


Situational Leadership Style *(Gaya Kepemimpinan Situasional)*

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Abstract

This article aimed to describe Principal's leadership and to describe about the leadership style. Because the leadership style of a principal can determine the success of all activities in the school including the learning process in the classroom. This leadership style would be reflected in how teachers carry out their basic duties as educators. With the qualitative method, the collective data used documentation and observation. The result showed Employee R1, leader S1. The leadership style in this scenario was top-down as R1 that associated with low skill as well as commitment. By directing and telling as clearly as possible what to do, leaders can control the outcome. Subordinates were also easier to complete the task. Employee R2, leader S2. Subordinates show a willingness to do tasks, but did not have enough skills. Thus, the leader was more in the role of supervisor or coach. Leaders can help subordinates gain experience and confidence. Employee R3, leader S3. In this scenario, subordinates already have skills and skills that were qualified but relatively low commitment. Therefore, the role of leaders was not to tell them what to do. Leaders were there to motivate and support to boost their confidence. Leaders also play a role in providing help and feedback on employee performance, but only when it's really needed. Employee S4, leader S4. Subordinates already have high skills supported with a high commitment to completing tasks. Therefore, the role of the leader was as a supervisor who monitors everything already goes according to plan.

Keywords: Leadership Style, Situational Leadership Style, Principal's Leadership

Article	Received	: April 05, 2021
History	Revised	: May 16, 2021
	Accepted	: May 19, 2021

INTRODUCTION

The whole educational process must be to optimize human potential thoroughly to fit the *fithrah*. Education is not enough if only focus on optimizing the potential of intelligence (intellect). Similarly, it is not enough, if education is concentrated only on motor skills. But education is a thorough process to foster divine awareness (faith and laughter), *akhlak al- karimah*, intelligent and of course skilled. In relation to formal education, the integral education process as intended places the position of a principal as a central position in managing the management of all resources owned by the school, in order to be directed at achieving the educational objectives.¹ The principal comes from two words: Headmaster and School. The word head can be interpreted as chairman or leader in an organization or institution. While the word school is interpreted as an

¹ Seth Stone and Franco Gandolfi, "Leadership, Leadership Styles, And Servant Leadership," *Journal of Management Research*, 2018.

Published by CV. Creative Tugu Pena
ISSN 2775-2305
Website <https://www.attractivejournal.com/index.php/bpr/>
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institution where it becomes a place to receive and give lessons.² Briefly the principal can be interpreted as the leader of the school or an institution where receiving and giving lessons.

Etymologically, the principal is the equivalent of a school principal whose daily duties are to carry out principalship or principalship. The term principal has meaning as everything related to the main task and function as the principal. This explanation is considered important, because there are several terms to refer to the position of principal, such as school administrator, school leader, school manager, and the like.

According to the large Dictionary of Indonesian principals consisting of two words namely head" and school, the word head can be interpreted as chairman or leader in an organization or institution. While school is an institution where it becomes a place to receive and give lessons. According to Mulyasa³, the understanding of the principal is one of the most instrumental components of education in improving the quality of education. The principal is responsible for the implementation of education, school administration⁴, coaching other education personnel, utilization and maintenance of facilities and infrastructure as well as supervisors in the school he leads.⁵ If you look at the requirement for teachers to become principals, then this position can be said to be the career path of the functional position of the teacher. If a teacher has competence as a principal and has fulfilled certain requirements or tests, then the teacher can obtain the position of principal.

While according to Daryanto the principal is a personnel who is responsible for all school activities, has the authority and responsibility to organize all educational activities in the school environment that he leads on the basis of Pancasila. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 6 of 2018 concerning the assignment of teachers as principals, it is claimed that the principal is a teacher who is assigned to lead and manage an educational unit that includes kindergartens (kindergartens), outstanding kindergartens (TKLB), elementary schools (SDLB), outstanding elementary schools (SDLB), junior high schools (SMPLB), outstanding junior high schools (SMPLB), high school (SMA), vocational high school (SMK), outstanding high school (SMALB), or Indonesian school abroad.⁶

From the various definitions above, it can be concluded that the principal is the supreme leader of educational institutions in educational institutions that are responsible for everything related to the smooth running of the school in order to realize the purpose of the school. The principal is the school personnel responsible for all school activities. He has full authority and responsibility to organize educational activities in the school environment he leads. Becoming a professional principal in a new paradigm of education management will have a positive impact and fundamental changes in the renewal of the education system in schools. In order for the school to achieve its objectives effectively and efficiently, the principal must carry out managerial functions such as planning, organizing, directing, motivational giving, implementation, controlling organizing, evaluation and innovation.

