WOMEN'S COMMUNICATION SKILLS IN IMPLEMENTING THE ROLE OF REGIONAL LEADERS IN BEKASI, INDONESIA

by Anna Gustina

WOMEN'S COMMUNICATION SKILLS IN IMPLEMENTING THE ROLE OF REGIONAL LEADERS IN BEKASI, INDONESIA

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Abstract

This study aims to analyze the communication skills of female village heads in carrying out their roles as regional leaders. This research uses a qualitative approach. In this case, the researcher analyzed the communication skills of the female village heads in three regions, namely Kaliabang, Bantar Gebang, and Jatiluhur villages. Data was analyzed using NVivo 12 software.The theory used in this research is the standpoint theory The results showed that differences in characteristics showed different points of view of the Lurah in carrying out the role of leader when communicating the program. The Head of the KT Village communicates the program by exemplary and patience, the Head of the BG Urban Village communicates the program with openness, the Head of JL Village communicates the program by modeling and forming independent citizens. Standpoint theory is used to see different points of view in communicating the program. Different characteristics from different points of view in program communication skills.

Key words*: *Head's of women, characteristics, communication skills, the role of women, leader

INTRODUCTION

The resignation of a Developed Countries depends on how human resources can be optimally in supporting the wheels of development. Currently, many women play an active role in various fields of development. In Indonesia, the presence of women in parliament has been seen since the government of President Soeharto to President Jokowi has increased (Kuwodo, 2016). Based on data from the Central Bureau of Statistics (2017), in President Soeharto's administration there were two women in the cabinet, one in the government of President Habibie, two in the government of President Gus Dur, two in the government of President Megawati, while in President Susilo's administration twice Bambang Yudhoyono has increased by four and five people, then during President Jokowi's administration there are eight people.

The data above shows an increase but the *stereotypes* both from men and from women themselves are still an obstacle to increasing the role of women in development. Nugroho (2017), in his research stated that gender injustice is still experienced by female leaders. Wahid and Lancia in their research show that even though women replace men in carrying out public roles, they still demand that women carry out domestic roles (Wahid & Lancia, 2018). This is reinforced by Probosiwi's statement, Women are seen as second class society (Probosiwi, 2015). The role of women in development is often questioned because they are

considered inadequate and inadequate. In line with Burnama research *et.al* which states that public doubts still exist, women are considered unsuitable to be government leaders because they are considered incapable and feminine (Burnama, Krisdinanto, & Yoanita, 2014). Meanwhile, Pujiati and Suyanto said that women are not assertive, slow in making decisions (Pujiati & Suyanto, 2016), weak and combined with androcentrism values that still shackle women's rights and freedoms as well as religious values that carry a patriarchal concept that emphasizes that women not worthy of being a leader (Jariah, Laily, Mumtazah, & Aini, 2007). These arguments are significant reasons for women's refusal to occupy strategic positions in formal political institutions and even women's leadership is difficult to get recognition in the political arena (Baxter J. , 2012).

This reinforces that the struggle for gender equality has not been completed because women's representation in the legislative, executive and judicial fields is still far from expectations. Caribbean women face challenges as they move up the career ladder (Francis, 2017). Stereotypes on social identity threaten the representation of women as leaders in the political, civil, social, economic and cultural fields of society (Murphy & Hoyt, 2016). However, representation of women in local governments is considered more effective and conducive for women (Mallette & Jennifer, 2017). Women's leadership as RT heads are well responded to because they can channel women's aspirations in various aspects (Hanani, 2017). Harahap's research also strengthens that women's empowerment in development communication is more competent and effective in approaching the community (Harahap, 2016).

