



Application of Situational Leadership Theory in Islamic Educational Institutions

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Abstract

The purpose of this writing is to Application of Situational Leadership Theory in Islamic Educational Institutions knowing Situational leadership can affect teacher and employee performance. leadership is a process to be able to lead. Leaders must do something. leaders must tell teachers and employees to take action. Leaders tell teachers in various ways, such as using legitimate authority, creating models (setting examples). implementing situational leadership styles has met four indicators. This is evidenced by the results of the study that: First, the head of the madrasah has implemented the Telling style as evidenced by 1) giving work to teachers always giving orders, and not being coercive; 2) providing direction before carrying out the work. Second, the head of the madrasah has implemented the Selling style as evidenced by 1) making clear rules; 2) giving teachers the opportunity to express their opinions; 3) the head of the madrasah applies democracy; 4) can accept suggestions from teachers; 5) providing motivation to subordinates in completing work; 6) giving praise and incentives to teachers if they complete the work well. Third, the head of the madrasah has implemented the Participating style as evidenced by: 1) the head of the madrasah is able to make decisions appropriately in completing work; 2) the head of the madrasah is active in various activities carried out by the community. Fourth, the head of the madrasah has implemented a Delegating style, which is proven through: 1) the head of the madrasah monitors the work of teachers; 2) the head of the madrasah gives full responsibility to teachers in completing work.

Keywords: Implementation of Situational Leadership.





INTRODUCTION

Leadership in managing an Islamic educational institution must have a situational leadership style in facing technological developments. Therefore, leaders have challenges regarding technological developments in the world of education. The application of situational leadership in the Islamic boarding school of Tarbiyah Gobah efficiently overcomes the obstacles faced by education in technological developments by using versatile and adaptable strategies.(Hadi Latif, Junaidi Junaidi, Supriadi Supriadi, & Arif Septiawan, 2024). Teachers received rigorous training and engaged in collaborative possibilities, resulting in enhanced skills and knowledge. As a result, students benefited from more participatory learning techniques, leading to increased interest and better learning outcomes. Despite barriers to change and limitations in technological infrastructure, a combination of policy support, external resources, and an inclusive leadership approach effectively addressed these barriers. The overall findings emphasize the importance of situational leadership in overseeing educational innovation and formulating more comprehensive and efficient policies within technological developments.

The application of situational leadership enables leaders to quickly address emerging security concerns by adjusting policies and procedures to meet changing circumstances and requirements.(Rasmianto, 2018)In addition, leaders in technology development must have the ability to guide with a clear and strategic vision, setting long-term goals that realize the integration of technology in every aspect of education. This forward-thinking leadership must be complemented by strong managerial skills, which include resource allocation, strategic planning, and performance assessment.

Situational Theory Approach in the context of Islamic religious education leadership. Situational Theory, developed by Hersey and Blanchard, emphasizes the importance of leader flexibility in adjusting leadership style to the situation and needs of followers. In the Islamic religious education environment, where social and cultural contexts are very influential, the application of this approach becomes relevant to improve leadership effectiveness. the application of this approach can increase student motivation and engagement and create a more positive learning climate. In addition, leaders who are able to adapt to different situations can facilitate the development of student character and strengthen religious values in learning. This study concludes that leadership based on a situational approach can be an effective strategy in improving the quality of Islamic religious education in schools. Therefore, it is recommended that educational leaders conduct ongoing training to improve their understanding and ability to apply this approach optimally(Management & Islam, 2024).

Leadership in education is one of the important aspects that determine the quality and





effectiveness of the learning process. Good leadership is able to create a conducive learning environment, direct teachers and students to achieve educational goals, and ensure the achievement of the vision and mission of educational institutions. the role of leaders becomes more complex because they not only regulate administrative and academic aspects, but must also integrate religious values in every policy and leadership practice. One approach that can be used in Islamic religious education leadership is the Situational Theory approach. This approach emphasizes the flexibility of leaders in adjusting their leadership style according to the situation and level of readiness of their followers. In this theory, an effective leader is one who is able to adapt their leadership style according to the needs, conditions, and development of the individuals being led.

