

Situational Leadership Readiness:

The Impact of 4th Dimensions in Elementary School

Teguh Wendy Arisman*
School of Post Graduate
Universitas Pendidikan Indonesia
Bandung, Indonesia
*teguhwendy1@gmail.com

Eka Prihatin
Educational Administration, School of Post Graduate
Universitas Pendidikan Indonesia
Bandung, Indonesia

Abstract—Situational leadership become the topic focus of this study. The purpose of this study is to find out the implementation of principal's situational leadership in elementary school based on 4 dimensions of situational leadership approach. This research used a descriptive qualitative research and to obtain the data the researcher employed interview, observation, and documentation. The data analysis used 3 stage of analysis, namely: data reduction, data display and conclusion drawing. The results showed: 1) The principal has implemented situational leadership, it can be seen from the principal who has played a role as telling, selling, participating, and delegating, 2) The supporting factors for implementing situational leadership are the cooperation of various side in carrying out their duties and the availability of facilities and adequate infrastructure. While the inhibiting factor is that there are some teachers who are difficult to work with, 3) The impact of the implementation of situational leadership in improving the school quality got an 'A' accreditation score. The success of this situational leadership depends on the principal's ability to determine an attitude with the readiness of the teachers so that they can create effective cooperation.

Keywords—*elementary school, principal, situational leadership*

I. INTRODUCTION

A leader should be able to develop approaches with the followers and application of innovation to produce innovative products, processes and practices [1].

the leader of the organization must be able to influence the followers. It means that the leader has responsibility for the activities of all members of the organization. If the organizational behavior is good then it is a reflection of a good leader if the organizational behaviors is not good then the leader should improve his leadership ability. it has also happened in the school organization, the principal has responsibility for all activities that take place at school. The principal must be able to carry out his main duties and functions properly.

Principal is a functional teacher whose job is to lead a school where the formal teaching and learning process being held [2].

In daily work, the principal acts as a leader, educator, manager, administrator, supervisor, innovator and motivator [3].

The principal is the key to encourage school development, progress, and is responsible for increasing student success by running the programs [4].

Situational leadership theory defines a leader as anyone who tries to influence others and focuses on the leader's behavior in classifying different leadership styles [5]. In carrying out his duties and functions, the principal has a distinctive character or style. The situational leadership style can help the principal overcome the problems that occur with the circumstances being experienced by the teacher or staff. This means that the principal adjusts to the problems being experienced by the teacher or staff.

Based on the explanation above, the researcher formulate a research problems about the impact of situational leadership at elementary school 1 Ciniro based on the four dimensions. The purpose of this study is to determine the implication of Principal's situational leadership in daily activities, and what are the supporting factors and inhibiting factors in implementing situational leadership of school quality. The result of this study are expected to be able to provide the advance of educational community and also for society. In addition, this research is expected to be an example for the reader in applying a situational leadership style in an elementary school.

II. LITERATURE REVIEW

Hersey, Blanchard, and Natemeyer in 1979 discussed the importance of a leader's ability to determine follower maturity levels and adjust leadership styles accordingly [6].

The situational leadership approach opinions that to be an effective leader must adapt his leadership style to meet the abilities and needs of their followers and characterize leadership as having direction and supporting components and respectively and should be applied to some degree depending on the situation [7].

There are four styles of situational leadership according to Hersey and Blanchard is adapted from: “Paul Hersey, Situational Selling: An Approach for Increasing Sales Effectiveness. Escondido, Calif: Center for Leadership Studies, 1985, p. 32 [8].

RELATIONSHIP BEHAVIOR	High	Participating Style High Relationship Low Task	Selling Style High Relationship High Task	
	Low	Delegating Style Low Relationship Low Task		Telling Style Low Relationship High Task
		R4 Able and willing	R3 Able but unwilling	R2 Unable but willing
		Low		High
		TASK BEHAVIOR		

Fig. 1. The four basic styles of situational leadership.

Style 1 (S1) is high on task behavior and low on relationship behavior; while style 2 (S2) is high in both behaviors; Style 3 (S3) is high on relationship behavior and low on task behavior; and Style 4 (S4) is low on both behaviors. Leader effectiveness will be maximized if S1 matches with R1, S2 with R2, S3 with R3, and S4 with R4 [9].

The dimensions of the situational leadership style measurement category according to Hersey and Blanchard are identified in 4 dimensions, there are [10]:

A. Telling

Leaders' role as telling means they are task-oriented which is quite high and low on relationships or in another sense relationships that are classified as unfamiliar. it is implied the readiness of the members is low and given a high task. Therefore, in its implementation, the leader formulates the expected role of the members by telling them what to do, how to do, and where the implementation of the activity is carried out. In other words, the principal's behavior is directive.

B. Selling

If the leader function as a selling, then it is task-oriented with a firm and high level of relationship between the leader and the members. It means that in this selling the members' readiness is high with the assignment as well. By playing this role, the roles played by members will become clear because they are in line with clear directions given by a leader. Thus the tasks carried out by members will be maximized.

