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Forms and Models of Gender-Based Inclusive Leadership at the Service-Based Ponorogo State Islamic Institute (IAIN) through an analysis of the Big Five Personality Treatment

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ABSTRACT

This article aims to describe the form and model of gender-based inclusive leadership at the Ponorogo State Islamic Institute, based on Service, through the analysis of the Big Five Personality Traits. This study uses a qualitative approach with a case study research type. Data collection techniques are unstructured in-depth interviews, participant observation, and documentation. Data analysis was carried out during the research process and afterward through data reduction, data presentation, and concluding (verification). Data validity tests in this study include credibility, dependency, and confirmability tests. The study results are in the form of a pyramid with three levels of management: 1) top management, 2) middle management, and 3) staff management. The Rector as top management sets the goals and policies of IAIN Ponorogo through efforts to establish internal quality assurance standards. Middle management plays a role in developing human resources by clarifying tasks in each work unit. Staff management plays a role in good basic services. The characteristics of successful female leadership profiles at IAIN Ponorogo are shown by communication behavior in a relaxed atmosphere, open thinking in academic administration, maintaining personal relationships between lecturers and students, maintaining emotional stability of the academic community, team collaboration and mentoring, and increasing team motivation in realizing competitiveness targets.

Keywords: Inclusive leadership; gender; Service; Big Five Personalities.

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan bentuk dan model kepemimpinan inklusif berbasis gender di Institut Agama Islam Negeri Ponorogo Berbasis Pelayanan melalui analisis Perlakuan Kepribadian Lima Besar. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data yang digunakan adalah wawancara mendalam tidak terstruktur, observasi partisipatif, dan dokumentasi. Analisis data dilakukan selama proses penelitian dan sesudahnya melalui reduksi data, penyajian data, dan penarikan kesimpulan (verifikasi). Uji keabsahan data dalam penelitian ini meliputi uji kredibilitas, dependabilitas, dan konfirmabilitas. Hasil penelitian yaitu bentuk piramida dengan tiga tingkatan manajemen, 1) manajemen puncak, 2) manajemen madya, dan 3) manajemen staf. Dimana Rektor sebagai manajemen puncak menetapkan tujuan dan kebijakan IAIN Ponorogo melalui upaya penetapan standar penjaminan mutu internal. Manajemen madya berperan dalam pengembangan sumber daya manusia dengan memperjelas tugas pada setiap unit kerja. Manajemen staf berperan dalam pelayanan dasar yang baik. Ciri-ciri profil kepemimpinan perempuan yang sukses di IAIN Ponorogo ditunjukkan dengan perilaku komunikasi dalam suasana santai, berpikir terbuka dalam administrasi akademik, menjaga hubungan personal antara dosen dan mahasiswa, menjaga kestabilan emosional civitas akademika, kolaborasi dan mentoring tim, meningkatkan motivasi tim dalam mewujudkan target daya saing.

Kata Kunci: Kepemimpinan inklusif; gender; pelayanan; lima kepribadian besar.

INTRODUCTION

Religious, private, and state universities compete with each other to be the best and place universities in the ranks of quality tertiary institutions, and this can be seen in the tertiary education (PT) accreditation ranking report, which continues to increase from 2020 to 2022 by the National Accreditation Body for Higher Education Institutions (BANPT), as explained in the following diagram (KemendikbudRistek, 2022).

Based on this diagram, 1030 religious universities in Indonesia were accredited in 2020, and in 2021, 1430 PTKI were added. In 2022, an additional 858 PTKI were accredited, so that the total number of accredited Islamic Religious Universities until the beginning of 2023 is 3321 PTKI. Under conditions like these, leadership is a critical factor in the success of a university in winning the competition for educational services (Martinho et al., 2015). Starting from this, much literature tries to reveal the concept of leadership either from the trait approach, the leadership style, or the contingency approach (Perkins, D. C. , & Fields, 2021).

The implementation of public leadership also needs to be seen from a social inclusion perspective, where all components have space to participate in decision-making actively. (Meng & Neill, 2021). the other hand, UN Women targets that by 2030, an ideal percentage of 50% of achieving indicator 8 of the Sustainable Development Goals (SDGs) in the form of women's leadership in public office will be achieved. (García et al., 2020). This is crucial because it is a central aspect in measuring the level of achievement of several other SDGs indicators (Pisano et al., 2021).

