General introduction of outdoor experiential activity (next activities) | 12.00 - 13.30 13.30 – 15.00 | Lunch Break Outdoor Experiential Activity | 13.30 – 14.15 09.30 – 10.30 10.45 – 12.00 12.00 -13.30 | Presentation "Dream School" (Continue) Coffee Break Presentation (2) Lunch Break |
| 7th Meeting 08.00 – 08.30 REGISTRATION | | 15.00 – 15.15 | Coffee Break | 13.30 – 15.00 | Presentation (3) |
| | | 15.15 – 16.30 | Outdoor Experiential Activity | 15.00 – 15.15 15.15 – 16.30 | Coffee Break Reflection and filling the questionnaire of program |
| 8th Meeting 08.00 – 08.30 REGISTRATION | | 08.30 – 10.30 | Classroom Project "Dream School" | 9th Meeting 08.00 – 08.30 REGISTRATION | |
| | | 10.30 – 10.45 | Coffee Break | 08.30 – 10.30 | Project Color of Emotion |
| | | 10.45 – 12.00 | Presentation "Dream | 10.30 – 10.45 | Coffee Break |



| | | | | | |
|---|--|---------------|--|---|---|
| 10.45 – 12.00 | Classroom Project of “School product” | 12.00 -13.30 | Lunch Break | | Century” |
| 12.00 -13.30 | Lunch Break | 13.30 – 14.30 | Back to Training place | 09.00 – 10.30 | Presentation (1) |
| 13.30 – 14.15 | Classroom Project of “School product” (Continue) | 14.30 – 15.00 | Offering the assignment of The ideal and effective leader for 21 st Century | 10.45 – 12.00 | Presentation (2) |
| 14.15 – 15.00 | Presentation | | | 12.00 -13.30 | Lunch Break |
| 16.00 – 16.30 | | 15.00 – 15.15 | Coffee Break | 13.30 – 15.00 | Presentation (3) |
| 10th Meeting 08.00 – 08.30 | REGISTRATION | 15.15 – 16.00 | Presentation (continue) | 15.00 – 15.15 | Coffee Break |
| 08.30 – 09.30 | Go to primary school | 16.00-16.30 | Reflection | 15.15 – 16.30 | Reflection and filling the questionnaire of program |
| 11th Meeting 08.00 – 08.30 | REGISTRATION | | | 12th Meeting 08.00 – 08.30 | REGISTRATION |
| 09.30 – 12.00 | Introduction of School (Coffee break is given during this activity) | 08.30 – 09.00 | Prepare material and presentation about “what is the ideal and effective leader for 21 st | 08.30 – 09.30 | Post-test |
| | | | | 09.30 – 10.00 | Closing Ceremony |
| | | | | 10.00 – 11.00 | Offering Certificate |

Training Program

Women Leadership Challenge

I. Introduction

Women leadership movement nowadays is growing rapidly. Women begin essential society that can influence world change. However, a long history about women was impressed due to that women had to face many obstacles and constraints. They had been treated unfairly. Discrimination, marginalization and sub-ordinate are huge regard occurred as long as history of women in which has brought them to make a big movement called feminism. It has derived by black women in US in the 18th Century and then the effect spread around the world. Likewise, in Indonesia, many struggle women appeared to against inequality. Then lately women are involved in political and time by time they are involved in education. Regardless, as long as women can gain their right, they still deal with problems. The stereotype of women, especially become leader is predetermined as negative.

The 21st century leadership style that is acknowledged suitable with circumstance nowadays is leadership challenge or Kouzes and Posner Leadership Model. This leadership emphasizes on human development, so that this leadership style leads people to achieve goals. Therefore, this leadership style suits in order to maximize the people leadership potential and ability.

II. Program Objectives

1. Identify the own leadership strengths and areas to improve.
2. Communicate the fundamental values and beliefs.
3. Focus people's effort on key values through the own actions.
4. Build collaboration, teamwork and trust.
5. Strengthen the ability of others to excel.
6. Recognize the accomplishments of others.
7. Make work enjoyable while still working hard.
8. Apply the Five Practices of Exemplary Leadership to desire women leadership challenge



III. Content of Program

Leadership Challenge has five fundamentals of exemplary leader, such as:

1. Model the Way

Model the ways means 1) clarify values by finding your voice and affirming shared values and 2) set the example by aligning actions with shared values.