This article aims to describe Principal's leadership, it is also necessary to talk about his leadership style. Because the leadership style of a principal can determine the success of all activities in the school including the learning process in the classroom. This

² Atif Saleem et al., "Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management," *Sustainability (Switzerland)*, 2020, <https://doi.org/10.3390/SU12083390>.

³ Mulyasa, *Menjadi Kepala Sekolah Profesional*. (Bandung : PT. Remaja Rosda Karya, 2007).

⁴ O'Malley, Michael P., and Colleen A. Capper. "A measure of the quality of educational leadership programs for social justice: Integrating LGBTIQ identities into principal preparation." *Educational Administration Quarterly* 51, no. 2 (2015): 290-330.

⁵ Victor, Akinfolarin Akinwale. "Analysis of Principals' Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra State, Nigeria." *Online Submission* 1, no. 4 (2017): 236-245.

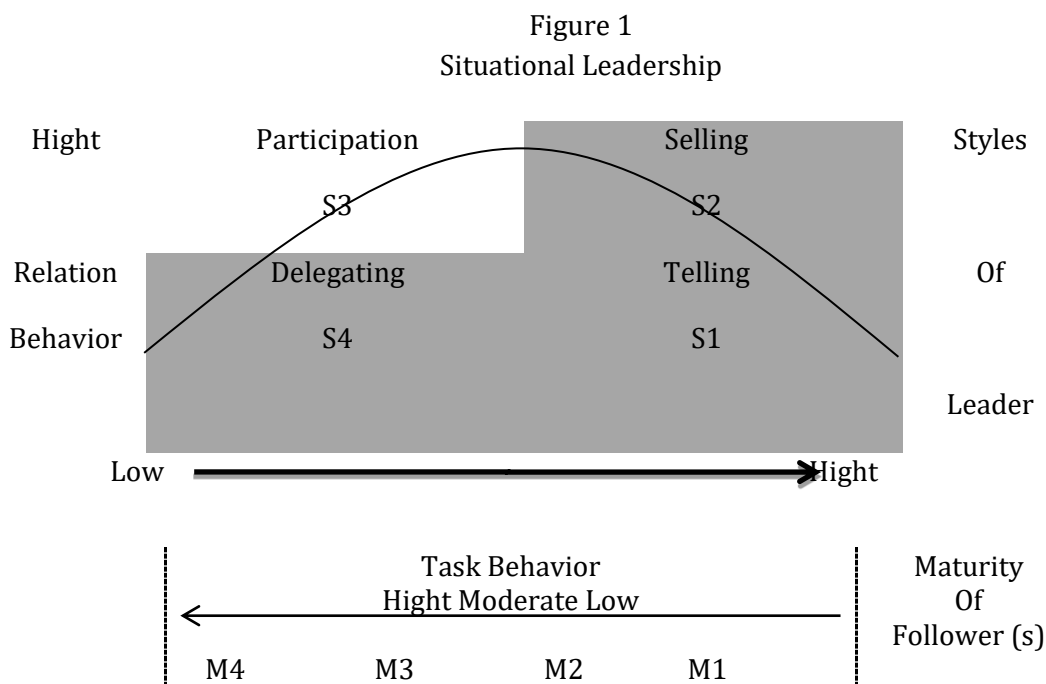
⁶ Daryanto, *Model Pembelajaran*. (Bandung: PT. Sarana Tutorial Nurani Sejahtera, 2011), p. 11

leadership style will be reflected in how teachers carry out their basic duties as educators. The style used by a leader is very influential on the performance of teachers and is one of the determining factors for the quality of education that will have implications on the quality of educational output after completing education. Simply put, it can be said that the role of the principal as a leader can determine the high performance of teachers in education units, both elementary and junior high schools, as well as high and vocational schools (high school and vocational school).