As of August 2021, it is known that there are at least 8 State Islamic Religious Universities, or around 13% of the total 58 State Islamic Religious Universities, led by female rectors at public institutions at State Islamic Religious Universities (PTKIN) (Kementrian_Agama, 2023). This figure illustrates the progress needed to achieve this goal in the next nine years, although it is still tiny and far from the SDGs target (Harrison et al., 2022).

There have been several previous studies on women's leadership in higher education aimed at finding several strategic solutions, first, about female rectors and efforts to build a leadership narrative based on a merit system, gender neutrality, and good relations between colleagues (Carvalho & Diogo, 2018). Second, examining female leaders in Indonesian state universities who are still hampered by two contradictory discourses in the realm of higher education leadership, namely, empowerment and meritocracy (Sakhiyya & Locke, 2019). The third study concluded that gender and leadership in Turkish and Australian universities are hindered by several obstacles (Özkanlı et al., 2011), such as a recruitment system that does not accommodate women's interests, little support for women, and uneven discourse on equality (Palupi et al., 2019).
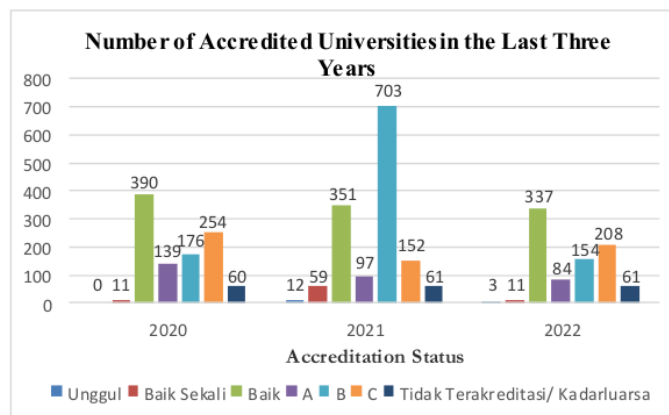

Figure 1. Number of Universities that Have Been Accredited in 2020-2022

Despite numerous studies, significant research gaps remain, particularly regarding the study of inclusive leadership models in Islamic Religious Higher Education Institutions (PTKIN), which are examined through a personality psychology perspective, such as the Big Five Model of Personality. However, according to Lewis R. Goldberg, five personality factors—conscientiousness, open-mindedness, high ambition or motivation, friendliness, and emotional stability—are important determinants of a leader's effectiveness (Goldberg et al., 1990). Furthermore, Aldawood emphasizes that indicators of improved organizational performance include open-mindedness, emotional stability, accountability, problem-solving skills, communication skills, conflict resolution skills, and trustworthiness. This perspective aligns with the leadership model exemplified by the Prophet Muhammad (peace be upon him): Shiddîq (honest), Amanah (trustworthy), Tabligh (communicative), Fathanah (intelligent), fairness, prioritizing deliberation, and amar ma'ruf (enjoining good and good) (Aldawood, 2021).

The example he set for his followers made Islam successful to this day. The leadership models exemplified by the Prophet Muhammad include (1) honest (Shiddîq), (2) trustworthy (Amanah), (3) conveying (Tabligh), (4) intelligent (Fathanah) (Mirzal & Ninglasari, 2021), (5) fair, (6) deliberation, and (7) amar ma'ruf (Kurtay et al., 2023) .

Achieving gender equality and justice in family, community, national, and state life, the study of gender-based inclusive leadership models is in line with Presidential Instruction Number 9 of 2000 concerning gender mainstreaming in national development. In Indonesia, as of August 2021, there were only 8 PTs or around 13% of the total 58 PTKINs led by female rectors. This indicates that the role of women in leadership is still relatively small. Therefore, it is essential to carry out this research. In achieving gender equality in state Islamic religious universities in Indonesia. Based on this background, this research is expected to obtain data regarding the gender-based inclusive leadership model at IAIN Ponorogo.

METHOD

This research uses a qualitative approach with a case study type of research (John W. Creswell, 2017). This research is expected to find and describe a gender-based inclusive leadership model at IAIN Ponorogo. The subjects of successful female leadership in this research are the Chancellor, Dean, Head of Institution, Head of a centre, and Head of the department/study program within IAIN Ponorogo.

