



Principal Situational Leadership: A Literature Review

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Abstrak

Kepemimpinan kepala sekolah berkaitan dengan gaya kepemimpinan yang digunakannya, gaya kepemimpinan situasional adalah salah satunya. Penulisan ini bertujuan untuk mengumpulkan dan menganalisis atikel yang berhubungan dengan gaya kepemimpinan situasional kepala sekolah. dalam Metode yang digunakan adalah literature review artikel yang dikumpulkan melalui mesin pencari google scholar dan artikel yang memenuhi kriteria adalah artikel yang membahas tentang kepemimpinan situasional dan kepala sekolah. Artikel yang penulis pilih berdasarkan 5 tahun terakhir. Berdasarkan artikel yang dikumpulkan didapatkan hasil kepemimpinan situasional kepala sekolah menjadi salah satu gaya kepemimpinan yang efektif dan flaksibel karena kepala sekolah mampu menyesuaikan dengan tuntutan situasi yang ada.

Kata Kunci: *Kepemimpinan Situasional, Kepala Sekolah*

Abstract

The principal's leadership is related to the leadership style he uses, situational leadership style is one of them. This writer aims to collect and analyze articles related to the situational leadership style of school principals. The method used is literature review articles collected through the Google Scholar search engine and articles that meet the criteria are articles that discuss situational leadership and school principals. Articles that the author selected based on the last 5 years. Based on the articles collected, it was found that the situational leadership of the school principal is an effective and flexible leadership style because the principal is able to adapt to the demands of the existing situation.

Keywords: *Situational Leadership, Headmaster*

Introduction

The implementation of educational programs at the school level cannot be separated from the role of the principal as the highest authority at the school level. The principal is the highest leader at the school level, having the main task of managing the implementation and

implementation of education and learning. Then it was explained again that, operationally the principal has the main task of exploring and utilizing all the resources available in the school in an integrated manner in an effort to achieve the goals of implementing education and

teaching in schools effectively and efficient (Purwanto, 2019)

It memneed a professional principal in the implementation of education in schools to achieve educational goals effectively and efficiently.

The professionalism of school principals in carrying out their duties, roles and functions greatly determines their success or failure in developing the quality of education (Rozalena., et.al. 2018). Professional school principals will prioritize the level of readiness and maturity of teachers in carrying out their leadership (Fitriatin, 2019). The leadership concept of the principal with these characteristics is a leadership style, in which the principal prioritizes the level of readiness of teachers and education staff in carrying out their duties by providing appropriate directions based on the level of readiness and maturity level of each.

The principal's leadership greatly influences his subordinates, but the behavior of subordinates does not necessarily affect the behavior of superiors (Dwiyani & Sarino, 2018). This means that the principal's leadership style reflects a strong positive impact on the performance of subordinates, especially those with a low level of readiness. Principal leadership is very important for developing schools, because leaders can create positive changes in education by encouraging staff to take initiative and change (Indah.,et.al., 2022).

The principal's leadership process is related to the leadership style he uses. Of the various leadership styles of school principals, situational leadership styles tend to be more flexible in school operational conditions. The situational leadership style departs from the assumption that there is no best leadership style for the principal, but rather depends on the situation and conditions of the school. These situations and conditions include the maturity level of teachers and staff, which can be seen from

two dimensions, namely the capability dimension, namely awareness and understanding and the willingness dimension, namely responsibility, concern and commitment (Dwiyani & Sarino, 2018).

The impact of applying situational leadership can improve school quality (Arismen & Prihatin, 2021). In addition, in research conducted by Wanto (2021), there is a positive relationship between situational leadership style and school climate on teacher integrity. Situational leadership practices need to be applied to strengthen the instructional and administrative duties of school principals, especially during times of global crisis (Pedroso et al., 2021). Also, in Francisco and Nuqui's research (2020) in the Philippines, situational leadership emerged during the Covid-19 pandemic, which is called New Normal leadership because it is able to adapt to Covid-19 conditions. This shows that situational leadership theory is still relevant in life by adjusting conditions.

Research regarding situational leadership of school principals, one of which is the research conducted by Wahyuningsih and Trihantoyo (2021) stating that situational leadership of school principals shows that principals use four situational leadership styles Blanchard and Hersey, the article shows a situational approach encouraging effective instructional decision making.

The results of research conducted by Siagian Hatari Marwina (2022) show that school leaders apply a situational leadership style that conveys (telling), selling (selling), involving (participating), delegating (delegating), and this leadership has a positive impact on the performance of subordinates.

Based on these assumptions, the authors can understand the level of success of school principals in leading teaching staff seen from how far formal relations are

carried out, and on the other hand, their ability to move members so that they consciously and sincerely want to work, also cannot be separated from humane relationship patterns or formal, seeing the reality, we need to know the performance of the leader. To Principals of schools have their own characteristics so that they can influence their subordinates to achieve predetermined goals. So the authors are interested in conducting a literature review on the situational leadership style of school principals.

Method

This paper aims to collect and analyze articles related to situational leadership of school principals. The method used is literature review. The purpose of the library is a description of theories, findings, and research obtained through various references that can be used as a basis for further research (Priasmoro, 2016). Literature review is one of the data collection methods used in social research methods to search for historical data. The data needed in this study can be obtained from various references or papers. The analysis technique used is a literature analysis research that focuses on the analysis and interpretation of writing based on its context.

In searching for literature review articles, the authors used the Google scholar search engine and articles that met the criteria were articles that discussed situational leadership and school principals. The articles the authors have selected are based on the last 5 years so that the data obtained is more relevant. The author obtained 20 articles that were relevant to the situational leadership of school principals.

