



Implementation of Situational Leadership Style of Principals in 21 St Century Vocational Schools

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Abstract

The principal as a leader in the school has a central role in realizing education that meets competencies and competes globally. During the Covid-19 pandemic, the world of education is hit by various problems and challenges of 21st century competencies, therefore it is necessary to have a competent leader who can overcome various problems. One way is to implement the situational leadership style of the principal in vocational schools. The research method in this writing uses a literature review by collecting data from relevant sources such as books, journals, and others. The results of this study are an effective way to implement the situational leadership style of the principal in vocational schools. To implement the situational leadership style, the principal in vocational schools must have adequate competencies plus insight into the needs of the school to face the needs of the 21st century and understand the supporting and inhibiting factors in schools by applying 4 dimensions of situational leadership style. In the end, if implemented properly, it will result in progress in the quality of education in the school. The principal must also improve his abilities by attending principal training anywhere and visiting schools that have succeeded in achieving their vision, mission and goals. The success of the implementation of the principal's situational leadership is also influenced by the positive thinking of the leader.

Keyword: Situational Leadership Style, Principal, 21st Century Vocational School.

1. Introduction

In Indonesia, the terms vocational education and vocational education are still separated. Vocational education refers to education in secondary schools, while vocational education refers to polytechnic or college education. According to Putu Sudira (2016, p. 10), vocational education actually has the same meaning as vocational education. The difference is only in the leveling, while academically it does not give a different meaning. Many definitions have been conveyed by experts regarding vocational education, the essence of which is almost the same, namely preparing someone to work. This means that every field of study is vocational education as long as the field is studied more deeply than others and is used as a provision to enter the world of work. At this time, the development of the world of work is very dynamic. Therefore, vocational education must be adaptive and anticipatory to changes in the world of work. In the 21st century, education is required to be able to follow the development of the industrial revolution 4.0 (digital transformation) and the character of students who are very different from the previous era. To meet these needs, the principal or school leader is an important factor in determining the success of school goals. Good leadership will produce and create a healthy school atmosphere and can realize all its goals.

The principal is a leader in every educational institution who has various functions. The first function as an educational administrator, namely to improve the quality of the school, organize the school organization, and develop school facilities. The second function of the principal as an educational supervisor aims to improve the quality of education in an institution by improving the quality of teachers and employees through meetings, teacher qualifications, observations in class and outside the classroom, and improving teacher performance with training and so on (Purwanto, 2005). The principal here has an important role in

implementing school programs and activities. The principal controls and organizes the school organization so that it can operate properly, such as teachers carrying out their duties and obligations at school by teaching their students and carrying out other tasks. According to Ricky, et al. (2011) a healthy organization is an organization in which there are human resources who work together, compete healthily, and how supervision is treated towards the organization and how to resolve existing conflicts. The principal gives high appreciation to teachers who have high work enthusiasm, establishes good relationships with teachers and employees, holds meetings or organizes joint tours, holds discussions in deciding something and does not force his will on the teachers is one way to keep the school organization healthy (Wahjosumidjo, 2005, p.83).

Situational leadership theory is a theory found in organizational behavior. This theory or the situational leadership theory was developed by Paul Hersey in his book entitled *Situational Leader*, and Ken Blanchard who is an expert and author of the book *The Minute Manager* who later wrote a book entitled *Management of Organizational Behavior*. The definition of situational leadership according to the two experts above that I concluded is that the leadership style of a leader will vary, all depending on the level of readiness of his followers. However, in the fundamental understanding of situational leadership theory, it explains that there is no best leader, there is only effective leadership, effective leadership depends on the relevance of the task, and all successful leaders always adapt the right leadership style.

2. The art of Research

To apply the theory of situational leadership in an institution or school, a principal must be able to analyze the circumstances and situations of the school faced at any time and be able to overcome problems and make the right decisions. In this pandemic condition, the principal gives instructions to implement blended learning so that students' competency needs are met. Blended learning is carried out both face-to-face at school by complying with the standard operating procedures for Covid-19, or online using applications by WhatsApp, Google Meet and other media. This principal's policy is considered quite effective in handling learning during the Covid-19 pandemic, coupled with the needs of the industrial revolution 4.0 which was planned for vocational education. The existence of the industrial revolution 4.0 era is both an opportunity and a threat, especially for the Republic of Indonesia and the business sector that is not ready. In addition, the impact also occurs in education, especially education in Indonesia, where in terms of quality there has been no match between the output of education and the needs of the market world. (Afrina, Eka, et al. 2018).