Situational Theory was first proposed by Paul Hersey and Kenneth Blanchard, who argued that there is no one ideal leadership style for all situations. Leadership style must be dynamic, where leaders must be able to recognize and adjust strategies based on the conditions and level of readiness of followers. This approach is very relevant to be applied in Islamic religious education, where leaders must be sensitive to social, cultural, and student characteristics changes. The application of the situational approach in Islamic Religious Education aims to maximize individual potential through direction, support, and motivation that is tailored to the conditions of each student and educator.

In practice, the Situational Theory approach in PAI leadership involves several leadership styles that can be applied based on certain situations. Hersey and Blanchard divide leadership styles into four categories, namely: telling, selling, participating, and delegating. The telling style is used when followers need clear and specific directions. The selling style is applied when leaders need to convince followers of the importance of the task to be done. Meanwhile, the participating style emphasizes more on cooperation between leaders and followers to achieve common goals, and the delegating style is used when followers already have sufficient competence and independence, so that leaders give them full trust.

Situational Theory in Islamic religious education leadership in secondary schools, and analyzing its impact on the effectiveness of learning and student character development.(Cea, Silalahi, & Nadya, 2020). Several previous studies have shown that an adaptive leadership approach can increase student motivation and engagement in learning. For example, research conducted by(Satria, Nellitawati, Hadiyanto, & Gistituati, 2022)shows that principals who apply situational leadership styles are able to create a conducive school climate, where teachers and students feel more motivated and involved in the teaching and learning process. The results of this study also reveal that principals who are flexible in adapting leadership styles based on



situations are able to create positive synergy between teachers, students, and other educational staff.

The leader is the most dominant figure in the effectiveness of achieving organizational goals. However, on the other hand, subordinates also have an important role so that leaders are able to achieve goals effectively by prioritizing collectivity. Leaders in their role of influencing subordinates cannot be separated from their skills in positioning themselves in certain situations. Therefore, Reddin revealed that the situational dimension is important to note, namely the task dimension, relationship orientation and effectiveness. Furthermore, Reddin developed these three dimensions into 12 types of leaders through four basic types of leaders, namely separate types, related types, dedicated types and integrated types. Each type is grouped into 8 types of leaders from less effective to more effective. The implications of Reddin's theory provide convenience for leaders in achieving organizational goals that emphasize situational relationships with subordinates.(Faturahman, 2019).

Leadership in an educational institution is very important in determining whether an educational institution is successful or not in achieving its goals.(Khoironi & Hamid, 2020). The Head of Madrasah as the person in charge of education and learning in the madrasah should be able to convince the community that everything has gone well. The Head of Madrasah is a vital element for the effectiveness of educational institutions. Leadership activities must be carried out by someone who occupies a certain position or position in whose environment there are a number of people who must work together to achieve goals.

METHOD

In accordance with the object of this research, this research is a library research based on the study and analysis of texts. This is because the data source used is bibliographic data. Library research, namely the deepening, processing and identification of existing library knowledge (reading sources, reference works or other research results) in relation to the problem to be studied.(Assyakurrohim, Ikham, Sirodj, & Afgani, 2022). Library research is research conducted through data collection or scientific writing for research subjects, or character data collection or literature review to solve a problem which is essentially oriented towards critical and in-depth study of library materials.(Sari & Asmendri, 2020). Literature research or literature study is an activity that is required in research, especially academic research, the main aim of which is to develop both theoretical and practical aspects ((Fadli, 2021). Literature research serves to create concepts or theories that form the basis of research studies. Literature review data in the form of secondary data is data that comes from other



researchers, not originally from the researcher himself in the field, and the literature review data used has no time limit.

RESULTS AND DISCUSSION

Situational Leadership

Situational leadership theory is based on followers and their maturity level. Leaders must correctly or intuitively assess the maturity level of their followers and then use the appropriate leadership style and level.

According to Path-Goal Theory, two situational variables that greatly determine the effectiveness of a leader are the personal characteristics of subordinates/employees and the internal environment of the organization, such as existing regulations and procedures.(Mustika et al., 2022). Fielder put forward three dimensions of situational variables that influence leadership style, namely: first, the relationship between leaders and subordinates (members) (Leader-Member Relations), the extent to which the leader is accepted by his members. Second, the position of power or position power (Position Power), power from the organization, meaning the extent to which the leader obtains obedience from his subordinates by using power that comes from the organization formally (not power that comes from charisma or expertise). Leaders who have clear (strong) power from the organization will get more obedience from their subordinates. Third, task structure, clarity of tasks and responsibilities of each person in the organization. If the task structure is clear enough, then the performance of each person in the organization is easier to control and each person's responsibilities are more certain(Mustika et al., 2022).