Results and Discussion

Based on the author's article on the articles collected, it can be concluded that situational leadership of school principals is

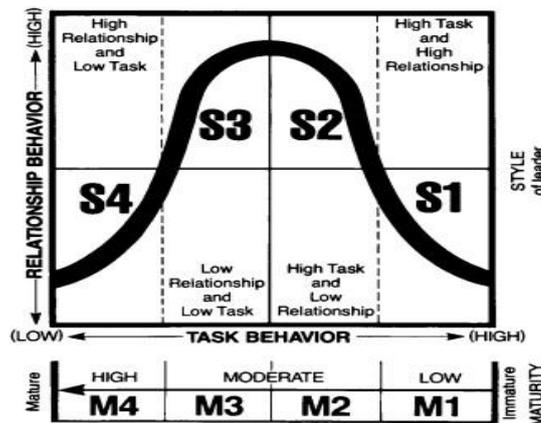
considered as a way to become an effective leader because he has flexible and adaptive skills. The results of this literature review indicate that the principal's leadership style is very important for educational institutions. Situational leadership style is a leadership style that focuses on followers, the principal must be able to adapt his style to the demands of changing situations so that he can motivate teachers and can also influence understanding and knowledge for the teacher himself.

This is supported by the results of research conducted by Maisyaroh, et.al., (2019) that situational leadership is an approach carried out by a leader, especially within the scope of the school, namely the school principal, which emphasizes the ability to be able to act with useful behavioral guidelines and based on the results of a combination of abilities in all situations. Mawardi (2017) revealed that the situational leadership of school principals is based on skills in providing intense guidance, direction, and socio-emotional support by school principals to subordinates or teachers and education staff by paying attention to their level of readiness and maturity. Furthermore, Dwiyani & Sarino, (2018) conducted research on the leadership style of school principals and revealed that the leadership style of school principals can be classified into the following indicators; telling (dictating), selling (selling), participating (participation) and delegating (delegation).

Situational leadership

Situational leadership theory developed by Hersey and Blanchard, states that the most effective leadership style varies according to the maturity of the subordinates (Ruky, 2002). Situational leadership models that assist in diagnosing situational demands one of which is the interaction between the amount of

directives (firm behavior) given by a leader, the amount of socio-emotional support (relational behavior) provided by a leader, and the degree of readiness followers display for a particular task, function, activity, or goal that the leader seeks to achieve through individuals or groups. As shown in Figure.



Situational leadership focuses on the suitability or readiness of followers. This cycle can be illustrated by a bell-shaped curve superimposed on the four leadership quadrants, as shown in Figure.

- **Telling (S1):** In this leadership style, the leader tells people what to do and how to do it.
- **Selling (S2):** This style involves more back and forth between the leader and the followers. Leaders "sell" their ideas and messages to get group members to buy into the process.
- **Participating (S3):** In this approach, the leader offers less direction and allows group members to take a more active role in generating ideas and making decisions.
- **Delegating (S4):** This style is marked with a less involved and hands-off leadership approach.

Group members tend to make most of the decisions and take most of the responsibility for what happens.

(Hersey.et.al,1979).

The appropriate leadership style largely depends on the maturity level (i.e. level of knowledge and competence) of the individual or group. Hersey and Blanchard's theory identifies four different maturity levels, including:

- **M1:** Group members lack the knowledge, skills, and willingness to complete tasks.
- **M2:** Group members are willing and enthusiastic, but lack the skills.
- **M3:** Group members have the skills and abilities to complete tasks, but do not want to take responsibility.
- **M4:** Group members are highly skilled and willing to complete tasks.

Leadership style can be adjusted to the level of maturity. The Hersey-Blanchard model suggests that the following leadership styles are most appropriate for this maturity level:

- Low Maturity (M1)—Telling (S1)
- Medium Maturity (M2)—Selling (S2)
- Moderate Maturity (M3)—Participating (S3)
- High Maturity (M4)—Delegating (S4)

Headmaster

The principal is one of the components of education that plays the most important role in improving the quality of education which plays the most important role in improving the quality of education (Mulyasa, 2018).

The principal should be able to create a good organizational climate so that all components of the school can act together to achieve goals and organizational goals (Baharuddin, 2018). Some of the explanations above we can underline that the position of the Principal will determine the direction of an institution. The principal is the regulator of the program in the

school. Therefore the Principal is expected to become a teacher's work enthusiasm, as well as school culture in improving the quality of student learning. School success is the success of the principal. School principals are successful when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given responsibility for leading the school.

Principal Situational Leadership

Many studies on situational leadership in educational organizations have been conducted by domestic and foreign researchers. Situational leadership of the school principal is considered to be an effective leadership style, because this leadership style emphasizes flexibility and skill in combining the leadership style of a school principal depending on the situation at hand. This is supported by the results of research conducted by Maisyaroh, et.al., (2019) that situational leadership is an approach taken by a leader, especially within the scope of the school, namely the school principal, which emphasizes the ability to be able to act with useful behavioral guidelines and based on the results of a combination of abilities in all situations.

Conclusion

Principal leadership is very important for developing schools, because leader can create positive changes in education by encouraging staff to take initiative and change. The results of this literature review indicate that the principal's leadership style is very important for educational institutions. Situational leadership style is a follower-focused situational leadership style. From this point of view, to be effective, a school principal must be able to adapt his style to the demands of changing situations so that he

can motivate teachers and can also influence knowledge/understanding for the teacher himself.

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Profile

My name is Miftakhul Jannah. I was born in Sragen in March 1996. I am the second of three siblings. My life motto is the best human being who is useful for others. I really like to study. I'm studying S1 at the Muhammadiyah University of Surakarta, I'm currently studying at the Postgraduate University of Lampung. I am very happy to be a teacher.