According to Bhattacharyya (2018) to be ready to work, various attributes and other skills are needed that have been considered as determinants in the era of the industrial revolution 4.0 such as adaptability, critical and innovative entrepreneurial mindset, accountability, driven by goals and passion and other skills that are considered relevant to be employed and ready to work. This is what causes leaders in an educational institution to need to make the right decisions to implement education. From this explanation, we can see that the role of the principal's leadership is very important in overcoming various problems that exist in school institutions to implement good education and be able to compete globally.

This is a reference for the author to implement situational leadership style in vocational schools. With the implementation of situational leadership style in vocational schools, it is expected to increase insight for readers and principals so that they can lead their schools well. Some things that will be discussed in this article include how to implement situational leadership style based on the theory developed by Reddin (1970) containing the effectiveness of 3-dimensional (3D) leadership on two central elements of OHIO leadership behavior. Reddin (1970) has developed 4 types of styles from 2 elements of work (task) and relationships (relationship) including the dimensions of telling (informing), selling (selling), participating (involving) and delegating (delegating). Then this article also explains what are the supporting and inhibiting factors for the implementation of the situational leadership style of principals in vocational schools in improving the quality of their schools.



3. Method

The method in this writing uses a literature review research method by collecting data from various sources of books, journals, scientific works, internet sources, blogs and others that are in accordance with the topic discussed. The literature review research method aims to find, analyze, classify, synthesize, and conclude from scientific sources to find answers to problems (Hearn, Feuer, Higginson, & Sheldon, 1999). Data collection in this study includes several stages, namely determining the research theme which is the main topic to be discussed, after that looking for sources of material that are in accordance with the main topic from various relevant sources through Scopus, Google Scholar, Pro Quest, Ebsco, and the like according to keywords. Then classify, analyze, and synthesize important points from various types of articles needed into practical concepts to be written into literature review research articles.

4. Result

This section discusses the implementation of the principal's situational leadership style in 21st Century Vocational Schools, which includes the understanding of principal leadership, the definition of situational leadership style, Vocational High Schools, to a discussion in the form of a concept and scheme for implementing the principal's situational leadership style in 21st Century Vocational Schools.

A. Principal Leadership of headmaster

The term leadership comes from the word "leadership" which comes from the word leader which means leader, chairman, head. Leadership according to Wahyudi (2009) is a person's ability to move, direct, and influence the mindset, the way each member works to be independent in working, especially in making decisions for sudden interests to achieve predetermined goals. According to Kadarisman (2012) leadership must understand its members and explore and explore the abilities within itself in order to produce a high-achieving organization. Meanwhile, according to Kartono (2005) leadership is the ability where a leader in an institution or organization can provide constructive influence to members and others to make cooperative efforts to achieve planned goals. Meanwhile, according to Wulan (2016, p. 89) leadership is the ability or personality that has special skills and can influence others so that other people make joint efforts to lead to planned achievements. In other words, a leader is someone who is influential in an organization that he leads and can move members of the organization to work on the goals of the organization itself.

Leadership in education according to Sulistyorini (2001, p. 63) has the meaning that the leader must have the skills to influence, encourage, guide, direct, and move others who are related to the implementation and development of education and teaching and training in schools so that all school activities can run effectively and efficiently which can ultimately meet the educational goals that have been set.

While the definition of the principal itself is a functional teacher who is given the task and responsibility to lead a school wherever he is assigned which includes the school organizational structure, school performance system, teaching and learning process, and relationships with teachers, employees, students, guardians of students at the school (Wahjosumidjo, 2013, p. 83). Thus it can be interpreted that the principal is a professional teacher who has the task of leading a school where the school is a place of interaction between teachers and employees, students who receive the teaching and learning process, parents as guardians and hopes for the school, and users of graduates from the school (Ibrahim, 1992).

