



Situational Leadership in Schools: A Literature Review

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan kepemimpinan situasional di sekolah melalui kepemimpinan kepala sekolah. Metode yang digunakan yaitu studi literatur yang bertujuan untuk mengumpulkan dan menganalisis artikel yang berkaitan dengan penerapan kepemimpinan situasional di sekolah. Penulis mengumpulkan artikel berbahasa Inggris dan Indonesia dari Google Scholar untuk melengkapi penelitian ini, yang diterbitkan dari tahun 2020 hingga 2024. Dari berbagai artikel tersebut, penelitian menyortir 23 artikel yang relevan dengan kata kunci "kepemimpinan situasional", "kepala sekolah", dan "sekolah". Selanjutnya, artikel tersebut dianalisis dan disusun menjadi sebuah pembahasan yang ditulis dalam artikel ini. Dalam menjalankan peran dan tanggungjawabnya, setiap kepala sekolah memiliki karakter atau gaya kepemimpinan yang khas. Salah satu gaya kepemimpinan yang dapat diterapkan oleh seorang pemimpin (kepala sekolah) adalah gaya kepemimpinan situasional (Situasional Leadership) yang dikembangkan oleh Paul Hersey dan Ken Blanchard. Hersey dan Blanchard mengidentifikasi gaya kepemimpinan situasional dalam empat dimensi yaitu telling, selling, participating, dan delegating. Melalui empat dimensi kepemimpinan situasional tersebut, pada kajian literatur ini penulis menemukan bahwa penerapan kepemimpinan situasional di sekolah dapat mempengaruhi 1) peningkatan mutu sekolah, 2) tingkat motivasi berprestasi guru, 3) komitmen guru terhadap organisasinya, 4) kinerja guru, 5) profesional guru, 6) motivasi kerja guru, 7) iklim sekolah terhadap integritas guru, 8) budaya sekolah terhadap disiplin kerja guru, 9) komitmen afektif guru, dan 10) komitmen guru terhadap organisasi. Dengan demikian dapat dikatakan bahwa kepemimpinan situasional dapat menjadi pendekatan yang relevan dan efektif untuk diterapkan oleh kepala sekolah. Namun hasil tinjauan penulis menunjukkan bahwa kajian literatur dan penelitian yang berkaitan dengan penerapan kepemimpinan situasional kepala sekolah di sekolah penyelenggara pendidikan inklusif masih sangat jarang dilakukan bahkan belum pernah dilakukan di wilayah Lampung, maka perlu dilakukan kajian lebih lanjut berkaitan dengan hal ini.

Kata kunci: kepemimpinan situasional, kepala sekolah, sekolah

Abstract

This study aims to determine how situational leadership is implemented in schools through the leadership of the principal. The method used is a literature study that aims to collect and analyze articles related to the implementation of situational leadership in schools. The author collected English and Indonesian articles from Google Scholar to complete this study, which were published from 2020 to 2024. From the various articles, the study sorted 23 articles that were relevant to the keywords "situational leadership", "principal", and "school". Furthermore, the articles were analyzed and compiled into a discussion written in this article. In carrying out their roles and responsibilities, each principal has a unique character or leadership style. One leadership style that can be applied by a leader (principal) is the situational leadership style (Situational Leadership) developed by Paul Hersey and Ken Blanchard. Hersey and Blanchard identified the situational leadership style in four dimensions, namely telling, selling, participating, and delegating. Through the four dimensions of situational leadership, in this literature review the author found that the application of situational leadership in schools can affect 1) improving school quality, 2) the level of teacher achievement motivation, 3) teacher commitment to their organization, 4) teacher performance, 5) teacher professionalism, 6) teacher work motivation, 7) school climate towards teacher integrity, 8) school culture towards teacher work discipline, 9) teacher affective commitment, and 10) teacher commitment to the organization. Thus it can be said that situational leadership can be a relevant and effective approach to be applied by the principal. However, the results of the author's review show that literature reviews and research related to the application of situational

leadership of school principals in schools that provide inclusive education are still very rare and have never been done in the Lampung region, so further studies are needed related to this.