Gender studies in previous research that used standard theory such as Droog SMA, Defining women at the "margins" of society, women's cultural positions gave them an increased understanding of the contradiction between their experiences and the way the dominant group defines them (Droogsma, 2007). Practical development of the standpoint method with cases (Marya & Sosulski, 2009), Sexual Harassment as (Dys) a Functional Process: Feminist Viewpoint Analyst (Debbie, 2001), Gender Roles of Military Women in Magazines in the Magazine of the Indonesian Army Corps *Perempuan Melati Pagar Bangsa*, Theory Perspectives, Situated Knowledge and Situated Imagination (Marcel & Nira Yuval, 2012), How feminist perspectives and generations of leadership practices influence female administrators in higher education, specifically how they lead and make institutional change (Braun, 2014), Feminist point of view helping to understand and explain the world through marginal (Terjesen, Sealy, & Singh, 2009), subordination and oppression of the viewpoints of women in society perceiving them as knowledgeable (Pandey, 2016).

The ability to lead and make change through communication skills is shown in the research of Netshitangani (2008) in (Prakasa, 2015). Communication skills are defined when using knowledge through verbal, nonverbal communication techniques as well as through communication media effectively in order to maintain activeness in asking questions (Baxter J. , 2012), collaboration and interaction which are supportive in the communication process. Meanwhile, Santrock explained that communication skills are skills that a person needs in speaking, verbal communication, listening, overcoming obstacles, understanding nonverbal communication and being able to constructively resolve conflicts (Aldianto, 2015).

Aspects of communication skills, namely speaking skills include communication skills in public (Emily, Rauscher, & Hesse, 2020). The skill of using clear information communication techniques, through communication styles that do not show the impression of judging the interlocutor is the use of communication styles by avoiding several messages, resulting in the speaker tending to judge the interlocutor and putting him in a defensive position, for example using the message "I" rather than "I", being assertive is expressing the content of feelings, asking for what is meant and saying "no" to something that is not desired.

If the individual acts decisively then the action is directed in the best self-interest, expresses views openly (McCall, 2020), fights for the right rights, consistency so that wrong behavior must be addressed and there is resistance in coercion and manipulation using proper grammar (Alkan, 2016). Listening skills are the ability to listen actively. Active listening skills indicated by being done with full attention.

Paying close attention to the person speaking, for example maintaining eye contact and leaning over the other person. Provide feedback or competent responses, namely to respond quickly, honestly, clearly, and informatively (Prakasa, 2015). Nonverbal communication skills are communication skills through facial expressions, touch, eyes, motion and silence (Mallette & Jennifer, 2017). Communication skills with facial expressions such as smiling, gloomy, looking confused (Malone & Edward, 2015).

The factors that affect communication skills are: (1) Cultural background, where the meaning of a message will be manifested from a person's mindset through something that is often done, meaning that the same cultural background between the sender and the recipient will make communication activities more effective. (2) Group or group ties are the values held by a group that greatly influence individual communication skills. (3) Intelligence, where the smarter an individual is, the faster the individual will master communication skills.

There is not much research in the field of communication using standpoint theory. Ruddick (1989) in (West & Turner, 2017) says that people have various points of view through communication so that they are able to understand and construct people around them based on their point of view. For this reason, it is very important to study the leadership role of the female village head using *standpoint theory* to analyze communication skills in implementing the program.

METHOD

This research uses a qualitative approach with a critical paradigm. The critical paradigm is a scientific paradigm that places the epistemology critical of Marxism in the entire methodology research. Critical paradigm is inspired from critical theory and related to the legacy of Marxism in his entire philosophy of knowledge. Critical theory in a social science stream based on the ideas of Karl Karl Marx and Engels (Denzin & Lincoln, 2009).

This type of case study research, in this case the researcher analyzed the female headmen in three regions, namely Bantar Gebang, Kaliabang Tengah and Jatiluhur villages. The area selection method was carried out purposely. The data collection process was carried out by in-depth interviews and observations. Data analysis using *software is* NVivo 12used to help code data and form main categories according to data sources (Bandur, 2016). Coding uses thematic coding or *pattern coding* (Zainal & al, 2019), giving labels to text and categorizing information according to the main topic. The second stage of coding uses theories and concepts, the results of coding analysis are used as a guide for the third stage of analyzing the coherence of the women's village head's point of view in communicating the program.

