

Trends in Principal Leadership Style Based on Situational Leadership Style and Behavioral Leadership Style in State Vocational High Schools in Lubuk Begalung District, Padang City

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ABSTRACT

This research is motivated by the problems found in relation to the leadership style by the principal. The purpose of this study is to obtain information and describe the tendency of the leadership style used by school principals which is reviewed from various styles, namely: situational leadership style and behavioral leadership style. This type of research is quantitative and descriptive. The research population is 208 teachers at the State Vocational High School, Lubuk Begalung District, Padang City. The sample in this study was 72 people, which was drawn using *the proportional stratified random sampling* technique. The instrument in this study is a Likert scale model questionnaire that has been tested for validity and reliability, then the data is processed with a mean formula. The results of the study stated that the tendency of the principal's leadership style in the State Vocational School in Lubuk Begalung District was in the following aspects: situational leadership style had an average score of 3.79 with the dominant category and behavioral leadership style had an average score of 3.65 with the dominant category. So, it can be concluded that the tendency of the leadership style of the State Vocational High School, Lubuk Begalung District, Padang City is to apply a situational leadership style with an average score of 3.79 and in the dominant category.

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1. INTRODUCTION

Education has an important role in creating competent human resources and education is an effort to create knowledgeable individuals both outside and inside the school. Thus schools can produce individuals who have the knowledge and skills that truly determine their future roles.

Leadership is an art, action and ability of a person that can influence a person and a group of people to want to work together to do something. In school organizations, one of the things that affects the quality of the school itself is the form of leadership of the principal (Zulanda & Ermita, 2022). Leadership is the ability that a person has to influence others to work to achieve goals and objectives. Leaders have a dominant role in an organization. Leadership in a general sense indicates a process of activities in terms of leading, guiding, controlling behavior, feelings and behavior towards others under their supervision (Hermino, 2014). (Yukl, 2015) It states that leadership is the ability of certain individuals to influence, motivate and make others contribute to the effectiveness and success of the organization. Leadership is a pattern of behavior of leaders in directing, moving, and subordinates to follow their will in achieving the goals and objectives that have been set. In simple terms, it can be said that leadership

is a way used by a leader in controlling his subordinates. The way to influence his subordinates will create a good school climate from the one he leads (Lestari et al., 2022). Leadership is part of the main task that the principal must perform. The principal gets the highest responsibility for taking action to manage the school's operations in accordance with the school's objectives, with direct emphasis on ensuring that the teacher's teaching in the classroom aims to achieve this goal (Walean & Koyongian, 2021). (Hutahaean, 2018) Explain the purpose of leadership is to help others become motivated, maintain and increase motivation within them. In other words, a good leader is a leader who can motivate followers/subordinates to achieve the desired goals. The leadership of the principal is the process of guiding and awakening the talent and energy of teachers, students and parents to achieve the desired educational goals. In an effort to meet these expectations, the principal as a leader in the school organization should use his abilities and intelligence by utilizing the environment and potential that exists in the school he leads. To be able to run the school organization as expected, a school owner should have the competencies and skills of the principal that have been determined (Rahmi, 2018).

Sunarsi (2018) says that leadership style is behavior and strategy, as a result of a combination of philosophy, skills, traits, attitudes, that a leader often applies when he tries to influence the performance of his subordinates. According to (Chaniago, 2017) that leadership style basically contains an understanding as a manifestation of the behavior of a leader, which concerns his ability to lead. According to (Siswanti, 2015) Describe the leadership style that is part of the type of leadership. Leadership type is a form, pattern or type of leadership, in which one or more leadership behaviors or styles are implemented as support. Situational leadership is defined as a leadership style in which a leader successfully adapts his style to suit the situation (Setiawan, TH, Firdaus, A., & Putra, 2019). Different situations have to be handled in different ways, because each situation has its own characteristics (Ghazzawi, K., Shoughari, R. E., & Osta, 2017). The leadership style that the principal has is closely related to his behavior in providing supervision to teachers. Supervision is a concrete example that directly shows the form of relationship or interaction that can be observed from the principal's task performance activities that indicate his leadership style (Walean & Koyongian, 2021). (Nellitawati, 2020) Revealing that the school leadership style plays an important role in improving teachers without the leadership style of the principal, the organization will not achieve the goals of the organization and will cause chaos because each person is working to achieve his or her personal goals. (Yanti, 2022) said that the importance of the principal's leadership style can be seen from the principal's role in providing guidance to the school system to operate in accordance with the expectations of the community and the needs of contemporary development that can improve the quality of education.