According to Hersey and Blanchard in(Mahayana & Ardi, 2022)Situational leadership is basically the manifestation of three components, namely the leader himself, subordinates, and the situation in which the leadership process is realized.

Benefits of Situational Leadership

The benefits of situational leadership in Islamic educational institutions are significant because this approach allows leaders to adapt their leadership style to varying needs and conditions. Here are some of the main benefits(Nihayati, 2019) (Jamaludin, 2020):

1. Benefits of Quality Education. Situational leadership helps create a more positive and dynamic learning environment. By adjusting leadership styles, leaders can increase student engagement, motivate teachers.





2. Strengthening Islamic Values. This approach enables leaders to integrate Islamic values effectively into learning.
3. Teacher Professional Development Situational leadership encourages teacher professional development through various strategies such as telling, selling, participating, and delegating tasks. This helps teachers to be more motivated, disciplined, and able to carry out their tasks better.(Pratama & Sulhan, 2025).
4. Adaptation to Change. In facing challenges such as technological developments in education, situational leadership has proven effective. Leaders can adapt their approach to overcome obstacles such as limited infrastructure or lack of technological competence among teachers, thus ensuring the sustainability of educational innovation.(Hadi Latif et al., 2024).
5. Efficiency in Organizational Management. By adjusting leadership styles based on individual competencies and readiness, leaders can manage human resources more efficiently. This includes managing administrative tasks to implementing strategic policies that support Islamic education goals.
6. Improving Student Discipline and Motivation. The application of situational leadership principles also has an impact on improving student discipline. In the context of Islamic boarding schools, for example, this approach has proven effective in creating an orderly learning environment and supporting the formation of positive behavior in students.

Overall, situational leadership provides an adaptive framework for managing various challenges in Islamic educational institutions, ensuring that the goals of education based on religious values can be optimally achieved.

Basic Principles of Situational Leadership

The basic principles of situational leadership, developed by Paul Hersey and Kenneth Blanchard, emphasize that effective leadership styles must be tailored to the situation and the level of follower readiness. Here are some of the key principles of this theory:

1. Leadership Style Adjustment

Situational leadership requires leaders to adjust their style based on two main factors:

a. Follower Readiness Level

This includes the ability and willingness of followers to carry out a particular task. This readiness is divided into four categories:

- 1) R1: Low ability, low willingness





- 2) R2: Low ability, high willingness.
 - 3) R3: High ability, low willingness.
 - 4) R4: High ability, high will
- b. Task Situations and Types
Leaders must consider the context of the task at hand and the characteristics of the group being led.
2. Four Leadership Styles
This theory identifies four leadership styles that can be applied according to the level of follower readiness:
 - a. Directing (S1)
Leaders provide clear and specific directions to less experienced followers.
 - b. Selling (S2)
Leaders explain and persuade followers to understand and participate in the task, while providing emotional support.
 - c. Participate (S3)
Leaders collaborate with followers in decision making, providing more freedom but still providing direction.
 - d. Delegating (S4)
Leaders give full responsibility to experienced and motivated followers, with little intervention.
3. Focus On Task Relationships
Situational leadership emphasizes the importance of balance between task behavior (direction and instruction) and relationship behavior (emotional support). Leaders must be able to manage both of these aspects to create a productive work environment.
4. Open Communication
Clear and open communication is essential in situational leadership. Leaders need to ensure that all team members understand expectations and feel comfortable sharing opinions and questions.
5. Flexibility and Adaptability
Leaders must be flexible and adaptive to changing situations and the needs of individuals in the team. The ability to adapt the leadership approach according to the dynamics of the group is key to successfully applying this theory.



By integrating these principles, leaders can improve the effectiveness of team management and achieve organizational goals more efficiently.