Keywords: situational leadership, principal, school

Introduction

Education is an investment in human resource development, because through education it is possible for humans to improve their skills and abilities (Hardiyanti, Usman, & Yusrizal, 2023). Education is also a means to improve the life of the nation. Every nation that wants to improve its quality will place education on a priority scale, for example, Finland, Sweden, Japan, China and other developed countries that highly value the importance of education (Koswara, Hardhienata, & Retnowati, 2021).

A leader is a figure that is very much needed in every organization. Every leader has a way or technique in running the wheels of leadership to achieve organizational goals. Leadership is the process of how someone influences others to understand and agree on the needs that must be met and how to follow up on them, as well as facilitating individuals and groups to try to achieve common goals (Hardiyanti, Usman, & Yusrizal, 2023).

The principal is an educational leader at the educational unit (school) level who must be responsible for all activities in the school. In addition, the principal is an educational leader whose position is very important in the school environment, because the principal plays a direct role in the implementation of each educational program, therefore the principal is required to have various abilities, both abilities related to management and leadership issues, in order to develop and advance the school effectively, efficiently, independently and productively. Whether or not an educational program can be implemented and whether or not educational goals can be achieved depends greatly on the skills and policies of the principal as an educational leader (Suarna, Harapan, & Wardiah, 2020).

In carrying out their roles and responsibilities, each principal has a unique character or leadership style. Leadership style is a typical behavior pattern of a leader

when influencing subordinates, what the leader chooses to do, and how the leader acts. Choosing the right leadership style according to Paul Hersey and Ken Blanchard depends on the readiness and maturity of the subordinates (Bahasoan, Rahanra, & Sinaga, 2023). A good leader will ensure that the policies made must take the situation into account. Situational leaders must have several skills, both human and cognitive, to face, adopt, decide, and be able to make decisions and solve problems positively in educational institutions and other institutions (Maberah & Darawsha, 2021). One of the leadership styles that can be applied by a leader (principal) is the situational leadership style (Situational Leadership) developed by Paul Hersey and Ken Blanchard.

According to Hersey and Blanchard in Malia, Azmi, & Hadijaya (2023), the leadership style used in situational leadership depends on the level of readiness of the followers. Readiness is the ability and willingness of followers to take responsibility for directing their behavior. Thus, the principal must be flexible in dealing with several differences, both in maturity and teacher ability. Blanchard in Paramansyah, Ulfiah, Hanafiah, & Rostini (2021) also stated that situational leadership must be based on the interplay between (1) the level of support and direction provided by the leader, (2) the level of socio-emotional support provided, (3) the level of readiness of subordinates in carrying out tasks, functions or a goal.

In situational leadership theory, there are four dimensions of leadership used by the principal, namely telling, selling, participating, and delegating, namely directing directly, providing training to subordinates, fully supporting subordinates, and appropriately delegating to subordinates with full trust (Barlian, Islamy, & Nurlaela, 2023).

Through the four dimensions of situational leadership, in this literature study

the author found that the application of situational leadership in schools can influence 1) improving school quality, 2) the level of teacher achievement motivation, 3) teacher commitment to their organization, 4) teacher performance, 5) teacher professionalism, 6) teacher work motivation, 7) school climate towards teacher integrity, 8) school culture towards teacher work discipline, 9) teacher affective commitment, and 10) teacher commitment to the organization.

Based on the description above, situational leadership can be a relevant and effective approach to be implemented by the principal and it is necessary to know more about "How is the principal's situational leadership implemented in schools?"

Method

This study uses a literature study method. This method aims to collect and analyze articles related to the application of situational leadership in schools. The author collected English and Indonesian articles from Google Scholar to complete this study, which were published from 2020 to 2024. From these articles, the study sorted 23 articles that were relevant to the keywords "situational leadership", "principal", and "school". Furthermore, the articles were analyzed and compiled into a discussion written in this article.