Situational Leadership

The inventors of this situational leadership model, Paul Hersey and Kenneth H. Blanchard, in the book "Kepemimpinan Pendidikan yang Bermutu" Jerry H. Makawimbang states: the success of a leader according to this theory is situational determined by the characteristics of leadership⁷ with certain behaviors tailored to the demands of the leadership situation and the organizational situation faced by taking into account the factors of time and space.⁸ Furthermore, according to Fred E. Fiedler the theory of situational leadership as followed by Engkoswara and Aan Komariah stated that none of the leadership styles are suitable for the whole situation. But it is also not easy to change the leadership style from one situation to another. It depends on the motivation of a leader.⁹

The right leadership to apply in the four levels of subordinate maturity and the proper combination of task behavior and relationships can be described in the form of a situational leadership model as shown in the following figure.



Source : Paul Hersey, Kenneth H. Blanchard

⁷ Papworth, Mark A., Derek Milne, and George Boak. "An exploratory content analysis of situational leadership." *Journal of Management Development* (2009).

⁸ Larsson, Johan, and Stig Vinberg. "Leadership behaviour in successful organisations: Universal or situation-dependent?" *Total quality management* 21, no. 3 (2010): 317-334.

⁹Engkoswara & Aan Komariah, *Administrasi Pendidikan*, (Bandung: Alfabeta 2012), p. 187.

Based on the level of maturity of subordinates associated with the behavior of leaders in moving subordinates, Paul Hersey and H. Blanchard divided the four effective leadership styles as follows:

1. S1 Style: *Telling*,

In this style the behavior of leaders with high tasks and low relationships. This style has a one-way relationship. The leader limits his role and instructs subordinates on what, how, when and where to do a particular task. Leaders also give clear and specific briefings. This style corresponds to a low level of maturity or people feel unable or unwilling (M1), they are also said to be component or unsure, because of their inability to complete a task.

2. S2 Style: *Selling*,

In this style high task behavior and high relationships. Leaders still give a lot of direction and provide support in decisions through two-way communication. This style corresponds to the low to moderate maturity level (M2), people are not able but want to have the skills to assume responsibility.

3. S3 Style: *Participating*,

In this style the behavior of low relationships and the low duty of leaders and subordinates exchange ideas in decision making through two-way communication and are led capable and knowledgeable enough to carry out tasks charged to subordinates. This style corresponds to the level of maturity from medium to high (M3), people at this level of development have the ability but do not want to perform a task charged and usually this is due to a lack of confidence in the abilities possessed.

4. S4 Style: *Delegating*,

In this style of low-level relationship behavior and low duty, this is due to the leader's assumption that subordinates have a high level of maturity both in performing tasks and psychologically. This style corresponds to its high level of maturity (M4), people who are able and willing or have the confidence to assume responsibility so that this style gives little direction.

In the first style the headmaster gives more instructions on the implementation of the task and monitors it closely. This is because the level of maturity and confidence of teachers is still low. In the style of the two principals need to explain the decision to be taken, pay attention to the advice of the teacher and ask for the completion of his duties immediately. This is because teachers lack the knowledge and skills required by their workers but have a strong ability to carry out tasks.

In the third style, the principal needs to help complete the teacher's tasks and involve him in decision making. This is because teachers have the ability but do not want, less sure or lack motivation to work. In the style of the four principals give authority to the teacher to complete the task and hand over the responsibility of carrying out the task to them. This is because teachers have strong abilities and motivations or teachers who have a high level of psychological maturity.

METHOD

This study used descriptive qualitative research approach, with library research method, the writer focused the study with literature. Either in the form of a notebook or previous research that has been reported (M. Iqbal Hasan, 2002). Conducted by collecting, sorting, studying, analyzing materials relevant to the study, namely about situational leadership style in education viewpoints, derived from books, encyclopedias, journals and associated discussions. The author will describe it in the form of words and language, using natural methods. Analyzed the data objectively and in detail to get accurate data (Nana Syaodih Sukmadinata: 2008) about community involvement in education.