Objectives :

- a. To understand the overview of model the way.
- b. To practice being role model and effective leaders.

Duration : 7 Hours

Materials :

- a. 1st Activity

The participants are asked to share their personal leadership experience in front of class. Give them 15 minutes to share. The participants will be offered the case studies through watching video between leaders who always demands subordinate, yet never give the example as role model and leader who always gives example even executes duties along with subordinates. The video will be shown 15 minutes regarding difference of leadership style. Give the questions and answer 30 minutes.

1. Which leadership style do you prefer? Why?
2. What is the bad and good effect from both leadership style?
3. Why people need leader who gives the example?

Afterwards, the participants have to be divided into small group. Then they will be together during activity. Then trainer offers the lecture regarding Model the Way for an hour.

Furthermore, they have to present the answer regarding three given questions. Each group will be offered 10 minutes presentation.

- b. 2nd Activity

The 2nd activity is offering the lecture regarding “What is a vision?” for 15 minutes and then the participants will be asked individually for 30 minutes:

1. To make their vision and mission or values of their life and organization as much as they can.
2. To make priority of their values.



3. To explain their top five values.
4. To think back their personal leadership experience, what values were represented?
5. To make a favor system or way to share values.

Furthermore, every participant has to present within 5 minutes.

2. Inspire a shared vision

Inspire a shared vision means a) envision the future by imagining exciting and ennobling possibilities and b) enlist others in a common vision by appealing to shared aspirations.

Objectives :

1. To understand the overview of inspire a shared vision.
2. To practice and enhance their skills on setting goal and communicating their goals to others.

Durations : 7 Hours

Material :

- a. 1st Activity

The 1st activity steps, such as:

1. The participants will be divided into small groups.
2. They have to be together with others.
3. The trainer will show two videos; one of leadership style (Barack Obama, Hillary Clinton and Adolf Hitler) within 15 minutes.

Source Video (Adolf Hitler)

<https://www.youtube.com/watch?v=DFNUdCtMXWE>

Video Barack Obama <https://www.youtube.com/watch?v=kxvyp0VMfEU>

Video Hillary Clinton <https://www.youtube.com/watch?v=sbkEDDGN1xM>

Then answer the questions within 15 minutes:

- a). What is their purposes?
- b). How to make others believe in those people?
- c). How is their communication to others?
- d). What is their subordinate reaction's to those leaders?
4. The participants are asked to present their idea about the questions for 10 minutes.



5. Then the trainer shows one organization's profile for 15 minutes.
6. Participants are asked to close their eyes in order to imagine their organization for 5 minutes.
7. Participants are asked to discuss about setting goal of their organization for 30 minutes.

Afterwards, the participants have to present their task in front of the class within 10 minutes for each group.

b. 2nd Activity

The participants are still divided into small group. And then make a project using metaphor or visual analogy within 15 minutes:

- a. Marathon
- b. The climbing of Alpen Mountain
- c. A revolution

Then, the participants record below a list of projects; such as

- a. What is the project look like?
- b. What is the step of creating the project?

Present this project within 10 minutes per each group.

They will be asked to think about people whom they want their vision to inspire.

Who are they? For example:

Audience: School members (students, teachers, school boards)

Motivators: Future growth, continue study possibilities, promotion.

Afterwards, they have to review what they have written and then focus on one objective in mind. The participants seek the common had from their audience. What can they do to appeal to their overlapping interest? For example, let's say one of the motivators they share is the chance to learn new things. How can they assist all of them advance their learning? Within 15 minutes.

What they have in common

How I Can Appeal to this motivator

The participants have to present this topic within 10 minutes per each group.



3. Challenge the Process

Challenge the process means a) search for opportunities by seizing the initiative and by looking outward for innovative ways to improve and b) experiment and take risks by constantly generating small wins and learning from experience.

Objectives:

1. To understand the overview of challenge the process.
2. To practice experiment of finding innovative ways.
3. To learn from experience in order to search initiation and opportunities.

Durations: 7 Hours

Material:

a. 1st Activity

The trainer will offer the lecture regarding challenge the process within 25 minutes.

The trainer will show the video of “scientist failure” and struggle people to achieve their goal. Form that video they have to answer the questions for 5 minutes:

1. What do you get from this video?
2. How they can obtain their successful?

The participants are asked to share their idea about those questions for 10 minutes.