Result and Discussion

In carrying out their roles and responsibilities, each principal has a unique character or leadership style. Leadership style is a typical behavior pattern of a leader when influencing subordinates, what the leader chooses to do, and how the leader acts. Choosing the right leadership style according to Paul Hersey and Ken Blanchard depends on the readiness and maturity of the subordinates (Bahasoan, Rahanra, & Sinaga, 2023). A good leader will ensure that the policies made must take the situation into account. Situational leaders must have several skills, both human and cognitive, to face, adopt, decide, and be able to make decisions and solve problems positively in educational institutions and other institutions

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Situational leadership theory is based on two basic concepts, namely: the level of readiness/maturity of individuals or groups as followers and leadership style (Sari and Sowiyah, 2022). This cycle can be illustrated with a bell-shaped curve superimposed on the four leadership quadrants, as shown by Hersey et al. in Sari and Sowiyah (2022) in the following Figure

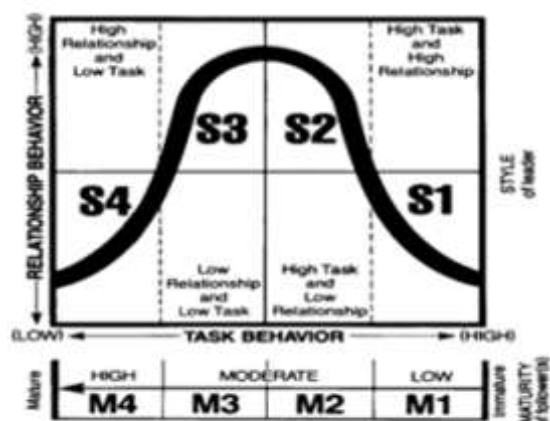


Figure 1. Situational Leadership Model

Hersey and Blanchard identified situational leadership styles in four dimensions, namely telling, selling, participating, and delegating (Arisman & Prihatin, 2021).

1) Telling (S1)

High-order-low-supportive leader behavior (S1). The leader is oriented towards a fairly high task and low on the readiness of subordinates for the tasks given. Therefore, in its implementation, the leader must provide clear direction in giving tasks by telling what to do, how to do it, and where the task must be done. In other words, the principal is directive.

2) Selling (S2)

Leader behavior with high command-high supporter (S2). The leader is oriented towards a fairly high task and the readiness of subordinates for the tasks given is also high. Thus, subordinates will carry out tasks in accordance with the direction given by their leader more optimally.

3) Participating (S3)

Leader behavior with low command-high supporter (S3). Leaders are oriented to low tasks but the relationship between leaders and subordinates is good or intensive. This means that subordinates' readiness to accept tasks is high but they are given low tasks. An example of its implementation is when leaders and subordinates hold discussions in making decisions. In this case, the leader acts as a facilitator so that the discussion can run smoothly.

4) Delegating (S4)

Leader behavior with low command-low supporter (S4). To deal with certain situations, the leader acts as a delegator with low task orientation. This means that in delegating, the readiness of members is low and they are given low tasks. For example, in giving tasks, the leader limits himself in directing members and completely hands over the task to members without much interference.

Situational leadership can be applied in the educational environment, one of which is in the leadership of the principal. Principal leadership is very important for developing schools, because leaders can create positive changes in education by encouraging staff to take the initiative and make changes. Situational leadership style focuses on followers. A principal must be able to adapt

his style to the demands of changing situations (Jannah, Rini, Hariri, & Sowiyah, 2023).

Through four dimensions of situational leadership, namely telling, selling, participating, and delegating, in this literature review the author found several things, namely:

In a study on the implementation of the situational leadership style of the principal of SD Negeri 1 Cinuru Kuningan, it was concluded that the success of situational leadership depends on the principal's ability to determine attitudes with teacher readiness so that they can create effective cooperation, so that the impact of implementing this situational leadership style is felt positively by all stakeholders, where the school gets an "A" accreditation score (Arisman & Prihatin, 2021). With this good score, the school is considered to have good quality, but it would be even better if it continued to improve things that were still lacking.