RESULT AND DISCUSSION

Principal's Situational Leadership Style

The situation in an organization is the most basic thing for a leader including the head of an education unit who is a consideration in his leadership style. Choosing a lead style will certainly pay attention to any circumstances especially related to those who are led. Circumstances will have both an influence and material for each leader's person. In making all decisions, the leader will always relate to the circumstances of the people and institutions he leads. Situational leadership according to Paul Hersey and Kenneth Blanchard that situational leadership is based on mutual influence between (1) a number of instructions and briefings (task behavior) given by the leader (2) a certain amount of emotional support (relationship behavior) given by the leader, and (3) the level of readiness (maturity) of the people being led, shown them in carrying out specific tasks, functions and objectives.¹⁰

Regarding to the level of maturity of the people led, those who use situational style will always pay attention to the problem. The maturity of the people he leads in this regard is the ability and willingness of the people to be responsible in directing his behavior. In accordance with that the level of maturity consists of two dimensions namely job maturity (maturity of work) and psychological maturity (maturity of the soul). maturity of work relationship with ability while maturity of the soul is related to willingness.¹¹

Furthermore Sutarto said that the maturity level of the people led can be divided into four levels and its relation to the leadership style used, namely:

1. Low maturity level (R1), with characteristics: incapable and unwilling or unstable. The leadership style used to influence behavior in subordinates at this level is S1 or instruction leadership style.
2. Low maturity level to intermediate maturity level (R2), with characteristics: incapable but willing or sure. The appropriate leadership style used is consulting or master's.
3. The level of maturity of the municipality to a high level of maturity (R3), with the characteristic: able but unwilling or unsteady. The right leadership style to use is participation or S3.
4. High maturity level (R4), with characteristics: capable / capable and willing / confident. Delegation or S4 is a suitable leadership style to influence behaviors with high maturity levels.¹²

Situational leadership more often adapts each style to the situation. Adjustment to the stage of development of the members, namely the extent of readiness of the members to carry out each task. Trying to combine the leadership process with existing situations and conditions is a situational leadership style. Four styles applied by leaders with situational style, namely:

1. *Telling-Directing* (telling, showing, leading, setting),
2. *Selling-Coaching* (selling, explaining, clarifying, persuading),
3. *Participating-Supporting* (collaborating, encouraging, cooperating with),
4. *Delegating* (delegation, seeing, observing, completing of).¹³

The combination of styles depends on the strategy of the leader's own style. Because everyone has different leadership styles. It should be noted that no leadership style is the best or the worst. All must always adjust to the conditions of the organization and members that will be faced and lived. All leadership styles have their own advantages and disadvantages. Use the lead style that provides the most benefits and the least negative impact when applied in the work environment.

¹⁰ Mohamed Alblooshi, Mohammad Shamsuzzaman, and Salah Haridy, "The Relationship between Leadership Styles and Organisational Innovation: A Systematic Literature Review and Narrative Synthesis," *European Journal of Innovation Management*, 2020, <https://doi.org/10.1108/EJIM-11-2019-0339>.

¹¹ Saleem et al., "Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management."

¹² Sutarto, *Dasar-dasar Organisasi*. (Yogyakarta: Gajah Mada University Press, 2006) p. 139-140.

¹³ Ahmed Zakaria Abdullahi, Ebenezer Bugri Anarfo, and Hod Anyigba, "The Impact of Leadership Style on Organizational Citizenship Behavior: Does Leaders' Emotional Intelligence Play a Moderating Role?," *Journal of Management Development*, 2020, <https://doi.org/10.1108/JMD-01-2020-0012>.

Furthermore, there are a number of things that will influence a principal in choosing a leadership style that is the function of a principal himself. The main functions for a principal are seven, namely:

1. Principal as an educator

Teaching and learning activities are at the core of the educational process and teachers are the main implementers and developers of curriculum in schools. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will of course be very concerned about the level of competence that their teachers have, while also always trying to facilitate and encourage teachers to continuously improve their competencies, so that teaching and learning activities can run effectively and efficiently.