RESULTS AND DISCUSSION

The importance of communication is not limited to personal communication, but also at the level of organizational communication. With good communication, an organization can run smoothly. Conversely, lack or absence of communication, the organization can fall apart. Thus, communication in an organization has a central role. In an organization, leadership is very important because the existence of leadership becomes a doorstop or becomes one of the spearheads of success in organization.

Effective leadership should be able to provide direction for efforts to achieve organizational goals. Moreover, leadership and leadership roles determine the birth, growth

and maturity, and demise of organizations. Leadership abilities and skills in direction are important factors for a leader's effectiveness. If the organization can identify the qualities associated with leadership, then the organization will move forward. Starting from these things, the success or failure of achieving goals in organizational development is determined by the leadership's ability to mobilize its members. Therefore, the role of leadership communication in organizational development is important to discuss.

Viewpoint theory is based on four key concepts, namely (Littlejohn & Foss, 2011); (West & Turner, 2017); location, knowledge situation, role sharing and communication. These characteristics shape the point of view of the female village head in communicating government programs.

Characteristics of the women's village head's

An organization will always involve communication in an effort to exchange and disseminate information as a step towards achieving the main goals of the organization. This is in accordance with the understanding that an organization is a group of people who work together and absolutely so that communication between individuals involved in the cooperation process is needed. In simple terms, the organization can be defined as an association of people who are each given a specific role and carry out activities in accordance with that role together in an integrated manner achieving mutually determined goals.

The success or failure of an organization, be it a company, educational institution, government agency or other social organization, will always be associated with the leader of the organization concerned. Therefore, leadership is a key element in determining the effectiveness and productivity level of an organization. Harold Kontz defines leadership as the influence, art or process of influencing people so that they will try to achieve group goals with will and enthusiasm. Meanwhile, Kartono defines leadership as a form of domination based on personal capabilities / abilities, namely being able to encourage and invite other people to do something to achieve common goals.

Characteristics of the female headman shape the point of view of the female village head in communicating the program. The differences in the characteristics of the Head of *Kaliabang Tengah* (KT), *Bantar Gebang* (BG) and *Jatiluhur* (JL) urban villages are shown in their educational background, ethnicity and years of service. Another thing that distinguishes it is that the internal support of the family has become a government apparatus, the *Lurah* has several times served as a *Lurah* in different areas and has worked in government agencies, the husband has worked in a government agency or a civil servant. External support has a network with government officials, support from community leaders, and is involved in organizations' communities. Situated knowledge of women *Lurah* tends to have in common the existence of religious values instilled since childhood, socialization from parents, family support, previous work experience or organization. This can be seen in Figure 1 below.
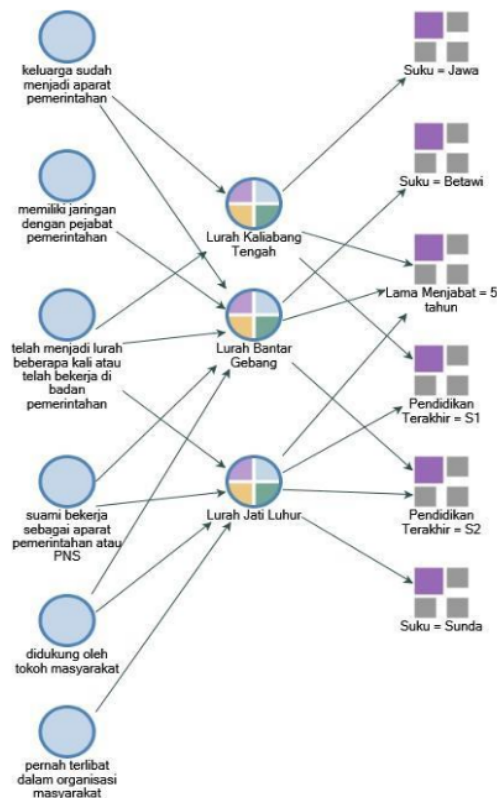
Figure 1. Analysis of the characteristics of female village heads in Bekasi City
Source: (Harahap, 2016)