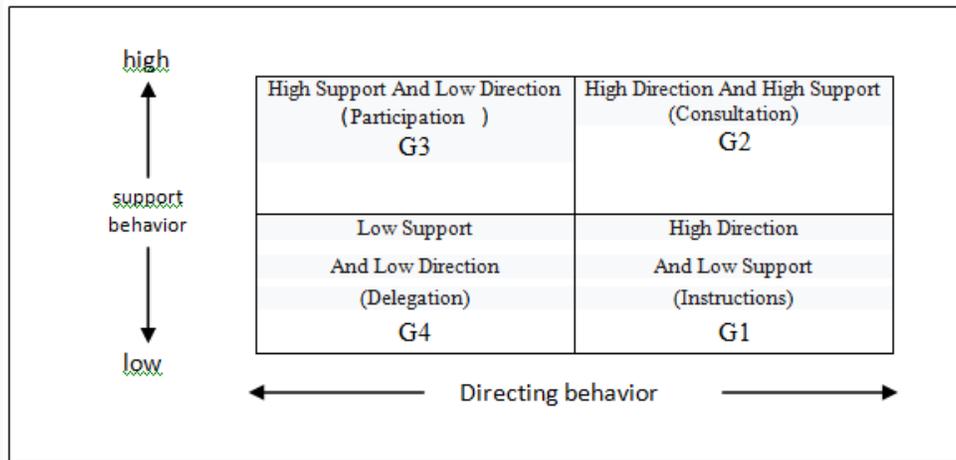
From the various definitions above, it can be concluded that the leadership of a principal is a person who is able to mobilize human resources in the school he leads and can fulfill his duties and responsibilities and can invite all individuals in the school environment to carry out their duties and responsibilities to achieve school goals.

B. Situational Leadership Style

Leadership style (leader) has various meanings. There are many definitions of leaders, each person has their own definition and leadership style. Many assume that the success of a leader is due to the work of its members and some say that success in an institution or place is due to its leader. Therefore, leadership style is an interactive impact of individual factors in each organization or school institution. According to Harsey and Blanchard (in Thoha, 1996, p. 64) Situational leadership theory is based on the relationship between the level of guidance and direction (task behavior) given by the leader. The level of emotional support (relationship behavior) given by the leader. The level of readiness shown by the leader in carrying

out his duties, functions or certain goals. According to Harsey and Blanchard (in Thoha, 2003, p. 65) there are four basic styles of situational leadership as shown in the picture below:

Figure 1. Four Basic Styles of Situational Leadership
Four Basic Styles of Situational Leadership



Source: Miftah Thoha, (2003, p. 65)

From the picture above, it can be understood that there are four basic leadership styles that are important for a leader in leading an organization that needs to provide treatment to his subordinates which can improve or reduce the performance of his subordinates. For the dimensions of the situational leadership style measurement category according to Hersey and Blanchard (in Thoha, 1996, p. 65) are identified into 4 dimensions. The first dimension of telling is when a leader behaves by informing or assigning, it means a high task orientation that relates between superiors and subordinates and is not in the form of a close relationship, and not an unfriendly relationship, but a professional task relationship. The point is that a leader formulates what role is expected to be played by subordinates by telling them what, how, when, and where activities are carried out.

The second is Selling which means that if a leader behaves in a selling manner, it can be interpreted that the leader provides a firm orientation of the formulation of his/her tasks combined with the relationship between superiors and subordinates in a professional manner so that the relationship between leaders and subordinates can be seen clearly. The third is participating which means the behavior of a leader who participates in the work process but there is still a relationship between superiors and subordinates in a professional manner. So even though the leader participates, he/she also has work boundaries between superiors and subordinates. So it can be concluded that participating is a leader only as a facilitator to facilitate the tasks of subordinates. Then the last is delegating which means a leader in giving tasks to his/her subordinates to do the tasks he/she gets, or it can also be interpreted that the leader gives his/her tasks to his/her subordinates to be completed without much interference.

C. Vocational High School in the 21st Century

Vocational High School or Vocational Technology Education has several terms in various countries. However, based on the results of the second congress on April 26-29, 1999 with the theme Technical and Vocational Education and Training: A Vision for the Twenty-first Century. Producing the terminology Technical and Vocational Education and Training (TVET) including vocational education including formal, non-formal, and informal education and training. This result is an achievement of a joint agreement through a delegation attended by representatives of Unesco, the International Labor Organization (ILO), and Unevoc. Therefore, in TVET education and training run in harmony where TVET is education and training whose goal is to prepare workers according to the needs and demands of the job market in this case the business world and industry that link and match. The practice of world vocational education is driven by two prominent figures, namely Charles Prosser and John Dewey. In Indonesia, based on the objectives of vocational education in Law Number 20 of 2003, it is more directed towards the philosophy of essentialism by the Prosser school, while in PP 19 of 2005 which explains the SKL SMK, it is more directed towards the philosophy of pragmatism by the Dewey school. The changes that occur in 21st Century



learning provide challenges to TVET where there is a shift in the paradigm of human resource development through the revolution of information and communication technology.