2. Principal as a manager

In managing the education staff, one of the tasks that must be done by the principal is to carry out maintenance and professional development activities of the teachers. In this case, the principal should be able to facilitate and provide a wide opportunity for teachers to be able to carry out professional development activities through various educational and training activities, either carried out in schools, such as: school-level MGMP, or through educational and training activities outside the school, such as the opportunity to continue education or participate in various training activities organized by other parties.

3. Principal as an administrator

Especially with regard to financial management, that to achieve the improvement of teacher competence can not be separated from the cost factor. How much schools can allocate budgets to improve teacher competence will certainly affect the level of competence of their teachers. Therefore, the headmaster should be able to allocate adequate budget for efforts to improve teacher competence.

4. Principal as a supervisor

To know the extent to which teachers are able to carry out learning, the principal periodically needs to carry out supervision activities, which can be done through class visits to observe the learning process directly, especially in the selection and use of methods, media used and student involvement in the learning process. From the results of this supervision, it can be known the weaknesses as well as excellence of teachers in carrying out learning, the level of mastery of the competence of the teacher concerned, further pursued solutions, coaching and certain follow-up so that teachers can correct existing deficiencies while maintaining their excellence in carrying out learning. As stated by Sudarwan Danim, facing a curriculum that contains considerable changes in the purpose, content, methods and evaluation of teaching, it is natural that teachers expect advice and guidance from their principals. From this expression, it means that the principal must really master about the school curriculum. It is impossible for a principal to give advice and guidance to a teacher, while he himself does not master it well.

5. Principal as a Leader

The principal's leadership style must also be able to cultivate creativity while also encouraging the improvement of teacher competence. In leadership theory we know at least two leadership styles, namely task-oriented leadership and human-oriented leadership. In order to improve the competence of teachers, a principal can apply both leadership styles appropriately and flexibly, tailored to existing conditions and needs. Mulyasa mentioned that one's leadership is very related to personality, and the personality of the principal as a leader will be reflected in the characteristics of being honest: (1) honest; (2) confident; (3) responsibility; (4) dare to take risks and decisions; (5) great spirit; (6) stable emotions, and (7) exemplary.

6. Principal as an Inovator

In order to perform its role and function as innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, find new

ideas, integrate each activity, set an example to all school education personnel, and develop an innovative learning model. The principal as an innovator will be reflected in the way he does his work in a constructive, creative, delegative, integrative, rational, objective, pragmatic, conscientious manner.

7. Principal as a Motivator

As a motivator, the headmaster must have the right strategy to motivate the education staff in carrying out their duties and functions. This motivation can be grown through the regulation of the physical environment, the setting of the work atmosphere, discipline, encouragement, appreciation effectively, and the provision of various learning resources through the development of the Learning Resource Center (PSB).¹⁴

Task Behavior and Relationship Behavior on Subordinates

Situational leader behavior is classified into two, namely behavior that refers to tasks (task behavior) and behavior that refers to relationships (relationship behavior). Behaviors referring to tasks have the following dimensions: (a) Goal setting, (b) Organizing, (c) Setting time limits, (d) Briefings, and (e) Control. While the behavior that refers to the relationship has the following dimensions: (a) Provide support, (b) Communicate, (c) Facilitate interaction, (d) Actively listen, and (e) Provide feedback.¹⁵

Implementation of Situational Leadership

In general, Blanchard and Hersey argue someone with situational leadership ideally doesn't just consider the type of task at hand. The readiness and maturity of each team member must also be taken into account. The following is a scenario of how a leader matches his or her leadership style to the level of readiness of his team members:

1. Employee R1, leader S1

The leadership style in this scenario is top-down as R1 is associated with low skill as well as commitment. By directing and telling as clearly as possible what to do, leaders can control the outcome. Subordinates are also easier to complete the task.

2. Employee R2, leader S2

Subordinates show a willingness to do tasks, but do not have enough skills. Thus, the leader here is more in the role of supervisor or coach. Leaders can help subordinates gain experience and confidence.

3. Employee R3, leader S3

In this scenario, subordinates already have skills and skills that are qualified but relatively low commitment. Therefore, the role of leaders here is not to tell them what to do. Leaders are there to motivate and support to boost their confidence. Leaders also play a role in providing help and feedback on employee performance, but only when it's really needed.