The data collection techniques used in this research included in-depth and unstructured interviews with subjects with the capacity and ability to understand the required problems (Alamri, 2019). The observations carried out in this research were focused observations, and the researcher focused on observations about the gender-based inclusive leadership model at IAIN Ponorogo (Saldana, 2019). The personal document in this research are the rector's written notes about his actions, experiences, and beliefs (Sherman, 2018). Data analysis consists of three activity streams that coincide, namely, data reduction, data presentation, and conclusion drawing (verification). Data analysis is carried out during the research process and afterwards (Bengtsson, 2019).

Analysis during the research process was carried out to build a substantial study focus by developing analytical questions. At the end of an analysis while in the field, the researcher made a reflection of thoughts about the focus being researched, namely the gender-based inclusive leadership model at IAIN Ponorogo, the successful profile of women's leadership at IAIN Ponorogo as well as an analysis of the obstacles and obstacles encountered while leading. In addition, researchers analyse data after leaving the field to build, organise, and review the results of the analysis, whether the researcher has found complete and optimal data to describe the focus of the final research report.

RESULTS AND DISCUSSION

Form management levels in the gender-based inclusive leadership model at the State Islamic Institute, Ponorogo.

The description of research data findings related to management levels in the gender-based inclusive leadership model at the State Islamic Institute Ponorogo is as follows;

Top management

Top management at the State Islamic Institute (IAIN) Ponorogo is the chancellor responsible for the organization's overall management, establishing operational policies, and directing the organization's interaction with its environment through the roles of Dean and Head of the Quality Assurance Institute. Based on the research results, the first step taken by the chancellor as top management, as explained in

The goal of IAIN Ponorogo as a state Islamic religious college is to involve the entire academic community and continue by involving stakeholders from external organizations. The next effort is to

develop a policy regarding what priority programs must be pursued, what targets must be achieved, what strategic steps to achieve them, who must be involved, who does what, and when it must be achieved. Informant 1

Findings in the field show that before the chancellor approved the vision and goals, IAIN Ponorogo had a tradition of forming a team consisting of experts and faculty representatives who were mandated to formulate a strategic plan for the next 5-10 years. Looking at the work model at IAIN Ponorogo can be categorized into a task team type consisting of people from one or more functional areas, formed to overcome a particular problem or several problems, and then disbanded (Jeevan, n.d.)(Kozlowski, 2018).

According to Javed, top management support provides general guidelines for the entire academic community. Top management, also known as the executive officer, is tasked with planning activities and strategies in general and directing the development of the quality and competitiveness of IAIN Ponorogo. The level of support provided by top management for the academic community can be a significant factor in determining the success of all activities related to higher education (Javed et al., 2019).

Various policies that the leadership of IAIN Ponorogo has established are then followed up by the Head of the Quality Assurance Institute, as stated in the following statement:

Achieving the goals that the leadership has approved continues through efforts to determine National SPMI, Dikti, and BANPT standards tailored to the needs and internal potential of IAIN Ponorogo. The successful implementation of a higher education internal quality control system in order to improve quality must be supported by the entire academic community's understanding of quality regarding higher education standards by following the PPEPP cycle in the academic sphere (education, research, and community service) and the non-academic sphere (administration and management College). This internal quality assurance system must be continuously implemented to ensure Continuous Quality Improvement (CQI) in Higher Education. Informant 3

These team members are selected based on background and experience. Membership and duties are assigned by management. Terry stated that whether a management implementation is effective or not is also influenced by whether there is a team implementation (Khan et al., 2017). Podsakoff said, "Teamwork throughout any organization is an essential component of the implementation of TQM for it builds trust, improves communication, and develops independence (Podsakoff et al., 2017)."

Inclusive leadership at IAIN Ponorogo provides opportunities for everyone by providing fair opportunities to influence decisions, implementation, and policy. Inclusive leadership at IAIN Ponorogo can also create a supportive climate with high objectives for all its members through deliberation, namely solving problems with good communication patterns, clearly seeing problems, and involving community participation (Koburtay et al., 2023).