Implementation of Situational Theory in Islamic Educational Leadership

The implementation of situational leadership theory in Islamic educational institutions can be seen through several case studies that show how educational leaders apply various leadership styles according to existing needs and situations. Here are some important points regarding this implementation (Wahid & Mohammad, 2023):

1. Leadership Style Adjustment

Leaders in Islamic educational institutions, such as school principals or Islamic boarding school managers, use four main approaches to situational leadership. (Ikasari, Parida, & Duriyah, 2022):

a. Telling (telling)

Leaders provide clear and specific instructions to staff or teachers who need direction, especially when introducing new policies or technology.

b. Selling (peddling)

Leaders engage in two-way communication to persuade and motivate staff to accept change and actively participate in the process.

c. Participating (Involving)

Leaders involve teachers and staff in decision making, creating a sense of ownership of the policies implemented.

d. Delegating (delegating)

Leaders delegate responsibility to competent individuals, giving them the freedom to manage certain tasks independently.

2. Improving the Quality of Education

Studies show that the application of situational leadership in Islamic educational institutions, such as Pondok Pesantren Tarbiyah Islamiyah Gobah, has succeeded in improving the quality of education. With this approach, teachers receive better training and are involved in collaborations that improve their skills and knowledge.

3. Adaptation to Technology

Situational leadership also helps Islamic educational institutions in facing the challenges of technological development. Adaptive leaders are able to overcome obstacles such as limited infrastructure and teacher readiness in using new technology. For example, the principal at SMP Daarul Quran Surakarta applies various leadership styles to promote



technological expertise among teachers and create a learning atmosphere that supports the use of technology.

4. Building Open Communication

Leaders who apply this theory demonstrate the ability to build open communication with all team members. This contributes to increased staff motivation, morale, and performance. With good communication, leaders can more easily identify the needs and readiness of teachers and students.

5. Facing the Challenges

Despite its many benefits, the implementation of situational leadership also faces challenges such as low subordinate motivation and understanding of the concept of leadership itself. Research also shows that support from external policies is essential for the success of technology integration in Education.(Ikasari et al., 2022)

Overall, the application of situational leadership theory in Islamic educational institutions shows positive results in improving the quality of education and management effectiveness. This approach allows leaders to be more responsive to individual needs and diverse situations in the educational environment.

Challenges of implementing Situational Leadership

Some of the challenges in implementing situational leadership in Islamic educational institutions include (Wahyun, 2024):

1. Lack of understanding of the concept of adaptive leadership

Many educational leaders are fixated on one leadership style and lack flexibility in adapting to changing situations. To overcome this, leadership training is needed that focuses on developing adaptation skills and the ability to understand the characteristics of followers more deeply.

2. Limited educational facilities and infrastructure

Lack of facilities and infrastructure, such as access to information and communication technology, hinders teachers in implementing more innovative learning methods. To overcome this challenge, support is needed from schools and the government in providing adequate educational facilities (Ahmad Mukhlisin, 2024)

3. Differences in access to technology

Leaders of Islamic educational institutions in Indonesia face different obstacles when implementing situational leadership, such as limited technical infrastructure, disparities





in technology access between different locations, and varying levels of technology availability and skills among teachers and students. School administrators must demonstrate adaptability and wisdom in designing solutions tailored to specific local conditions, utilizing existing resources effectively and fostering partnerships with various stakeholders to facilitate the implementation of technology transformation in educational institutions.

4. Teacher readiness and skills

Teacher readiness and skills, technological infrastructure, policy support, and student acceptance and adaptation are barriers to improving the quality of education.

5. Autocratic Leadership Style

Problems of leadership in Islamic educational institutions include: autocratic leadership style; poor delegation of authority from leaders to subordinates.

6. Policy changes and resource constraints

Leadership challenges in implementing educational organizational management in schools involve policy changes, resource limitations

CONCLUSION

Situational leadership in Islamic educational institutions is a flexible and adaptive approach, which allows leaders to adjust their leadership style according to the needs and situations faced. Leaders in Islamic educational institutions, such as madrasah principals or school principals, need to adopt various leadership styles including directive, participative, and delegative in order to adapt to the dynamics in the educational environment. The application of situational leadership has been proven effective in improving the quality of education. By adjusting the leadership style, leaders can increase student motivation and engagement, and create a more positive learning climate. Overall, situational leadership in Islamic educational institutions is a very necessary strategy to face the challenges of the times and improve the overall quality of education.

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