The participants will be divided into small group to discuss for 60 minutes regarding;

- a. Explore about one leader, then explore about their leadership vision and philosophy.
- b. Explore their approaches, then what is the innovation do you get from them?
- c. What is their challenge then how they can deal with that?
- d. Reflect this case to their experience in workplace?
- e. What is the area that still requires to be improved?
- f. Then what is the innovation ways to improve those areas?

The participants are asked to make innovation of their presentation for 20 minutes.

Afterwards, they present their result for 10 minutes per each group.

b. 2nd Activity

The trainer asks the participant to see the pictures. Then asks the participant to guess how many objects inside of picture? The purpose is to think differently. The participant will be divided into small groups. Asks them to draw mountain and surrendered of mountain. Remind them to make differently “Think out of the box”. They have to draw



that paints for 30 minutes. Then prepare to explain what is the innovation their paints for 15 minutes. Then continue to present their result per each group 10 minutes. The participants evaluate others regarding their results and share the answer to others for 60 minutes. The evaluation questions are:

1. What is your opinion about their work?
2. If there is a new innovation, what is that? Why?
3. What is innovation your group has and don't have with other groups?

4. Enable Other to Act

Enable others to Act means that a) foster collaboration by building trust and facilitating relationships and b) strengthen others by increasing self-determination and developing competence.

Objectives:

- a. To understand the overview of enable other to act.
- b. To practice collaboration and develop their competence and others.

Durations: 7 Hours

Material:

The trainer will offer the lecture within 30 minutes

The trainer offers the story regarding powerful leaders (Muhammad) for 10 minutes

Sources:

http://www.islamicbulletin.org/free_downloads/new_muslim/100_most_influential.pdf

Then the participants have to answer the questions for 30 minutes individually:

1. Why this person influenced others?
2. What is his powerful leadership?
3. How did he do to "enable others to act"?
4. How did he do to build trust from others?
5. If he has a lot of obstacles, what you will do?
6. What are the differences between empower and overpower?

They have to share those questions at least 10 people for 5 minutes each person (50 minutes).

b. 2nd Activity

The participants will be divided into small group to discuss regarding team member's power profile. The each person will be appraisal others in the group. They have to note



at least one action that they can improve and increase their confidence and competence for 20 minutes, for instance:

Team Member: Reni

One Action to Enable the team member to Act:

Be Powerful to make relationship with others and good in communication so that she can offer right information. Then share this result for 2 minutes per person.

c. 3rd Activity

The participants are still in the same group. After they understand the powerful profile, the participants are asked to make a project based on team member's powerful profile. And then answer for 60 minutes:

- a. What is the name of project?
- b. What is the content of project? and why?
- c. What is the SWOT analysis of this project?
- d. How to cope with problems?
- e. Whose is the powerful profile in this project? why?
- f. If you think that there is team member who still need to improve their strength, what you will do?

The participants have to explain those questions for 30 minutes. Afterwards they have to make priority people in order to have connection for their project 15 minutes. Explain the reason chosen those people 15 minutes in the group. Finally, evaluate peer participants and activity within 30 minutes.

5. Encourage the Heart

Encourage the heart means a) recognizes contributions by showing appreciation for individual excellence and b) celebrate the values and victories by creating a spirit of community.

Objectives:

- a. To understand the overview of encourage the heart.
- b. To identify strategies to encourage and support others.
- c. To understand individual differences, abilities and strengths.

Durations: 7 Hours



Material:

a. 1st Activity

The trainer will offer lecture within 30 minutes.

The participants are required to think back about their story until being leader. The participant recognizes one person who shows their appreciation to what participant accomplished for 15 minutes individually. Explain in detail;

- a. What is your most memorable experience for your accomplishment?
- b. Make note what the person did to recognize you. What is the action or what they do? Explain in detail along with your feelings.

The participants are asked to share their feeling and answer at least 5 people for 5 minutes each person (25 minutes).

The participants will be divided into small group. Then appraisal each team members in the group for 30 minutes:

- a. Team Member
- b. The shared value that is exemplified
- c. Team member did to exemplify, specific and descriptive.
- d. The leader celebrate their accomplishment and special recognition
- e. The publishing of recognition and achievement.

