

Implementation of Principal Situational Leadership in Teacher Readiness in the Modernization Era

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Abstract— Leadership is one of the keys to the implementation of an institution, especially in education. In this era of modernization, leadership has the very challenging task to guide an educational institution so that it is not eroded by the times. Leadership in modern times requires a leadership style to manage educational institutions. One of the leadership styles is situational leadership, a style that can adapt to the existing developmental situation and conditions. The purpose of this study is to find out the situational leadership style of school principals in the modernization era based on a 4-dimensional approach. This article uses descriptive qualitative research methods. The results of the findings can be concluded that the principle in implementing the situational leadership style tends to be participative, namely encouraging followers and conducting two-way communication, and facilitating followers in making decisions on a problem. As well as delegative, which is used on followers with a very high level of readiness, followers have a very high ability and willingness.

Keywords— *situational leadership, readiness, modernization era.*

INTRODUCTION

In general, humans are created individually, and from that individual then develop into a group. In the course of life, humans have a goal and a need to be achieved, from a need that humans relate, both individually and in groups, then they need each other. Thus, humans in achieving their goals in this world need other people. Humans need cooperation between organized individuals with a management system toward the expected direction. An organization must have a purpose, both short-term and long-term. To achieve this goal, it is necessary to have the ability of a leader to mobilize others to utilize existing resources. This leader is taken from individuals considered "more" than others. Someone with more abilities is then appointed as an individual who manages others in a group. Usually, such a person is

called a leader or manager. Many people think that a leader is only born from a leader, but with the rapid development of the times, leaders are not only born but formed, and anyone has the right to be a leader. From the word leader, the term leadership emerged after a long process.

Leadership is all joint efforts to mobilize all sources and tools (resources) that exist in a group or organization. These resources can be classified into two major sections, namely: human resources and non-human resources. Humans are the most important in various institutional units, especially in educational institutions that belong to one organization or a team consisting of various elements or sources. Therefore, to be able to say whether an organization or institution is successful or not in achieving a goal that has been mutually agreed upon and determined and to foster a sense of cooperation and mobilize existing human resources so that they can be used effectively and efficiently is very dependent on the figure leadership from the leader.

In the context of education, leadership is the essence of management and can be interpreted as an activity to mobilize or run educational resources so that they have centralized power to achieve predetermined goals. Therefore, in understanding leadership theory, leaders will be able to increase their understanding of themselves, knowing their weaknesses or potential after that they will be able to increase their understanding of how to empower their human resources. Therefore, the subject that will be discussed is the theory of the situational approach of Ken Blanchard and Paul Hersey which is carried out by the principal to build the readiness of teachers and education personnel in carrying out the duties and obligations of learning in schools, through the four existing situational leadership styles, namely the telling style, selling, participating, and delegating.

LITERATURE REVIEW

A. Definition of Leadership

Leadership is essentially an ability possessed by a person to be able to foster, guide, direct, move and influence other people so that they can work together to achieve the goals to be achieved following what has been set. In realizing this goal, there is what is called a leader. Leaders need to carry out various activities which include directing the people involved in an organization or institution they lead, especially in the education sector, leaders are needed to achieve goals.

Education has always been an interesting topic to be studied more deeply. The main factor in the formation of the human person to have a more directed nature is education. Education plays a very important role in shaping the good or bad of the human person in relating, acting, and thinking [1]. Education is also one of the ideals of the Indonesian nation as stated in Pembukaan Undang Undang Dasar Negara Republik Indonesia Tahun 1945, namely "To educate the life of the nation"[2].

Every effort has been made to achieve the ideals of the nation. Policies and programs were issued to test the education system. These policies and programs make education in Indonesia experience improvement, development, and change from year to year so that it can follow global quality standards. In the Ministry of Education and Culture's (KEMENDIKBUD) 2020-2035 Indonesian Education Roadmap (2020) it is stated that: "Education should be able to adapt to changes in the Indonesian economy, social and demographic changes in Indonesia, the Indonesian job market and most importantly, the vision of Indonesia 2035". Because of this, the education curriculum in Indonesia has undergone renewal to improve end to improve and the competitiveness of Indonesian education outcomes in the future.

Therefore, the success or failure of the policies and programs that have been prepared, especially at the school level, cannot be separated from the role of the principal as a leader. "The school principal is the highest leader at the school level, has the main task of managing the implementation and implementation of education and learning"[3]. Then it was explained again that, "Operationally, the principal has the main task of exploring and utilizing all available resources in schools in an integrated manner to achieve of implementing education and teaching in schools effectively and efficiently". To achieve it all, it takes a person who can lead so that the implementation of these goals.