Middle Management

The second level is middle management or middle management. This level is below top management and above first-line management. Middle management in this research is the deputy dean, institutional secretary who is responsible to the Chancellor and Dean of IAIN Ponorogo as top management because his position is appointed directly by this top management, as stated by the Dean of the Sharia Faculty;

At this level, the deputy dean and secretary of the institution are given the authority to ensure that all activities of each department are entrusted with responsibility for making the college run well and achieve common goals, as well as building cooperation and a conducive atmosphere in each department to maintain good continuity. Informant 2

Strengthened through the role of middle management, namely the deputy dean and secretary of the Quality Assurance Institute, that:

Develop human resources at IAIN Ponorogo with clarity of tasks in each work unit effectively and efficiently in aligning HR activities with organizational targets and optimizing the potential and skills of the entire IAIN Ponorogo academic community to improve the quality of higher education. Thus, the organizational structure at IAIN Ponorogo, as a result of the inclusive management process, in this case as the output of the organizing process, has a role in achieving higher education goals. Therefore, it is also essential for each university to organize appropriately and correctly to produce a healthy organizational climate through its work team. The results of this team's work are then formulated in a statute ratified or stipulated by the university administrators. Informant 3

As stated by Rust and Oliver, organizing academic services means that middle management carries out its function, characterized by the formation of organizations/work units assigned to implement, evaluate, and improve the implementation of academic quality (Rust & Oliver, 1993). This is followed by the placement of personnel deemed capable and competent to carry out these tasks. The units or

institutions/agencies that are formed then formulate quality documents, such as Academic Manuals, Academic Standards, Academic Policies, Quality Manual, and Standard Operating Procedures (SOP) at the University and Faculty levels.

The ability of the IAIN Ponorogo academic community to carry out tasks and complete them well is one of the dimensions of Islamic leadership, namely *amanah*, meaning the academic community can be trusted, responsible, and credible (Mirzal & Ninglasari, 2021). The academic community of IAIN Ponorogo desires to carry out its duties and functions according to the provisions. The IAIN Ponorogo academic community is also responsible for carrying out the duties and obligations given to them. The nature/characteristics of this trust will form high credibility and a responsible attitude in every individual within the IAIN Ponorogo environment.

First Management

The role of first management is to be a listener to various problems experienced by all staff in the operational field between the IAIN Ponorogo academic community based on knowing each other, trusting, respecting, feeling belonging, and feeling happy. The simplest and best way to improve upward communication for managers to develop may be the habit of good listening. The importance of being a listener includes, among other things, creating coordination and cooperation of all elements in the organization and implementing management functions such as planning, organizing, leadership, and controlling in achieving organizational goals.

> *Based on observation results The responsibility of every head of the department is to maintain the performance of the entire operational team. every head of the department reviews the plan and determines the activities needed to implement the agreed program; then, divide the jobs into units and assign them to individuals, groups, or work units. Observation*

Apart from that, there are also several other tasks that first-line management has, including the following: 1) Listening to various problems experienced by all staff in the operational sector. 2) Report criticism and suggestions to middle management. 3) Create a harmonious and comfortable work atmosphere. 4) Always improve the organization's quality and quantity of exemplary service. 5) Responsible for maintaining a good staff attitude in the organization.

James Ryan explains the function and role of communication in organizations, including expressing feelings, conveying knowledge, motivating organizational members, and controlling and managing the organization. The primary function of organizational communication is to control, motivate, and express emotions (Ryan, 2006). In connection with the importance of communication in organizations, especially educational organizations such as Islamic Universities, this research can prove that interpersonal communication in organizations can improve the quality of performance of the IAIN Ponorogo academic community.

The following function of the first management at IAIN Ponorogo is to report criticism and suggestions to middle management. As explained by the Head of the Constitutional Law Department:

> *Creating a positive work environment at IAIN Ponorogo is one of the keys to success for a higher education institution in creating a positive academic atmosphere. A positive atmosphere will support the formation of commitment and togetherness and will ultimately improve the overall performance of higher education. All university operations will run optimally if the academic community feels comfortable and happy. The quality of interactions between leaders and employees is a crucial determinant of motivation and performance. The relationship between a leader and an employee can be measured by how free the employee feels to express thoughts and feelings and even voice disagreement with the leader without fear of criticism or retaliation. Informant 4*

The results of further research developed within IAIN Ponorogo are a commitment to improving the quality and quantity of higher education tridharma quality services. Academic services are said to be quality if they are following customer needs. As explained by the Chancellor of IAIN Ponorogo:

> *The quality of academic services the IAIN Ponorogo academic community carries is the value customers give to the extent of the academic services provided. Customers, in this case, students, will say that academic services are quality if they meet their specifications. Loyal students will be a valuable asset for universities because students will be willing to promote their universities to others, provide positive feedback, reduce the influence of attacks from competitors of similar institutions (gaining position), and increase the positive image of the institution. Informant 1*

IAIN Ponorogo is a form of service provider that involves a high level of interaction between service providers and users; according to Setia, there are five criteria determining the quality of services, namely reliability, responsiveness, assurance, individual attention (empathy), and physical evidence (tangible)

(Aldawood, 2021). The component of service quality in the educational services industry is not just the type or type of service provided but also depends very much on the management and service delivery process.

The ability of the first management at IAIN Ponorogo to be a listener to various problems, always strive to improve the quality and quantity of good services and be responsible for maintaining a good staff attitude in the organization is one of the dimensions of Islamic leadership, namely *tabligh*, meaning communicative and argumentative. People with tabligh characteristics will correctly convey it with weight and with the right words (*bi al-hikmah*). The characteristics of *tabligh* are its language, *bi al-hikmah*, which means speaking to other people in something easy to understand and accepted by reason, rather than speaking things that are difficult to understand (Koburtay et al., 2023).

Profil of successful female leadership at IAIN Ponorogo with Big Five personality treatments

The results of the study show that the profile of women's leadership at IAIN Ponorogo operates simultaneously at three levels of leadership including the Chancellor (the first level in higher education), the Dean (the second level in higher education), the Head of Study Program (the spearhead of the third level in the higher education system model), and the Lecturer (one of the elements of the fourth level in the higher education system model), so the success of the leadership implemented at IAIN Ponorogo does not only work at the administrative level but also optimally works at the substantive level. To move all these levels, the three levels of leaders in higher education must run on the basis of trust from their members, with five characteristics of successful leader personalities through the theory of The Big Five Model of Personality, namely friendliness, open-mindedness, emotional stability, team collaboration, and high motivation. This behavior can be analyzed in more depth:

Based on the research results, the characteristics of successful female leadership profiles at IAIN Ponorogo are firstly Agreeableness, shown through communication behavior in a relaxed atmosphere regarding programs that have been and will be implemented, giving collective directions, and avoiding direct confrontation over mistakes made so as not to feel disappointed and hurt the self-esteem of subordinates. Theoretically, agreeableness is related to empathy, cooperation, and prosocial behavior (Blake et al., 2022 ; Barcelona et al., 2022). This was also stated by the Rector of IAIN Ponorogo:

> *The leader's friendliness is demonstrated by the behavior of communicating in a relaxed atmosphere about programs that have been or will be carried out, not giving direct reprimands for mistakes made to avoid feeling disappointed and hurting the self-esteem of subordinates, but rather by providing direction collectively and also indirectly to individual subordinates. Informant 1*

The second success profile of female leadership at IAIN Ponorogo is the openness of thought demonstrated by the leaders at IAIN Ponorogo. This is evident in the practice of academic freedom, scientific discussion, and scientific autonomy. Openness enables female leaders at IAIN Ponorogo to encourage innovation, critical thinking, and create an inclusive space for students and lecturers to express their ideas (Khushk et al., 2023 ; Ruiyao et al., 2023). As stated by the Dean of the Faculty of Sharia:

> *Implementing academic freedom, freedom of academic platforms, and scientific autonomy at IAIN Ponorogo is a strategic step in the leadership process and in creating a scientific community within the campus environment. Rooms for negotiations, discussions, and hearings are suitable spaces to produce solutions for the common good. The campus academic atmosphere is where students learn, discuss, and develop their thinking. In this context, freedom of expression is essential to ensuring that students have an inclusive, open, and democratic environment. Informant 2*

The academic community implements academic freedom through learning (education), scientific research, and community service to develop science, technology, arts, and sports by upholding religious and ethical values for the advancement of civilization and the welfare of humanity. Academic freedom and freedom from the academic platform also allow academic members to test each other's thoughts and opinions.