(Siagian, 2016) The factors that affect leadership style are leadership skills, effective leadership is greatly influenced by leadership style and leadership style itself is influenced by a leader's leadership skills. (Octavia, L. S, Savira, 2016) in his research stated that the factors that affect the leadership style of the principal are individuals who have a disciplined personality and a high level of enthusiasm in efforts to develop the school. based on experience and abilities possessed.

Therefore, based on the results of the author's observation at the State Vocational High School, Lubuk Begalung District, Padang City, there are several problems found in the leadership style of the principal based on situational leadership style and behavioral leadership. Some of the phenomena found include: 1) Lack of encouragement from the principal to the teacher, this can be seen when the teacher does not use learning media, the principal only allows not to provide motivation to do interesting things in teaching. 2) The principal does not help teachers who encounter difficulties in carrying out their duties in the preparation of learning tools, This can be seen from the number of teachers who still use the previous year's teaching tools. 3) School principals rarely give appreciation to teachers who excel in carrying out their duties. 4) The principal does not control the teacher when teaching in the classroom, this can be seen from the fact that the principal does not make class visits when the teacher teaches so that the principal does not know the level of teacher performance in the school.

Based on the above research problem, this study generally aims to obtain information and describe the tendency of the principal's leadership style in SMKN Se-sub-district Lubuk Begalung, Padang City in terms of 1) situational leadership style: a) instructional leadership style (telling), b) consulting leadership style (selling), c) participating leadership style (participating), d) delegation

leadership style (delegating) and 2) behavioral leadership styles: a) autocratic leadership style, b) democratic leadership style, c) laissez faire leadership style.

2. METHOD, DATA, ANALYSIS

This research method uses quantitative descriptive research, because it is only to find out independent variables without making comparisons so that in this study no hypothesis formulation is used. This research is included in the quantitative descriptive research because this study describes the Tendency of the Leadership Style of the Principal at the State Vocational High School, Lubuk Begalung District, Padang City by using data in the form of numbers and their interpretation based on applicable parameters. The population of this study is all teachers with civil servant status who teach at the State Vocational High School, Lubuk Begalung District, Padang City with a total of 208 people. The sample of this study was taken by the Proportional Stratified Random Sampling technique with an error rate of 10% so that the sample in this study amounted to 72 people.

The research instrument used was a Likert Scale model questionnaire with five answer choices. The validity and reliability test was carried out with the help of SPSS version 29. The results of the validity and reliability test show that the principal's leadership style tendency instrument is valid and reliable. The validity test of the principal's leadership style tendency questionnaire conducted with SPSS 29 showed that out of 50 items of statements, 36 items were declared valid and 14 items were invalid, which were then discarded. Reliability tests for questionnaires show that this instrument is highly reliable, with the calculated reliability coefficient far exceeding the critical value, making it reliable for use in research.

The research data was processed with the help of the SPSS version 29 program. First, data verification, second, grouping and tabulation of data, third, making a distribution of score frequencies on each item, then calculating the mean with the highest score multiplied by 100% using the classification of the scale of the assessment category.

3. RESULT AND DISCUSSION

Result

Results and discussion on the tendency of the principal's leadership style at the State Vocational High School, Lubuk Begalung District, Padang City, as seen from situational leadership and behavioral leadership style. The following are the results of data processing from the tendency of the principal's leadership style at the State Vocational High School, Lubuk Begalung District, Padang City, which can be seen from the following table:

Table 1. Recapitulation of the average score of the tendency of the principal's leadership style based on situational leadership style and behavioral leadership style in the State Vocational High School, Lubuk Begalung District, Padang City

No.	Indicators	Average score	Category
1	Situational leadership style	3.79	Dominant
2	Behavioral leadership style	3.65	Dominant
Average		3.72	Dominant

In table 1, it can be seen that the highest average score is 3.79 with the dominant category, namely situational leadership style. While the lowest average score is 3.65 with the dominant category, namely behavioral leadership style. This shows that the leadership style of the principal at the State Vocational High School in Lubuk Begalung District, Padang City tends to use a situational leadership style.