Figure 1 above shows different characteristics in terms of education and ethnicity. The head of the KT with a bachelor degree (S1) education is different from the BG and JL urban heads who have a master's (S2) background. Heads of KT, BG and JL sub-districts have different ethnic backgrounds. The head of the KT village came from Java, the BG village head came from the original *Betawi* tribe and the JL village head came from *Purwakarta*. Although the three female *Lurah*s have both served as village heads for 5 years, internal and external support has also shaped the point of view of the female headmen in carrying out their leadership. Heads of KT and BG have families with backgrounds who have worked in the government. The parents of the KT head are carik and the parents of the BG village heads are former village heads. *Lurah* JL has a parents background as a driver. Heads of BG and JL urban villages have husbands who work in government circles while the head of the KT husband works as researchers. In implementing the program, the Head of BG Urban Village issupported fullyby community leaders because he comes from an indigenous Betawi tribe where the *Bantargebang* area is mostly *Betawi* people. *Lurah* BG and JL were active in the organization when they were students in universities.

Communication Skills

Carrying out the role of a leader requires communication skills. The female village head as a grassroots leader interacts with residents who have heterogeneous characteristics, it is important to have communication skills. Leadership with communication are two

interrelated concepts. This can be seen in the expressions of Dahnke and Clatterbuck (1990) in (Wahid & Lancia, 2018), which state that leadership is the influence of a person (individual) in a situation which directly, through the communication process, aims for a specific outcome to be achieved. .

Communication interactions need to be supported by communication skills (Malone & Edward, 2015). Communication interactions aim to influence, improve and transform citizens to support the implementation of the program. Communication interaction and communication skills are reciprocal relationships in achieving communication goals. Communication skills are one of the factors inherent in the female headman as a leader. This is because the level of communication skills of the female village head also affects the accuracy of communication in realizing development programs in the Bekasi area. According to Cangara, communication skills are a person's ability to convey messages to audiences (message recipients) (Cangara, 2012). Furthermore, according to Chatab, communication skills are the ability to make relationships through human communication channels or media, so that the message or information can be understood properly. Communication skills are not abilities that are born from birth and do not appear suddenly, skills need to be learned and trained (Supratiknya, 2013). Interpersonal communication skills are very important for successful leaders (Baxter J. , 2010)

Head of *Kaliabang Tengah* Village (KT), Head of *Bantargebang* Village (BG) and Head of *Jatiluhur* Village (JL) generally have different characteristics from aspects of age, ethnicity, background. education, experience working in a government environment, networking with government officials and involvement in community organizations. Based on the analysis of *Lurah* KT and BG, they have family backgrounds who have become government officials, the Heads of BG and JL villages already have experience as village heads and *Lurah* secretaries even though their working periods are different, BG and JL's husbands work in government officials, BG and JL urban heads. get support from community leaders. Although the three *Lurah*s have different characteristics, in carrying out their role as *Lurah* they receive support from their families and community leaders. Education and experience as *Lurah* are also factors that determine the performance of women in the village head.

Head of KT, *Lurah* BG and *Lurah* JL have different points of view, the point of view of the Head of KT Village in communicating the program by giving an example or giving an example to its citizens, Head of BG Village changes people's habits by being open in communication and *Lurah* JL emphasizes independence on citizens in overcoming problems . Head of KT Village, S1 education has the ability to approach residents by giving an example, patience. The examples given are able to provide behavior change to residents. Initially the residents did not care about the pile of garbage that had already piled up. The head of the KT village comes from the Javanese exemplary and patience to use the Javanese principle, the KT village head has made changes to the environment that has started to clean, the wild huts have begun to decrease. This earned the Head of KT Village the nickname of the Bekasi Mayor Mr. RE as the heroine and bulldozer urban village head.