C. Participating

A leader function as a participating role means a low task orientation but the relationship between the leader and members is good or an intensive relationship. This means, in participating the readiness of members is high but given low assignments. The simple implementation is when the leader and his members have deliberation in making decisions. In this case, the leader acts as a facilitator so that the discussion can run smoothly.

D. Delegating

To face up with certain situations the leader acts as a delegate with low task orientation. This means that in delegating, the readiness of members is low and they are given low assignments. The example of giving a task the leader limits himself in directing members and submitting the task completely to the members without much interference.

From the explanation above, it can be concluded that the situational leadership style is very effective because the leader must be able to pay attention to the details of the readiness situation of its members. The readiness of these members is a benchmark for being able to determine the attitude of the principal in school activities.

Situational leadership models are constantly evolving and trying to explain the readiness of followers. It is equally important to add that there is a fourth dimension of flexible leadership mobility for achieving follower readiness according to situational needs. This fourth dimension of flexible leadership mobility is important because situations have variations and it also demands flexibility in leadership [11].

III. RESEARCH METHODOLOGY

This research was conducted at elementary school 1 Ciniru, Kuningan. This research used a qualitative research with descriptive case study. The subject of this research is sample based. Primary data in this study were the principal and three teachers. So the total informants were 4 people. the source of secondary data are school documents that include all student data, teacher data, facilities, and infrastructure data. The data collection techniques used in this study are observation, interviews, and documentation. to analyze the data the researcher conducted: data reduction; data display; conclusions drawing and verification.

IV. RESULTS AND DISCUSSION

A. Research Finding

To obtain the data the researcher conducted some interviews, observations, and documentations as in the table below:

TABLE I. RESEARCH FINDING

Interview finding	Observation finding	Documentation finding
Telling		
Before giving the assignment the principal gave the instruction	The principal gave clear directions to his followers before work or doing a task	The existence of standard operating procedures for carried out a task
Selling		
Teachers or staff are given the opportunity to express their opinions to the principal The principal gave rewards to teachers' achievement whether in intensive or kind of gift	In a meeting, all those who attended the meeting may express their opinions, criticisms, or suggestions	some trophies and items are given by the principal of the achievements in sports
Participating		
The principal joined in activities related to community members	The school principal participated in public service in making toilets in schools	Photos of principals and members during public service activities in the construction of toilets in schools
Delegating		
The principal assigns full responsibility to members who were given certain tasks to complete them	The principal chooses a teacher to attend the meeting to represent him	Letter of assignment to the teacher to attend a meeting at the Ciniru official office

Besides the table above, the researcher found the result of supporting and inhibiting factors in implementing situational leadership of school quality. Supporting factors for situational leadership at elementary school 1 Ciniru are the principal always trying to involve all stakeholders, directing and motivating the followers during implement of work, and the availability of school facilities to support the teaching-learning process. The inhibiting factor is that there are still teachers who are difficult to direct and cooperate with.

B. Discussion

Based on the research results, it can be seen that the principal has implemented situational leadership, it can be seen that the role of the principal as telling has been carried out, including the principal before giving an assignment to a teacher or staff and the principal giving an order without any force. Zakeer [12] argued that the role of the principal is to tell what, where, how, and when followers have to do their job, where the clear instruction will narrow the misperception of the task. This is feasible to apply to followers who have a lower level of maturity than their followers.

In addition, the principal has also implemented the role of selling, it can be seen from the school principal always providing opportunities for teachers or staff to express opinions in a briefing, all who attend the meeting are allowed to express opinions, criticisms or suggestions. This selling style is

characterized by a leader who provides structured instructions and is accompanied by his support [13]. This leadership style is applied to followers who have a low level of maturity to a moderate level because the subordinates are unable or lacking skills but have the ability and responsibility to carry out their duties so that success in carrying out tasks requires support from the leader.

Furthermore, the principal has also implemented the role as a participating, it can be seen from the principal being active with activities as if in the construction of toilets in schools and activities carried out by other community members. This style is to foster synergy in making the best decisions so that the task can be completed well [14]. Where the leader joins and optimizes the role of subordinates in decision making and in carrying out their duties, resulting in a feeling of belonging, a feeling of being involved in making decisions, and having the responsibility to carry out and make it happen. This leadership model makes followers feel comfortable at work and motivates them to achieve their goals. This style is applied to followers who have medium to high maturity, with the characteristic that they have a will but a low level of willingness to carry out their duties.

Besides that the principal has also implemented the role of delegating, it can be seen from the school principal giving full responsibility to members who are given certain tasks to complete them and the school leader appoints a teacher to attend the meeting to represent him. This delegating style is very appropriate to be applied to followers who have a high level of maturity, where they already understand their main duties and responsibilities and have high responsibility [15].