B. Leadership Style

Leadership style is "A person's leadership style is a pattern of behavior that is shown by that person when influencing the activities of other people as perceived by other people"[4]. So, leadership style is a behavior that influences the actions of others. Meanwhile, a good leadership style is the application of leadership style by paying attention to factors, such as organizational factors, leaders, subordinates and assignment situations[5]. Thoah said in [5], provides an understanding of leadership style as "a norm of behavior used by a person when that person tries to influence the behavior of others as he sees it. In this case, the effort to harmonize perceptions among people who will be influenced by the behavior of those who are affected becomes a very important position.

C. Situational Leadership

Originally called the life cycle approach, it advances a directing and supportive dimension of leadership that can be applied differently in different situations. According to Hersey and Blanchard (1981), the leader must study the situation and choose an appropriate style. This situational leadership model is useful for helping leaders in all types of organizations to achieve their targets[6]. It addresses the task behavior, relationship behavior of the leader, and the readiness level of employees[7].

An organization can be said to be successful or not largely determined by the leader with his leadership style [5]. In the context of education, a school is a formal organizational form consisting of elements of goals, a group of people, and a hierarchy of authority. To be able to achieve the goals that have been set, as well as to be able to move and motivate the people involved in the institution, leadership is needed.

Hersey and Blanchard explained that with the increase in the level of readiness, the leader needs to adapt the task/relationship behavior to improve the confidence and performance of followers as shown in figure 1 where the model recommends four basic styles[8].

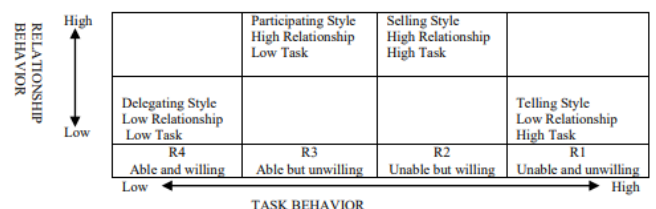


Figure 1 Adapted from: "Paul Hersey, Situational Selling: An Approach for Increasing Sales Effectiveness. Escondido, Calif.: Center for Leadership Studies, 1985, p. 32"

Situational leadership styles are grouped into four by Hersey and Blanchard, where each leadership style looks at the readiness and willingness of subordinates, namely telling, selling, participating, and delegating [7].

1. Telling

This leadership style is appropriate when the readiness level of an individual or group is low. This style is high task concern, but low relationship concern. This leadership style in telling aims to direct, guide or control.

2. Selling

This leadership style is good for followers with a moderate level of readiness. This style has a high concern for both tasks and relationships. This selling leadership style aims to provide motivation.

3. Participating

This leadership style is used on followers with a high level of readiness. This style has a high concern for relationships and a low concern for tasks. Participating leadership style encourages followers and conducts two-way communication, and facilitates followers in decision-making.

4. Delegating

This leadership style is good for followers with a very high level of readiness, followers have very high ability and willingness. This leadership style has a low concern for relationships and tasks. The delegating leadership style observes and closely monitors followers, the leader sees progress and results, gives authority and responsibility to followers, and ensures followers achieve the desired results.

In conclusion, leaders must be flexible and adapt their leadership style according to the wishes and capacities of followers. This situational leadership style can help the principal in overcoming problems that occur with the circumstances that are being experienced by teachers or staff. This means that the principal adapts to the problems being experienced by the teacher or staff [9]. The model also implies that if the appropriate style is used in situations of low readiness, followers will mature and grow in their abilities and confidence. Hersey said leaders truly understand follower development and flexible response and become less directive as followers increase their will and abilities [10]

D. *Teacher Readiness*

In the Kamus Besar Bahasa Indonesia (KBBI), readiness is a condition to prepare something. The concept of "readiness" in terms of language comes from English, namely readiness. So, readiness means

willingness, desire or encouragement and an ability to be involved in an activity.

Readiness is a person's willingness to respond or react. According to Thorndike, readiness is a prerequisite for learning to the next stage. Based on these two definitions, readiness can be concluded as a person's readiness to provide a response or action in a particular situation [11].

The teacher is defined as someone who teaches, educates, directs, guides, trains, measures and evaluates student development starting from the Early Childhood Education level up to Senior High School. Working as a teacher, like any other profession, requires readiness to do the job. The readiness required by the teacher is mental readiness, physical readiness, and cognitive readiness [11]. In carrying out his profession, a teacher must actively evaluate the impact of the decisions or behavior that he displays on others [12]. Teachers are also required to have certain skills in developing various changes that occur in the process of teaching and education for their students. In this modern era, teachers are required to be able to keep up with the changes that occur. The teaching process that is carried out online (online) must be mastered considering that in recent years there has been a pandemic that has caused teachers to be able to master the teaching and learning process online (online). Therefore, the readiness of teachers is highly demanded in this modern era.