The third characteristic of successful female leadership at IAIN Ponorogo is emotional stability (low neuroticism). Leaders at IAIN Ponorogo are able to maintain composure in the face of conflict, accreditation pressure, and internal dynamics. Personal relationships between lecturers and students at IAIN Ponorogo are well-established, maintaining emotional stability within the academic community during interactions within the workplace. This aligns with research (Li & Ahlstrom, 2016; Li et al., 2012; Wang, 2023), which shows that leaders with high emotional stability are more effective at managing stress and maintaining a positive work environment. As explained by the Head of the Quranic Interpretation Study Program:

> *Emotional stability is essential for university leaders because, with this emotional stability, employees will feel more comfortable and calmer. This ability to analyze problems objectively and*

realistically will encourage individuals to solve them well. Emotional maturity is essential in a competitive world where individuals develop stability within and between themselves. Informant 5

Emotional stability here concerns how individuals can understand other people's feelings and regulate themselves to put themselves in the correct position and behave well towards themselves and others. Slocum stated that people who have emotional stability are people who have the characteristics: (1) relaxed at ease, (3) do not show anger, (4) handle problems well, (5) are quiet, (6) are more pleasant, (7) can overcome stress, (8) manage people better, (9) be stable, (10) be confident and effective (Palupi et al., 2019). Understanding, self-acceptance of emotional conditions, knowing the meaning of feelings, and being able to express feelings constructively encourage individuals' psychological well-being, happiness, and mental health.

The fourth profile of successful female leadership at IAIN Ponorogo is Conscientiousness, the leadership and academic community of IAIN Ponorogo in completing academic tasks always provide flexibility with deadlines set well in advance and adjusted to the abilities of each individual without any pressure but based on team cooperation and assistance. Conscientiousness allows female leaders to manage responsibilities with accountability and consistency (Babalola et al., 2019; Guay et al., 2019). as conveyed by the Secretary of the Quality Assurance Department of IAIN Ponorogo that:

The department heads carry out the accuracy of task completion by recording all the tasks assigned and prioritizing the work that must be completed first and focusing on completing it. An empowered academic community will increasingly find ways to carry out activities or work because their work patterns are directed towards a responsible attitude. The problems faced and resolved by the IAIN Ponorogo academic community can be resolved quickly and precisely with experience and teamwork in academic and non-academic work within the IAIN Ponorogo environment. These efforts help each organizational unit carry out its work accurately and responsibly. Informant 3

The fifth profile of successful female leadership at IAIN Ponorogo is Extroversion. Leaders demonstrate the ability to motivate teams to achieve targets and goals, build relationships with stakeholders, and foster enthusiasm. Extroversion, characterized by social energy and the ability to influence, has been shown to increase organizational member engagement (Wille et al., 2018; Judge et al., 2002). This can enhance IAIN Ponorogo's competitiveness by developing plans accompanied by joint decisions, supporting the involvement of competent human resources and material support, and ensuring the quality assurance process begins with planning (Nafi'ah & Ngadhimah, 2024; Meng & Neill, 2021). Human resources with relevant qualifications and competencies support the determination, implementation, and evaluation. Efforts to increase IAIN Ponorogo's competitiveness are formed by providing inclusive, gender-based leadership that is open to solutions and constructive criticism, resulting in open management characterized by accountable public accountability (Lakhal et al., 2024; Del Mar Fuentes-Fuentes et al., 2023; Harrison et al., 2022).

The combination of these dimensions demonstrates that inclusive leadership at IAIN Ponorogo is not merely a normative narrative but is manifested in concrete behaviors that can be analyzed through a personality framework. In fact, the collaboration and mentoring carried out by female leaders at IAIN Ponorogo reflects a combination of agreeableness and conscientiousness, where empathy for team members is combined with a focus on tasks and quality standards. This explains why female leadership at IAIN Ponorogo is able to create a conducive and productive work climate.

Leadership with an inclusive approach at IAIN Ponorogo has an impact on institutional transformation, starting with vision and mission, organizational structure, work systems, and a culture of academic freedom that strengthens each other between the entire academic community at IAIN Ponorogo, marked by structural reform by placing the right people in the correct positions. The successful profile of women's leadership at IAIN Ponorogo is supported by several critical dimensions, namely information transformation, clarity of information, and consistency of information (Perkins, D. C. , & Fields, 2021). The transformation dimension requires that information be conveyed to policy implementers, target groups, and related parties. The clarity dimension requires clear and easy-to-understand information, in addition to avoiding misinterpretations from policy implementers, target groups, and parties involved in policy implementation. Meanwhile, the consistency dimension requires that the information conveyed be consistent so as not to confuse policy implementers, target groups, or related parties.