According to Sudira (2018, p. 17) Indonesia and the whole world are faced with the challenges of changing work environments and increasingly disruptive ways of working in the era of the industrial revolution 4.0. The implementation of education 4.0 requires new skills so that the preparation of human resources as graduates from vocational and vocational education must have appropriate competencies and even have multi-competencies with technological developments becoming a necessity. Therefore, the role of TVET as education and training must be able to face these changing challenges through 21st Century learning content that adapts to changes in the industrial era 4.0. To achieve all the needs and competencies of 21st Century skills in vocational schools, it is necessary to form an organizational structure that is interrelated and forms the organization in a healthy way, careful selection of leaders and members so that with a healthy organization all the desired goals can be implemented properly. basically all human resources are good but have different characters and behaviors, for that there needs to be a leader who understands and protects and directs and can resolve conflicts and all character behaviors of human resources in the organization itself. all demands or goals or achievements of an institution/organization will be achieved well and quickly if the organization is healthy. One of them is a leader who has a situational leadership style that understands the conditions in schools and understands the needs in the 21st century.

5. Discussion

Situational Leadership Style Concept according to several definitions as previously discussed is a leadership style model that focuses on direction on followers, the followers in question are employees in an organization, company, or institution. The situational leadership style of the principal for vocational schools can be applied by looking at the readiness and maturity of teachers, employees and all school members to carry out the work or tasks given by the principal. The readiness and maturity of teachers, employees and school members can be obtained from how the direction and guidance is given by the principal and the emotional support given by the principal to the teachers, employees, and school members. The formation of readiness and maturity in teachers and employees can lead to increased performance. Situational leadership style is related to the performance of teachers, employees and school members. Effective group performance depends on the style of interaction of a leader with his subordinates and to what extent the situation gives control and influence to the leader (Thoha, 1996).

Situational leadership style that understands the current situation and conditions both in school members and insight into the needs of the 12th century greatly influences the improvement of the performance of teachers, employees and school members. By understanding the conditions of the organization and being able to make decisions situationally such as the current conditions that are being hit by the Covid-19 pandemic, the principal can provide direction to teachers, employees and school members so that they can carry out school tasks and goals such as creating standard operating procedures for implementing face-to-face learning in schools, or by providing direction to implement online learning, and etc.

Principals in implementing situational leadership style have several supporting and inhibiting factors (Sitti, & Soltan, 2017, p. 12). Supporting factors in implementing situational leadership style include adequate qualifications of educators, senior and experienced teachers and employees, adequate facilities and infrastructure, quality of school certification that has been accredited A, and behavior of individuals in a healthy organization that is easy to direct, and the absence of good relationships between teachers and employees. While inhibiting factors in implementing situational leadership style include a lack of expert teachers in their fields, teachers and employees who are about to retire, inadequate facilities and infrastructure, schools that have not been accredited, unhealthy behavior of individuals in organizations that are hostile and difficult to work together between teachers and employees. From these supporting and inhibiting factors, it is hoped that the principal can direct and be an example and can condition in various situations with the directions he directs to teachers, employees and school members.

Principals in Vocational High Schools in implementing situational leadership styles must understand and apply 4 dimensions of situational leadership styles, including the first dimension of telling (instruction), namely high direction and low support, which means a leadership style that is oriented towards direction and leaders rarely ask for help from subordinates in carrying out tasks, the second dimension of selling (consultation), namely high direction and high support, which means a leadership style that is oriented

towards direction and assistance from subordinates, the third dimension of participating (participation), namely high support and low direction, which means a leadership style that is oriented towards leaders participating with employees working together to complete tasks and problems to achieve goals, the last is the dimension of delegating (delegation), namely low support and low direction, which means leaders who are oriented towards handing over tasks to be done by subordinates. (Thoha, 2003, p. 65).

Principals in the 21st century are faced with challenges and achievements that require the schools they lead to be able to carry out learning processes that meet 21st century skills and produce human resources that are relevant to the industry. Therefore, in addition to being a principal who applies a situational leadership style, the principal must also have adequate competence. The goal is that every problem and school development can be carried out by the principal. The competencies needed by the principal are (1) personal competence, (2) managerial, (3) supervision, (4) entrepreneurship, and (5) social (Wiyono, 2017). In addition, based on the research results of Ross and Cozzens (2016), the main competencies that must be possessed by the principal were found, namely: (1) Assessment, (2) Instructional Leadership, (3) Unity of Purpose, (4) Visionary Leadership, (5) Diversity, (6) Learning Community, (7) Reflection, (8) Organizational Management, (8) Professional Development, (9) Collaboration, (10) Curriculum and Instruction, (11) Professionalism.