Hersey and Blanchard put forward the concept of worker maturity as readiness, namely "the ability and willingness of people to assume responsibility for directing their behavior." In this case, Hersey and Blanchard reminded us that maturity variables should only be considered for certain tasks that need to be carried out.

METHODOLOGY

Researchers used a qualitative descriptive approach. Descriptive studies determine and report what is in fact. Descriptive research is scientific research that describes events, phenomena, or facts systematically related to a particular area or population [13]. The purpose of qualitative descriptive research is a comprehensive summary, it can be said that the design of this research is from certain events experienced by certain individuals or groups of individuals [14].

This study took data from one school principal and five junior high school teachers in Cimahi. Data collection techniques used in this study were observation

and interviews. to analyze the data the researcher conducted: data reduction; data display; conclusions drawing and verification.

FINDING AND DISCUSSION

Based on interviews that have been conducted, about the Situational Leadership Style dimension group, namely Telling Style, Selling Style, Participating Style, and Delegating Style, where each dimension will be explained through interviews with the implementation indicator of the Principal in implementing Situational Leadership Style in the school he leads in improving teacher readiness in this modern era, it can be concluded:

1. Telling

In implementing the use of Hersey & Blanchard's situational leadership style, the principal in the Telling dimension on the indicator explains the program that must be achieved first, according to the Principal it is important but tends to rarely implement it. According to the teachers, the principal gave clear directions to his followers before working or carrying out a task, one teacher said "preparation and outreach are part of work systematically, especially in the modern era where ICT makes it easy to do this."

2. Selling

In the Selling dimension group, in the indicators of providing education and training to improve the ability of teachers and staff, the Principal rarely implements it, in an interview conducted by the author, the Principal as a resource person said "*Usually our school holds education and training at least once every 2 years, regarding competence teacher, yesterday we held about Learning, then Coaching*". In the decision-making indicator, the principal asks for input from teachers, and informants rarely implement it, in interviews that have been conducted, informants say "*The average program is from all teachers, we give offers for parts, then the teachers provide input on alternative programs chosen, at least the deputy principal of the school*". So, it can be concluded that not all teachers are asked for input in decision-making, only a few teachers have representative status in the school's organizational structure. In observing school principals conducted by researchers interviewing five teachers, they agreed that the principal provided opportunities for teachers to give opinions. One teacher said, "*Of course, because teachers and staff are the driving force of the school program*".

3. Participating

In the Participatory dimension group, the resource person implemented all indicators, which shows that the situational leadership style of school principals tends to be participatory according to Hersey and Blanchard, this leadership style is used by followers with a high level of readiness. The participating leadership style encourages followers and carries out two-way communication, and facilitates followers in making decisions on an issue [7]. In the decision-making process, the principal said, "*On average, even though I don't have to, sometimes I give opportunities to teachers under certain conditions and if it's urgent I make my own decisions under certain conditions.*" Based on interviews conducted with 5 teachers at the school, it was agreed that the Principal always includes all teachers and school staff discuss in decision-making.

4. Delegating

In the last dimension, namely delegation, resource persons in implementing their indicators always provide opportunities for their resources and delegate their tasks, believing that their resources have high capabilities. According to Hersey and Blanchard, this leadership style is good for followers with a very high level of readiness, followers have very high ability and willingness. This leadership style has a low concern for relationships and tasks [7]. The delegating leadership style observes and closely monitors followers, the leader sees progress and results, gives authority and responsibility to followers, and ensures followers achieve the desired results.

CONCLUSION AND RECOMMENDATION

The purpose of this study is to find out the situational leadership style of school principals in the modernization era based on a 4-dimensional approach. To answer the research questions the researcher conducted interviews. From the findings, it can be concluded that the principle in implementing a situational leadership style tends to be participatory, according to Hersey and Blanchard (1986), this leadership style is used by followers with a high level of readiness. The participating leadership style encourages followers and carries out two-way communication, and facilitates followers in making decisions on an issue. As well as delegative, according to Hersey and Blanchard (1986), this leadership style is good for followers with a very high level of readiness, followers have very high abilities and willingness. This leadership style has a low concern for relationships and tasks. The delegating leadership style observes and closely monitors followers, the leader sees progress and results, gives

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