In a study on the situational leadership of school principals and its relationship with teachers' achievement motivation, which aims to identify situational leadership and its relationship with teachers' achievement motivation in Amman city, the research results show that school principals implement situational leadership, and there is a positive correlation between the level of situational leadership and the level of teachers' achievement motivation (Maberah & Darawsha, 2021).

In a study on improving teacher organizational commitment through strengthening teamwork, situational leadership, and self-efficacy of teachers at Private High Schools in Sukabumi, it was concluded that the higher the situational leadership of the principal, the higher the teacher's commitment to the organization (Koswara, Hardhienata, & Retnowati, 2021). The findings of facts and data in this study further support previous findings regarding the significant relationship between the principal's situational leadership and teacher commitment to the organization.

There is a significant influence of the principal's situational leadership style on

teacher performance. This can be seen from the results of the following research conclusions:

- a) Research on the influence of the principal's situational leadership style on the performance of junior high school teachers in Prabumulih Timur District. The conclusion of this study is that there is a significant influence of the principal's situational leadership style on the performance of junior high school teachers in Prabumulih Timur District (Suarna, Harapan, & Wardiah, 2020).
- b) Research using the literature study method on the influence of the principal's situational leadership style on teacher performance in schools. The conclusion of this study is that the principal's situational leadership has an effect on teacher performance. Improving teacher performance by applying the leadership style of telling, selling, participating, and delegating will enable the principal to adapt. Applying the principal's situational leadership style effectively to change the situation in schools can motivate teachers and also affect teacher performance (Hariri, Aristya, & Sowiyah, 2023).
- c) Research on the evaluation of the principal's situational leadership in improving teacher performance. This study focuses on the role of the principal's situational leadership at SD Muhammadiyah 23 Jakarta in improving teacher performance. The results of this study indicate that the principal has carried out his duties responsibly, using policies, and the right approach to motivate teachers in effective and efficient learning. The principal's situational leadership plays a vital role in improving teacher performance (Nursyamsiah, 2023).
- d) Research on the influence of the situational leadership style of the madrasah principal on the work motivation and performance of teachers at MTs Riyadlul Huda and MTs Assakinah, West Bandung Regency. The purpose of this study was to identify the influence of the situational leadership

style of the madrasah principal on the work motivation and performance of teachers at MTs Riyadlul Huda and MTs Assakinah, West Bandung Regency. The conclusion of this study is that the influence of the situational leadership style of the madrasah principal on teacher performance is positive and significant (Mulyadi, Ruswandi, Arifin, & Zaqiah, 2023).

- e) Research on the correlation between situational leadership of school principals and teacher performance through work motivation and work climate of teachers at State Vocational High Schools in Banjarmasin City. The conclusion of this study is that there is a positive and significant relationship between situational leadership and the performance of teachers at State Vocational High Schools in Banjarmasin City (Yulita & Metroyadi, 2023).

Research on the situational leadership of the principal in improving teacher professionalism. The conclusion of this study is that the situational leadership of the principal in improving teacher professionalism at SDN 1 Babakan, Pangandaran Regency can be seen from the indicators of willingness and ability (Fitriatin, 2020). The principal in his role formulates a program/activity and is active in every school activity, acting as an initiator and motivator for fellow teachers at SDN 1 Babakan. The Principal also always involves subordinates in an activity both when carrying out activity plans and implementing the planned program. The Principal is also able to provide firm and clear direction to teachers regarding the tasks they carry out, provide clear direction and tasks to each teacher, so that they have their own responsibilities.