These findings strengthen Lewis R. Goldberg's theory and the results of (Carvalho & Diogo, 2018), (Sakhiyya & Locke, 2019) and (Özkanlı et al., 2011) that the five dimensions of perceived leadership personality are the same as success in the entrepreneurial sphere. The five personality dimensions are

conscientiousness, introversion/extraversion, openness to experience, agreeableness, and neuroticism tendencies (risk takers) (Goldberg et al., 1990).

Second, examining female leaders in Indonesian state universities who are still hampered by two contradictory discourses in the realm of higher education leadership, namely empowerment and meritocracy. The third study concluded that gender and leadership in Turkish and Australian universities are hindered by several obstacles

The implementation of personality dimensions through awareness, introversion/extraversion, openness to experience, friendliness, and a tendency towards neuroticism (risk-taking) can make IAIN Ponorogo a university that can adopt the leadership exemplified by the Prophet Muhammad through dimensions (1) honest (Shiddîq); (2) trustworthy (Amanah); (3) conveying (Tabligh); (4) intelligent (Fathanah), (Mirzal & Ninglasari, 2021), (5) fair, (6) deliberation, and (7) *amar ma'ruf* (Koburtay et al., 2023).

CONCLUSION

Based on the description of the research discussion, it can be concluded that: The form of management levels in the gender-based inclusive leadership model at IAIN Ponorogo is implemented through three layers. Top management consists of the Chancellor, dean, and head of the institution. In contrast, middle management consists of the deputy dean, the secretary of the institution, and the first management, namely the head of the department and the head of the center at the institution. As top management, the Chancellor sets the goals and policies of IAIN Ponorogo by involving the entire academic community and continues by involving stakeholders from external organizations, followed up by the Head of the Quality Assurance Institute through efforts to determine National SPMI standards. Deputy dean and secretary of the Quality Assurance Institute as middle management develops human resources with clarity in tasks in each work unit effectively and efficiently in aligning HR activities with organizational targets. Meanwhile, the department head as first management carries out his role: be a listener of various problems experienced by all staff in the operational sector, report criticism and suggestions to middle management, create a harmonious and comfortable working atmosphere, continuously improve the quality and quantity of exemplary service in the organization, be responsible for maintaining a good staff attitude in the organization.

The first characteristic of a successful female leadership profile at IAIN Ponorogo is the friendliness of the leadership, which is demonstrated by communication behavior in a relaxed atmosphere. The second profile is the open thinking shown by the leadership at IAIN Ponorogo in implementing academic freedom, freedom of the academic platform, and scientific autonomy. The third profile is maintaining personal relationships between lecturers and students at IAIN Ponorogo by maintaining the emotional stability of the academic community in interactions in the work environment. The fourth profile is to always provide leeway with deadlines well in advance and adjust to each individual's abilities without pressure, but based on team cooperation and assistance. The fifth profile is to increase team motivation in realizing targets and objectives to increase the competitiveness of IAIN Ponorogo by preparing plans accompanied by joint decisions.

These findings enrich the leadership literature by providing contextual evidence from PTKIN in Indonesia, a domain rarely studied through the lens of the Big Five Personalities. Theoretically, this study demonstrates that the effectiveness of inclusive leadership in religious institutions is inextricably linked to the interaction between individual personality dimensions and socio-cultural norms. This analysis expands the scope of Big Five theory by demonstrating how traits such as openness and agreeableness find their distinctive forms within the tradition of deliberation and Islamic values.

Practically, this study provides a foundation for developing personality-based leadership training programs at PTKIN (Islamic higher education institutions). For example, prospective leader recruitment could consider the Big Five Inventory (BFI) to map trait profiles and then link them to organizational needs such as discipline in implementing PPEPP (Educational and Competency-Based Leadership Development), inclusive communication skills, and resilience under accreditation pressures.

Thus, this study not only describes women's leadership practices at IAIN Ponorogo but also develops a conceptual contribution to the literature on gender-based inclusive leadership in Islamic higher education institutions. This study confirms that the Big Five personality traits can be a relevant analytical framework for understanding how female leaders navigate structural, cultural, and normative challenges, while strengthening efforts to achieve the Sustainable Development Goals (SDGs) related to gender equality and improving the quality of higher education.

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