*Lurah*s BG and JL have a master degree in communicating the program to have a point of view by changing the habits of the residents. The Head of BG Urban Village is very open in communicating, this is due to the Betawi tribe who always speaks as is, but there are some residents who are not suitable with the way he speaks so there is an opinion that he is not able to socialize. The point of view of the Head of BG Urban Village on this matter is ordinary, polite and in accordance with the situation and conditions. The head of JL sub-district has a point of view of educating residents to be independent, including that residents must be able to solve problems in their area. Educating residents to be independent is formed by the background of the *Lurah* JL since childhood has been able to meet their own needs by

way of selling (selling) which is the training of parents and the traditional background of their origin, namely from Purwakarta which upholds commerce. Hisbackground education master'sand experience in organizations have enabled *Lurah* JL to interact with residents and community leaders even though *Lurah* JL is not a native of Bekasi.

Differences in characteristics, internal and external support are characteristic of each female *Lurah* and form different points of view in communicating programs in their respective regions, as seen in Table1.

Table 1 Perspectives of Women Heads based on communication skills

Characteristics of	Heads of KT	*Lurah* BG	*Lurah* JL
	EducationS1	EducationS2	S2 Education
Javanese	(Kebumen)	Betawi	West Java (purwakarta)
viewpoint	ideals and patience	citizens need to be changed habits Habits in open communication	Mandiri

Communication skills of the three headman women specifically are *Lurah* KT looking at problems faced by citizens, providing an example to residents regarding program implementation, prioritizing synergy and taking a religious approach to residents. The following are excerpts of the interview when the head of the KT village went to the area to demolish illegal buildings at RW 14:

"Ladies and gentlemen, if you are ready to dismantle them, let alone want to dismantle yourself, I am sure that the world will come true and in the hereafter I pray for abundant sustenance and descendants who become descendants. dignified, I always convey it like that. Alhamdulillah, yes ma'am, God willing, your sons and daughters will become extraordinary sons and daughters " (KT, 51, P)

Head of BG Urban Village, communicating based on regional characteristics because most residents are Betawi ethnic groups. use the local language. The Head of BG sub-district resolves problems faced by residents immediately, even residents can go directly to his house if there are problems that must be resolved immediately, change community habits, enter all circles, at meetings give residents the opportunity to ask questions, every work of the residents must be reported along with photos of activities carried out.

"Placing the village head with the characteristics of each sub-district in the region" (BG, 35, P).

The head of JL Urban Village showed that communication skills that were carried out specifically were giving praise to residents who were independent and showed good performance, knowing community problems directly by hanging out in small shops. The head of JL village hangs out with the residents in the shop, so that they can interact with each other casually, the residents also do not hesitate to express their opinions and also the problems they face. The head of JL sub-district did indeed see the residents as partners.

"Ma'am, this is the PSN movement in the region, oh ... OK, OK, let's give it a thumbs up, who else is that, so this is an example for others" (JL, 45, P).

Based on the results of the analysis, the three female village heads are communicative. Two-way communication, embracing community leaders in implementing the program, taking a heart-to-heart (persuasive approach), every activity is reported through photos and sent via

WA, any problems related to the program or community problems are immediately resolved.

Overall, the communication skills performed by the female village head to implement the program include building togetherness, synergy, mutual understanding, the ability to make a heart-to-heart approach, two-way communication, embracing community leaders, being communicative and providing examples.

Head of KT, *Lurah* BG and *Lurah* JL in communicating using media, instructional and participatory. The media used by the Head of KT, BG and JL is *WhatsApp* to convey information in the form of groups or private networks. Instructional communication is a female village head instructing residents to realize the program and participation is the role of the community in realizing development programs. The experience of participating in activities forms experience and responsibility for themselves and the group of participants. Even though women are weak, unable, women can be seen from their competence and not just their appearance. Therefore, the quality of the performance of female leaders can erase the negative understanding formed by the socio-cultural construction.

CONCLUSION

Role as a leader *grassroots* is not an easy job. The female headman has to deal with heterogeneous characteristics of the population. Communication skills are important to have in implementing programs. Standpoint theory is used to see different points of view in communicating the program. Different characteristics from different points of view in program communication skills. In implementing the program, the female village head must understand the characteristics of the area, use the surrounding language, be sensitive to the problems and needs of the citizens, utilize the media in communicating, and develop participatory citizens. Support for women in the village head in carrying out their role of dismantling the construction socio-cultural of women's abilities as leaders.

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