To develop the principal's ability to implement leadership styles, the government can provide training and leadership programs to principals (Nasib, 2017, p. 218). For example, the government can work with universities to design a principal leadership development program. This program will help principals manage schools. Principals as school managers must try to implement various leadership styles in managing schools. This will improve the climate and quality of the school to be better. In addition, principals can also visit several schools to have discussions with other principals. The school visits can be carried out in different cities or provinces. This activity can encourage principals to be more active in school development (Nasib, 2017, p. 218).

The following is a scheme for implementing the situational leadership style of the principal in vocational schools:

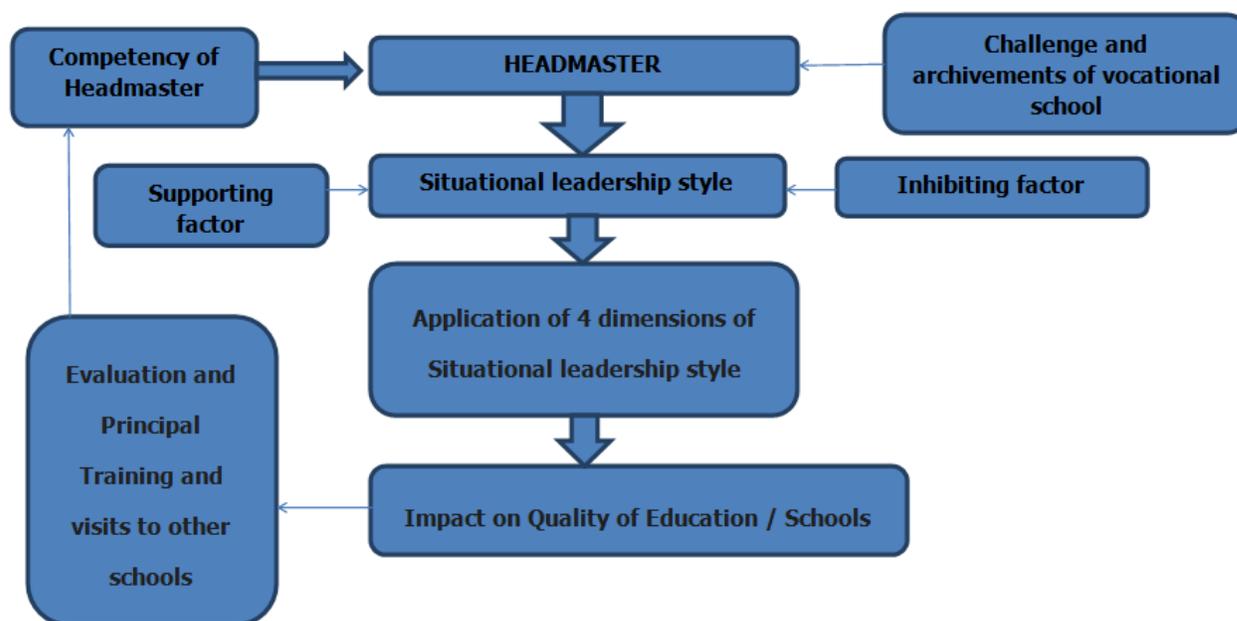


Figure 2. Flowchart of the implementation of the situational leadership style of the Principal at SMK

In order for the implementation of situational leadership style to run well, the principal leader also needs to have positive thinking. The results of Chen et al.'s (2016) research prove that positive leadership is significantly related to school effectiveness mediated by the school's organizational culture. The importance of a leader who thinks positively is very supportive in creating a conducive school environment. This means that the principal must do the right thing and be optimistic.



6. Conclusion

The principal as a leader in the school has a central role in realizing education that meets competencies and competes globally. During the Covid-19 pandemic, the world of education is hit by various problems and challenges, therefore it is necessary to have a competent leader who can overcome various problems. One way is to implement the situational leadership style of the principal in vocational schools. To implement the situational leadership style, the principal in vocational schools must have adequate competencies plus insight into the needs of the school to face the needs of the 21st century and understand the supporting and inhibiting factors in the school by applying the 4 dimensions of the situational leadership style. In the end, if it is implemented properly, it will result in progress in the quality of education in the school. The principal must also improve his abilities by participating in principal training anywhere and visiting schools that have succeeded in achieving their vision, mission and goals. The success of the implementation of the principal's situational leadership is also influenced by the positive thinking of the leader.

Acknowledgments

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