Discussion

The discussion of the results of this study will be described based on 2 research indicators, namely situational leadership style and behavioral leadership style. For more details, the discussion of the research results will be described below as follows:

Based on the research data that has been described regarding the tendency of the principal's leadership style based on situational leadership style and behavioral leadership style in the State Vocational High School, Lubuk Begalung District, Padang City, reviewed from the situational leadership style, the average score is 3.79. This shows that the tendency of the principal's leadership style in situational leadership style is categorized as dominant. Of the several items raised in the situational leadership style, there are still items with low scores, namely the item "the principal makes decisions unilaterally". This is in accordance with the opinion (Rahayu, 2020) Decision-making is a very important activity that helps maintain managerial effectiveness so that a principal or leader can choose a decision-making model that is in accordance with the problem at hand. Because this decision-making is the main job for a leader. It can even be said that the daily life of a leader or school principal is actually a life that is always faced with decisions. According to (Sari, 2017) Decision-making should be done well, for that in decision-making it is necessary to have a process that must really be considered so that the decisions taken can solve the problems that are being faced. Decision-making in its implementation must pay attention to the effectiveness of decision-making so that there is a compatibility between the problems faced and the solution of the problems taken. According to (Putra, 2014) Decisions should be able to answer the question of what should be done. The decision can also be an action against the implementation that deviates greatly from the original plan. Good decisions can basically be used to make good plans as well. For this reason, in making decisions, various possibilities that can affect the decision should be considered so that with various considerations, the decisions that have been taken, if implemented, will be on target and can solve the problems that are being experienced. (Delfira, 2015) In principle, a leader must be careful in making a decision because the decisions produced by the leader can have good or bad consequences for the organization or institution he leads. In making a decision, the leader must consider his subordinates, the abilities of his subordinates and involve his subordinates.

Based on the research data that has been described regarding the tendency of the principal's leadership style based on situational leadership style and behavioral leadership style at the State Vocational High School, Lubuk Begalung District, Padang City, reviewed from the behavioral leadership style, the average score was 3.65. Of the several items that were put forward in the behavioral leadership style, there were still items with low scores, namely the item "Communication takes place in a reciprocal manner that occurs between the principal and subordinates". According to Friday (2018) explained that one of the conditions for productive work is humane working conditions and harmonious working relationships, the existence of unsmooth or disharmonious communication can result in more severe actions from subordinates, such as strikes. According to Suranto (2011) stated that the communication factor is seen from the one who conveys the message, namely Credibility, attractiveness, intellectual ability, similarity of attitude and behavior in daily workplace activities, trustworthiness, social sensitivity, emotional maturity, understanding the condition of the psychologist the person being talked to, the communicator must have a good attitude, hardworking and also firm, the communicator must be able to adjust wherever he speaks. According to (Suliyarti et al., 2020) Interpersonal communication is also very important for teachers in schools. A teacher in the teaching and learning process at school must be able to communicate well, both with the principal, fellow teachers, administrative staff and students. According to Anthony (2019) that to improve communication in a behavior style that prioritizes persuasive communication and guiding subordinates, leaders provide opportunities for dialogue together, provide direction, and to clarify and help subordinates. According to (Liskardani et al., 2020) Communication is a process between individuals in sending and receiving symbols that are meaningful to their interests". This can work well if one can send and interpret messages appropriately during the communication process that has been, will be, and is ongoing. Basically, we can say that the relativity of a person's success in life is if he is good at communicating.

4. CONCLUSION

Based on the results of the above study, it can be concluded that the leadership style of the principal at the State Vocational High School, Lubuk Begalung District, Padang City, based on the situational leadership style is in the dominant category with a score of 3.79 and the behavioral leadership style is in the dominant category with a score of 3.65. In this case, it is hoped that the principal of the State Vocational High School in Lubuk Begalung District, Padang City tends to use a situational leadership style that is in accordance with the situation and conditions to be applied in fostering and influencing his subordinates.

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