They have to present their individual assignment for 20 minutes each group. However all member in the team have to present their work.

b. 2nd Activity

The participant will watch video of two bosses with the different ways to appreciate their subordinate for 10 minutes. They will discuss regarding in small group for 30 minutes:

- a. Identify the leaders
- b. Create the scene where and when happens, what happens regarding two bosses to offer motivation?
- c. How the boss' reaction for subordinate accomplishment?
- d. If you were that boss what you will do to recognize the subordinate accomplishment?
- e. How to make good environment in working place to make subordinate enjoy the work?



The participant will present their work for 35 minutes per all groups.

c. 3rd Activity

The trainer will give lecture concerning within 60 minutes regarding Empowerment Evaluation by Dr. David Fetterman (Source; Empowerment Evaluation Principles in Practice, Empowerment Evaluation knowledge tools for Self-Assessment and Accountability by David Fetterman) and discussion or question and answer 15 minutes. Afterwards, continue for general information of next activities outdoor experiential 15 minutes.

6. Outdoor Experiential Activities

This activity will be held one day with the explanation of each activity;

| Activity | Description | Application |
|-----------------|---|---|
| Blind Square | A group is blindfolded and given a tangled length of rope and asked to fashion it into a large square. | Problem solving, communications |
| Nitro Crossing | Group is required to swing across an imaginary canyon individually and transport 4 buckets of water without spilling. | Teamwork, quality control, problem solving, resource allocation |
| The Wall | Group is required to get all members up and over a 12 foot wall while losing resources along the way. | Problem solving, overcoming obstacle, communication, team effort and individual effort. |
| Ropes Course | A variety of above ground activities designed to test individual perceptions of risks. | Individual challenge, team support, encouragement. |
| Nuclear Reactor | Group removes an object from inside a contaminated area and moves it to a safe area without entering either the contaminated area or the safe area and without touching the object. | Idea generation and sharing coordinated execution of plans. |

Source: The leadership Challenge, Workshop, 2007 International Leadership Associates



7. Project Dream School (365 minutes)

The step of this activity:

- a. The participants will be divided into small groups.
- b. The group is asked to make project dream school and then has to explain for 120 minutes concerning;
 1. Vision and mission
 2. Core values
 3. School philosophy
 4. School system
 5. Curriculum emphasized
 6. Learning environment
 7. Goals of educational organization
 8. School Management

The participants have to present their dreams school for 15 minutes per each group. It is required to use various techniques of presentation (total 120 minutes).Afterward, each group has to comment and explain about analysis SWOT of other dream schools for 45 minutes.

Participant is required to evaluate their priority in their own school, making new innovation of their own school, and then team member contribution to the school for 30 minutes. And then evaluate of activity 15 minutes.

8. Project Color of Emotion and School Product

- a. Project of Color Emotion

This project will invite the speaker who expert in psychology field. They will face with a lot of color games and then they will understand their favorite color is symbol of their personality and characteristic for two hours.

- b. School Product

The participant will be divided into small group. The group is similar to group in dream school. They are required to make school product for their dream school. The trainer will some examples, such as;

- a. Green School
- b. School based on ASEAN Community
- c. School based on English program



- d. School based on Culture, etc.

However the participants can develop out of example programs by themselves. They will have time for two hours. The guideline of the project is:

- a. The name of project
- b. The content of project
- c. The target of project
- d. The budget of project
- e. The project management
- f. The resource of budget
- g. The length of project

The participants will present their project for 10 minutes per each group. And furthermore, they will be evaluated each other regarding their school product then share their evaluation for 30 minutes.

9. Visiting School

The participant will visit school and then learn with community for one day. The criteria of school such as good management, green school, obvious vision and mission, innovation, community service, etc. Then afterwards, they have to prepare presentation regarding their task to create “The ideal and effective leader for 21st Century?” individually. They are required to explain;

- a. What is your opinion regarding the 21st Century?
- b. What is the problem of 21st Century Leadership?
- c. What is your ideal and effective leader for 21st Century?
- d. If you have lack ability as leader for 21st century, How to improve those ability?
- e. How to improve others (subordinate) ability?
- f. How is the leader relationship with community, in your opinion?
- g. How to maintain relationship between school and community?

10. Presentation of Ideal and Effective Leader for 21st Century

This time the participants individually, have to answer those questions and present their result. This activity aims to understand their personal leadership, especially for facing 21st Century. The all participants will be divided into small group randomly.