There is a positive and significant influence between the principal's situational leadership style and teacher work motivation. This can be seen from the results of the following research conclusions:

- a) The influence of the situational leadership style of the Madrasah principal on the work motivation and performance of teachers at Mts Riyadlul

Huda and Mts Assakinah, West Bandung Regency. The purpose of this study was to identify the influence of the situational leadership style of the Madrasah principal on the work motivation and performance of teachers at MTs Riyadlul Huda and MTs Assakinah, West Bandung Regency. The results of this study indicate that 1) The influence of the situational leadership style of the Madrasah principal on the work motivation of teachers is positive and significant, 2) The influence of the situational leadership style of the Madrasah principal on teacher performance is positive and significant, 3) The situational leadership style of the Madrasah principal at MTs Riyadlul Huda and MTs Assakinah, West Bandung Regency differs quantitatively and qualitatively (Mulyadi, Ruswandi, Arifin, & Zaqiah, 2023).

- b) Research on situational leadership in schools. Principal leadership is very important to develop schools, because leaders can create positive changes in education by encouraging staff to take initiatives and make changes. The results of this literature review indicate that the leadership style of the principal is very important for educational institutions. Situational leadership style focuses on followers. A principal must be able to adjust his/her style to the demands of changing situations so that he/she can motivate teachers (Jannah, Rini, Hariri, & Sowiyah).

Research on the relationship between the principal's situational leadership style and school climate on the integrity of PAUD teachers in Gambir District, Central Jakarta. The purpose of this study was to determine the relationship between the principal's situational leadership style and school climate and the integrity of PAUD teachers in Gambir District, Central Jakarta. The conclusion of this study is that there is a positive relationship between situational leadership style and school climate with the

Thus it can be said that situational leadership can be a relevant and effective

integrity of PAUD teachers in Gambir District, Central Jakarta. This means that the better the principal's leadership style and school climate, the better the teacher's integrity (Wanto, 2021).

In a study on the relationship between situational leadership and school culture in elementary schools on teacher work discipline, which aims to determine the relationship between situational leadership and school culture with teacher work discipline at SDIT Al-Hijrah 2 Deli Serdang, it was concluded that situational leadership and school culture have a strong relationship with elementary school teacher work discipline (Malia, Azmi, & Hadijaya, 2023).

Research on the influence of situational leadership, work discipline, and achievement motivation on teachers' affective commitment in Junior High Schools. This study aims to analyze the influence of situational leadership on work discipline, the influence of situational leadership on achievement motivation, the influence of situational leadership on teachers' affective commitment, the influence of work discipline on teachers' affective commitment, the influence of achievement motivation on affective commitment. This study was conducted at a Public Junior High School in Medan Deli District. The results of the study indicate that situational leadership has a direct positive effect on work discipline, situational leadership has a direct positive effect on achievement motivation, work discipline has a direct positive effect on teachers' affective commitment, achievement motivation has a direct positive effect on teachers' affective commitment, and situational leadership has a direct positive effect on teachers' affective commitment (Hartati & Simaremare, 2020).

In research on situational leadership practices in schools, the results of literature studies from various countries in the world showed that situational leadership styles can develop work motivation, improve teacher performance, and increase teacher commitment to the organization (Sari & Sowiyah, 2022).

approach to be implemented by school principals.

Conclusion

In the situational leadership theory, there are four dimensions of leadership used by the principal, namely telling, selling, participating, and delegating, namely directing directly, providing training to subordinates, fully supporting subordinates, and appropriately delegating to subordinates with full trust.

The results of the literature study conducted by the author related to the application of situational leadership in schools are 1) situational leadership can improve the quality of schools with an A accreditation value, 2) there is a positive correlation between the level of situational leadership and the level of teacher achievement motivation, 3) the principal's situational leadership influences teacher commitment to their organization, 4) there is

a significant influence of the principal's situational leadership style on teacher performance, 5) the principal's situational leadership improves teacher professionalism, 6) there is a positive and significant influence between the principal's situational leadership style on teacher work motivation, 7) there is something positive about the relationship between situational leadership style and school climate with teacher integrity, 8) situational leadership and school culture have a strong relationship with teacher work discipline, 9) situational leadership has a positive effect on teacher affective commitment, and 10) situational leadership has a positive effect on teacher commitment to the organization.

Thus it can be said that situational leadership can be a relevant and effective approach to be implemented by school principals.

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