The role of the leader is to provide specific directions for the completion of the task, this makes the leader have not to provide support and guide his followers.

Based on the results of the study, the supporting factors for the implementation of situational leadership are the principal always tries to embrace all stakeholders, directs and motivates his members when carrying out work, as well as the availability of adequate facilities and infrastructure to assist the learning process. In addition, the principal always tries to be fair to stakeholders.

Meanwhile, the occupying factor is that there are still teachers who are difficult to given direction and cooperating. So that in doing the task is not optimal and not as expected.

So that the impact of the implementation of this situational leadership style was felt positively by all stakeholders, where the school received an "A" accreditation score. With these good grades, the school is considered to have good quality, but it would be even better if it continues to improve things that are still lacking.

V. CONCLUSION

The success of this situational leadership depends on the principal's ability to determine attitudes with the readiness of

teachers and staff. With the principal's ability, it will create good cooperation to achieve goals.

Based on the results and discussion, the conclusions in this study are: The implementation of the situational leadership style of elementary school 1 Cinuru's principal, Kuningan has been implemented properly. With various supporting and inhibiting factors, it still produces results as expected so that the school gets accreditation "A" and becomes a sequential school in Ciniru District, Kuningan.

ACKNOWLEDGMENTS

The researcher would like to express the gratitude to Mrs. Dr. Eka Prihatin, M.Pd for his patience guidance and advises to this research. This paper is presented for the 4th International Conference on Research of Educational Administration and Management (ICREAM) 2020.

REFERENCES

- [1] V. Nindiantika, N. Ulfatin, J. Juharyanto, "Kepemimpinan Situasional Untuk Meningkatkan Daya Saing Lulusan Pendidikan Abad 21", *JAMP J. Adm. Dan Manaj. Pendidik.* 2. 40–48. 2019.
- [2] E. Karweti, "Pengaruh Kemampuan Manajerial Kepala Sekolah Dan Faktor Yang Mempengaruhi Motivasi Kerja Terhadap Kinerja Guru SLB Di Kabupaten Subang", *J. Penelit. Pendidik.* 11. 77–89. 2010.
- [3] W. Wahyuddin, "Headmaster Leadership and Teacher Competence in Increasing Student Achievement in School", *Int. Educ. Stud.* 10. 215. 2017.
- [4] M. Fitrah, "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan", *J. Penjaminan Mutu.* 3. 31. 2017.
- [5] A.G. Osburne, "Situational leadership and innovation in the EFL classroom", *Conf. Teach. Learn. English Challenging Situations* (Kuala Lumpur, Malaysia", May 14-17, 1991.
- [6] G. Smith, M. Minor, H. Brashen, K. Remaly, "Successful Instructional Leadership Styles in Education", *J. Instr. Res.* 6. 46–52. 2017.
- [7] P.Z. Soon, "Learning Muscle Anatomy in First Year: An Assessment of Active, Experiential and Passive Learning Activities", *HAPSEducator.* 2. 19–37. 2015.
- [8] S.A. Raza, A. Sikandar, "Impact of leadership style of teacher on the performance of students: An application of Hersey and Blanchard Situational Model", *Bull. Educ. Res.* 40. 73–94. 2018.
- [9] L. Zwaagstra, Document resume c?515-, 12. 1997. [Online] Available at: <https://eric.ed.gov/?id=ED417056>.
- [10] S.T. Sitti Aisyah1, "Implementasi Gaya Kepemimpinan Situasional Kepala Sekolah di SMP Negeri 1 Wamena Kabupaten Jayawijaya", *J. Kepemimp. Dan Pengur. Sekol.* 2. 119–132. 2017.
- [11] P. Researcher, V. Dean, "Leadership Readiness for flexibility and mobility: The 4th Dimensions on Situational Leadership styles in educational settings Department of Educational Leadership and Management. (DELM) Faculty of Education University of Johannesburg". *Leadership Re.* 1–19. 2014.
- [12] K. Zakeer Ahmed, N. Allah, K. Irfanullah, "Leadership Theories and Styles: A Literature Review", *J. Resour. Dev. Manag.* 16. 1–7. 2016.
- [13] B.A. Kaifi, A.O. Noor, N.-L. Nguyen, W. Aslami, N.M. Khanfar, *Journal of Contemporary Management The Importance of Situational Leadership in the Workforce: A Study Based on Gender, Place of Birth, and Generational Affiliation*, *J. Contemp. Manag.* 29–40. 2013.
- [14] E. Prihatin, D. Meirawan, A. Suryana, R. IZFS, A. Komariah, "Synchronization of Strategic Plan and Implementation in Legal Entity State University through Good University Governance", *Int. J. Psychosoc. Rehabil.* 24. 2442–2458. 2020.
- [15] E. Prihatin, N.M.S. Ghunu, "Shocking Assignment, New Innovation Of Learning Strategies For Higher Education In Improving Student' S Blended", 7, 2915–2919. 2020.