Afterwards, they will have evaluation peer participant. And then last filling the questionnaire for evaluating training program.

IV. Program Material and Support Resources

- a. International Leadership Associates. 2007. *The Leadership Challenge*. USA: Copyright ILA.
- b. Kouzes and Posner. 2003. *The Leadership Challenge Workbook*. USA; Jossey-Bass.
- c. Technology Student Association. 2007. *The Lesson Plan of Leadership Challenge*. Copyright of TSA.



Pre-and Post-test

1. Leadership is born, not made;
 - a) Agree
 - b) Disagree

And why?
2. How do you understand the “leadership is relationship”, please describe it.
3. Do you know regarding “Leadership Challenge”?
 - a) Yes
 - b) No
4. What you do think about innovation? Please describe it.
5. If you have boss, what is your main concern to follow them? Please describe it.
6. Match the situation with example

| | |
|----------------------------|--|
| a. Enable others to act | a. Making new innovation |
| b. Challenge the process | b. Democracy |
| c. Model the way | c. Aligning actions with shared values |
| d. Inspire a shared vision | d. Appreciating individual excellence |
| e. Encourage the Heart | e. Imagining the future |
7. How to encourage the subordinate in order to make them good in working?
8. How is your strategy to develop subordinate ability and potential?
9. Create the picture of your future organization in 10 ten years. Please describe it.
10. If you have meeting with subordinate, what is your procedure to let others giving idea, asking and answer?

Thank you and Good Luck!



Evaluation Form

Training program was completed. We are looking for your kindness to evaluate this training program. Please checklist the response below based on your best opinion and reflection of this program and instruction offers the following key:

5 = very high

4 = high

3 = medium

2 = low

1 = very low

| Items | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| 1. The program suits with program objectives | | | | | |
| 2. The objectives program is accordance with the current issues. | | | | | |
| 3. The trainers are knowledgeable of subject matter | | | | | |
| 4. The program is in well organizing | | | | | |
| 5. The trainers have various techniques in delivering material | | | | | |
| 6. The length of training is sufficient. | | | | | |
| 7. The logistics are satisfied. | | | | | |
| 8. The handouts are useful. | | | | | |
| 9. The materials can be applied in daily activities | | | | | |
| 10. The program content is appropriate with the real situation. | | | | | |

Comment and Suggestion:

Thank you for your cooperation!



IOC Result for Component and Indicators from Experts
Developing a Program to Enhance Women Leadership Challenge of Primary
School Principals (IOC = 1)

Component I: Model the Way

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|---|----|----|----|----|----|----------|----------------------|
| 1 | Clarify values by finding your voice and affirming shared values. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Set the example by aligning actions with shared values | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |

Component II: Inspire a Shared Vision

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|--|----|----|----|----|----|----------|----------------------|
| 1 | Envision the future by imagining exciting and ennobling possibilities. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Enlist others in a common vision by appealing to shared aspirations | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |

Component III: Challenge the Process

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|--|----|----|----|----|----|----------|----------------------|
| 1 | Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Experiment and take risks by constantly generating small wins and learning from experience | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |



Component IV: Enable Others to Act

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|--|----|----|----|----|----|----------|----------------------|
| 1 | Foster collaboration by building trust and facilitating relationships. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Strengthen others by increasing self-determination and developing competence | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |

Component IV: Encourage the Heart

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|---|----|----|----|----|----|----------|----------------------|
| 1 | Recognize contributions by showing appreciation for individual excellence | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Celebrate the values and victories by creating a spirit community | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |



IOC Results of Questionnaire from Experts
Developing a Program to Enhance Women Leadership Challenge of Primary School Principals (IOC = 1)

Component I : Model the Way

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|--|----|----|----|----|----|----------|----------------------|
| 1 | Sets a personal example of what she expects of others as her intuitive. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Spend time and energy making to conduct relationship certain that the people she works with adhere to the principles and standards that we have agreed on. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 3 | Follows through on promises and commitments she makes. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 4 | Asks for feedback on how her actions affect other people's performance. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 5 | Builds consensus around a common set of values for running our organization. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 6 | Is clear about her philosophy of leadership. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |

Component II : Inspire a shared vision

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|-----|--|----|----|----|----|----|-----|----------------------|
| 1 | Talks about future trends that will influence how our work gets done as inspiration for her subordinate. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Describes a compelling image of what our future could be like. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 3 | Appeals to others to share an exciting dream of the future in term of sharing part. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 4 | Shows others how their long term interest can be realized by enlisting in a common vision. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |



| | | | | | | | |
|--------------|---|---|---|---|---|----------|-----------------|
| 5 | Paints the “big picture” of what we aspire to accomplish. | 1 | 1 | 1 | 1 | 1 | Suitable |
| 6 | Speaks with genuine conviction about the higher meaning and purpose of our work with tactful. | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | 1 | Suitable |

Component III : Challenge the Process

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|---|----|----|----|----|----------|-----------------|----------------------|
| 1 | Seeks out challenging opportunities that test her own skills and abilities. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Challenges people to try out new and innovative ways to do their work. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 3 | Searches outside the formal boundaries of her organization for innovative ways to improve what we do. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 4 | Asks “What can we learn?” when things do not go as expected. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 5 | Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 6 | Experiments and takes risks, even when there is a chance of failure. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | 1 | Suitable | |

Component IV : Enable Others to Act

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|-----|---|----|----|----|----|----|-----|----------------------|
| 1 | Develops cooperative relationships among the people she works with. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |



| | | | | | | | | |
|--------------|--|---|---|---|---|---|----------|-----------------|
| 2 | Actively listens to diverse points of view. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 3 | Treats others with dignity and respect. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 4 | Supports the decisions that people make on their own. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 5 | Gives people great deal of freedom and choice in deciding how to do their work. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 6 | Ensures that people grow in their jobs by learning new skills and developing themselves. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |

Component V: Encourage the Heart

| No. | Items | E1 | E2 | E3 | E4 | E5 | IOC | Level of Suitability |
|--------------|---|----|----|----|----|----|----------|----------------------|
| 1 | Praises people for a job well done (emotional to express). | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 2 | Makes it a point to let people know about her confidence in their abilities as facilitative style. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 3 | Makes sure that people are creatively rewarded for their contributions to the success of projects as democratic style. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 4 | Publicly recognizes people who exemplify commitment to shared values with emphatics feeling to understand the potential of subordinate. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 5 | Finds ways to celebrate accomplishments. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| 6 | Gives the members of the team lots of appreciation and support for their contributions. | 1 | 1 | 1 | 1 | 1 | 1 | Suitable |
| Total | | | | | | | 1 | Suitable |



IOC Result for Component of Training Program
Developing a Program to Enhance Women Leadership Challenge of Primary
School Principals

Program Objectives

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|-----|--|----------------------|----|----|----|----|-----|----------------------|----|----|----|----|-----|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Identify the own leadership strengths and areas to improve. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Communicate the fundamental values and beliefs. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Focus people's effort on key values though the own actions. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Build collaboration, teamwork and trust. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Strengthen the ability of others to excel. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | Recognize the accomplishments of others. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | Make work enjoyable while still working hard. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | Apply the Five Practices of Exemplary Leadership to desire women | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |



| | | | | | | | | | | | | | |
|--------------|-----------------------|--|--|----------|--------------|--|--|--|----------|--|--|--|--|
| | leadership challenge. | | | | | | | | | | | | |
| Total | | | | 1 | Total | | | | 1 | | | | |

Content of Program

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|--------------|-------------------------|----------------------|----|----|----|----------|--------------|----------------------|----|----|----|----|----------|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Model the Way | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Inspire a shared vision | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Challenge the process | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Enable others to act | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Encourage the heart | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | | | | | | 1 | Total | | | | | | 1 |

Method of Program

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|--------------|---|----------------------|----|----|----|----------|--------------|----------------------|----|----|----|----|----------|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Classroom lecture/discussions | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Assessment feedback | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Video case studies | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Individual assignment | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Small and large group discussions and assignments | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | | | | | | 1 | Total | | | | | | 1 |



Length of Training

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|--------------|-------------------------------|----------------------|----|----|----|----------|--------------|----------------------|----|----|----|----|----------|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Time of program is 2 weeks. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Six times per week | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Length of time is 08.00-16.30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | | | | | | 1 | Total | | | | | | 1 |