4. Employee S4, leader S4

Subordinates already have high skills supported with a high commitment to completing tasks. Therefore, the role of the leader here is as a supervisor who monitors everything already goes according to plan.¹⁶

In carrying out its function as a leader, the headmaster must direct himself to be an ideal leader. Of course being an ideal principal is not an easy thing, but it must still be pursued. There will be a number of characteristics that will be shown, whenever it will and is working to become an ideal leader. Mentioned by Mulyasa (2012), being a principal with ideal leadership will be shown by a number of characteristics, namely; (1) Being able to be an example, (2) Able to provide encouragement or encouragement, (3) Creative and proactive, (4) Agile, assertive and patient, (5) Focus on the group, (6) Bestow authority, (7) Stimulate creativity, (8) Paying Attention to Human Resources, (9) Thinking about joint

¹⁴ Saleem et al., "Principal Leadership Styles and Teacher Job Performance: Viewpoint of Middle Management."

¹⁵ Muhammad Asad Khan et al., "The Interplay of Leadership Styles, Innovative Work Behavior, Organizational Culture, and Organizational Citizenship Behavior," *SAGE Open*, 2020, <https://doi.org/10.1177/2158244019898264>.

¹⁶ Eman Bani Essa and Aref Alattari, "The Relationship between Followership Styles and Leadership Styles," *Research in Educational Administration and Leadership*, 2019, <https://doi.org/10.30828/real/2019.2.7>.

inclusion programs, (10) Discussing competition (11) Building the character, culture and climate of the school, (12) Such leadership, (13) Working with the community, (14) a complete vision, (15) Responsibility, (16) Delegating duties and authorities, (17) Trusting teaching staff, and (18) Providing excellent service.

What Mulyasa reveals is a characteristic that should be known. Running it is not possible at once let alone at a fast and simultaneous time. All need stages, need to process, constantly learn ideal leadership in addition to always studying the situation that will and is being faced. So based on that understanding, the situational style for the principal when leading is a style that can be used under any circumstances. The condition of teachers and education personnel, infrastructure, environmental conditions do require changes. But it must be realized, to make changes it takes time and a way of its own. A way that certainly hopes to be accepted by many parties.

Although in the place of a principal, both in Human Resources and facilities are very lacking, both quality and quantity, he must still try to be an ideal leader can maximize human resources and facilities that are currently available. The place and circumstances in which a person is assigned will indeed greatly influence the personality down to the way of leading. Places and circumstances can indeed be the ones that will shape the character of leadership. But if fully realized, that wherever the place is also the situation, there must be many positive things and it may be a container that will bring up a real leader. Real leadership, namely a principal who has a strong leadership style, wise, full of creativity, all components of the school feel comfortable under the auspices of his leadership and all become directed and passionate about carrying out all the main tasks and functions.

From this we can then find that the situational leadership in this study looks more at one's mindset in the process of improving the quality of principal and its influence on leading, responsibility and ability of an individual to make good relationship his or her subordinate. These findings have certainly never been discussed before.

Thus, this study makes a significant contribution, in which education without situational leadership then there will be a sensitivity of a principal to the school community, the appreciation of the members of the organization to the principal, proportional in carrying out duties in the organization, the principal does not become tyrannical and at will, and the principal becomes patient and professional

CONCLUSION

The principal is a position in which there is authority. With that authority the principal can influence, mobilize and direct actions and encourage all components under him to carry out vigorous and confident tasks in order to achieve the school's goals. The principal in general has a responsibility to establish and ensure that the school's quality policy is implemented properly and under control. In order to carry out these responsibilities, the headmaster must have the ability and tricks. So the leadership style is one of the efforts to support the implementation of its responsibilities.

Schools everywhere, surely must be led by principals with ideal leadership skills. To achieve school goals and educational goals, all schools need an ideal principal figure. That ideal is reflected in one of them through leadership style. Each style applied will have an influence on the educational unit. The leadership style used is not merely the personal will of the leader, but the result of an analysis of the overall circumstances both inside and outside the institution in which he is located. Because through a series of analyses, the leader will be able to choose the right style to lead.

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