Program Material and Support Resources

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|--------------|-------------|----------------------|----|----|----|----------|--------------|----------------------|----|----|----|----|----------|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Handouts | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Technology | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | Video | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Visual Aids | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | | | | | | 1 | Total | | | | | | 1 |

Evaluation

| No. | Items | Level of Suitability | | | | | | Level of Feasibility | | | | | |
|-----|---|----------------------|----|----|----|----|-----|----------------------|----|----|----|----|-----|
| | | E1 | E2 | E3 | E4 | E5 | IOC | E1 | E2 | E3 | E4 | E5 | IOC |
| 1 | Evaluate themselves before training started (pre-test) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | Open-ended evaluation and fast feedback regarding content of program such | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |



| | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|----------|--------------|---|---|---|----------|
| | as objective, length of time, practice, method and resource on each activity. | | | | | | | | | | | |
| 3 | Evaluate the trainers during instruction (e.g. demonstration, communicative and open-minded). | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | Evaluate themselves after training (post-test). | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | Evaluate the program through filling the questionnaire. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | Evaluation peer participants. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | Reflection. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Total | | | | | | | 1 | Total | | | | 1 |





**Faculty of Education
Mahasarakham University**

Office of the secretariat

Ref. no. 0530.5(2)/ 3228

December 17th, 2015
Talad Sub-District, Maung District,
Maha Sarakham 44000, Thailand
Tel/Fax: +66-43-721-764

Subject: Request for collecting data for thesis

Dear Sir/Madam,

I am writing this letter to seek your permission for **Miss Reni Juwitasari** in order to collect data for research study in your institution. She is doing her Master's degree in Educational Administration at the Faculty of Education, Mahasarakham University. She is conducting her research on the topic "Developing a Program to Enhance Women Leadership of Primary School Principals at Banjar-City, West-Java Province, Indonesia". This research is for her master course at the Faculty of Education, Mahasarakham University. She has been under the supervision of **Asst. Prof. Dr. Sangkom Pumipuntu** for this research study.

In order to conduct this research properly, the Faculty of Education, Mahasarakham University would like to ask for your permission for her to collect data from your institution. It will be started on during January 2016.

The Faculty of Education, Mahasarakham University strongly hopes that you will kindly consider this request and give us the permission for this study.

Sincerely Yours,

(Assoc. Prof. Dr. Sombat Tayraukham)
Assoc. Dean for Graduate Studies and Research
Acting Dean Faculty of Education, Mahasarakham University

Center for International Affairs
Tel/Fax: +66 43-743-174; Email: iredu.msu@gmail.com

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PEMERINTAH KOTA BANJAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jalan Gerilya Telp (0265)744085 Pamongkoran Banjar 46311

SURAT KETERANGAN

Nmor : 800 / 087 -Set.Disdikbud

Yang bertanda tangan dibawah ini :

Nama : NEDI, S.IP., M.Si
 NIP : 19580906 198201 1 002
 Pangkat/Golongan : Pembina, IV/a
 Jabatan : Kasubag Umum dan Kepegawaian
 Dinas Pendidikan dan Kebudayaan Kota Banjar

dengan ini menerangkan bahwa :

Nama : RENI JUWITASARI, S.Pd.
 Pendidikan : Mahasiswa Pendidikan Administrasi S.2
 Nama Perguruan Tinggi : Mahasarakham University Thailand

sedang melakukan pengumpulan data untuk tesis pada Sekolah jenjang SD di Kota Banjar.

Demikian Surat Keterangan ini, untuk dapat dipergunakan sebagai mana mestinya .

Banjar, 18 Januari 2016

a.n Kepala Disdikbud Kota Banjar,
 Kasubag Umum dan Kepegawaian,



NEDI, S.IP,M.Si
 NIP.195809061982011002



VITA



VITA

| | |
|-----------------------|---|
| NAME | Ms. Reni Juwitasari |
| DATE OF BIRTH | February 12 th , 1991 |
| PLACE OF BIRTH | Bandung, Indonesia |
| ADDRESS | BKR Street, Home 31 Hegarsari Village, Pataruman District, Banjar City, West-Java Province, Indonesia |
| EDUCATION | |
| 2013 | Bachelor of Education (B.Ed.) in German Language, Yogyakarta State University, Yogyakarta, Indonesia |
| 2016 | Master of Education (M.Ed.) in Educational Administration Mahasarakham University, Thailand |

