

Situational Leadership: A Supporter in Educational Planning at the Akpol Institute of Education and Training

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Abstract

Leadership in educational institutions is a key factor in shaping the quality of education, the development of institution culture, and the overall success of students and staff. Police academies represent a unique segment of the educational landscape, where cadets must acquire not only theoretical knowledge but also practical skills essential for law enforcement. The study aimed to investigate situational leadership at the Police Academy that is able to provide implications for educators, students and higher education institutions. Data sources are derived from primary data. Primary data was taken from the answers of respondents through questionnaires that were distributed directly. The population is teaching staff at the police academy education and training institution. This finding that the leadership of the governor of Akpol and his staff is able to support the planning of educators so that educators understand the goals they want to achieve in learning, meet the needs of educators according to their qualifications and competencies in order to improve the quality of educational institutions.

Keywords: *Virtual Library, Sdgs, Police Academy, TAM Model.*

Introduction

The term leadership comes from the English language, namely “leader” which means leader or lead. Leadership is the way in which a leader influences his subordinates to do something (Sari et al., 2022). Leadership is one of the most complex and multidimensional phenomena. It has been studied extensively over the years and has taken on greater importance than ever before in today’s fast-paced and increasingly globalised world (Benmira & Agboola, 2021). In education, Persistence for achievement reflected from willingness and determination of principal to implement quality leadership facilitates the improvement of teachers (Nurabadi et al., 2021)

Universities need truly competent educator and education staff to support success in achieving goal (Bakar et al., 2023). The issue of standards of educator and education staff are three important aspects in the study of education management which are directly proportional to the quality of education that in an educational institution, educators and education staff play a very important role. The professional qualities of the academic staff includes; commitment to academic research, commitment to high quality teaching and fostering a positive learning environment for students, commitment to continuous professional development and commitment to public communication.

The professional skills of academic staff also include; excellent interpersonal, oral and written communication skills; ability to conduct high quality research which is reflected in the authorship of high quality; publications, or other research outputs, in the areas of computer science; ability to manage time and work to strict deadlines and ability to teach and to supervise academic work by undergraduates, masters and doctoral student (Jacob, 2021).

Police academies represent a unique segment of the educational landscape, where cadets must acquire not only theoretical knowledge but also practical skills essential for law enforcement (Rubiyo et al., 2024). Police academies is an official vocational education institution that prioritizes skills. The weight of the teaching

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percentage is 60% practice and 40% theory (Widada, 2023). To support these needs, all educators in the National Police education unit are required to have a certificate of competency obtained through a competency test. The certification process is in line with relevant regulations and laws (Asngari et al., 2023)

This style of leadership is not based on the skills of a leader but it highly depends on the ability of a leader to adjust the current situation or scenario in order to produce better results for the organization by fulfilling the requirements of the situation or the team. Adaptability and flexibility are highly essential for these situational leaders (Khattak et al., 2023). General overview of situational leadership in educational institutions was provided in the first paper by Jennifer Wilkinson and Trevor Male in *Perceptions of Women Senior Leaders in the UK Higher Education During the COVID-19 Pandemic*. The findings show while their fundamental leadership styles did not change, all participants exhibited situational approaches with higher levels of distributed leadership than pre-pandemic. In several instances, their perception was this was based on gendered differences in their leadership approaches, probably developed because of their socialisation as women. Next research by Nabella in (Nabella et al., 2022), that the Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City, finding that there is a direct influence of leadership and organizational culture on organizational climate and governance. It is indirectly through the organizational climate that the leadership and culture organization has no effect on governance and this research can help and guide the current management of resources. The last research by Vuk Mirčetić (Mirčetić & Vukotić, 2020), where Effective application of the situational leadership model represents the implementation of an appropriate leadership style depending on the type of followers and situational factors. A leader who applies this model can determine the type of follower and use the appropriate style of situational leadership. In this way, the followers will develop, and at the same time, they will be motivated and efficient, which will lead to the organization achieving better business results and realizing its goals.

The study aimed to investigate situational leadership at the Police Academy that is able to provide implications for educators, students and higher education institutions. Thus can be generated the following research question:

- What is the best situational leadership style in Akpol Institute of Education and training?
- What is the Maturity Level of Followers/Educators in Situational Leadership at the Akpol Institute Education and Training?
- What are Situational Leadership implication for educator at the Akpol Institute Education and Training?

Literature Review

Human Resource Planning

To increase the effectiveness of human resources, there needs to be development in the process of planning teaching staff. Singodimedjo in Sutrisno (Sutrisno, 2020) stated that human resource development is the process of preparing individuals to assume different or higher responsibilities in an organization, often related to increasing intellectual abilities to carry out better work. Human resource development consists of 2 (two) aspects, namely quantity and quality. To plan the needs of educator and education staff, a leader must identify or analyze in advance the form of work, duties, and positions that are very important needed so that there will be no mistakes in the recruitment process and positioning later (Bakar et al., 2023)

Situational Leadership

According to Hersey and Blanchard (Hersey & Blanchard, 1982) situational leadership is based on the interrelationship of the following: 1) the amount of guidance and direction given by the leader, 2) the amount of socio-emotional support given by the leader, and 3) the level of readiness or maturity of the

followers shown in carrying out specific tasks, functions, or goals. In relation to this leader's behavior, there are two things that are usually done to subordinates or followers, namely directing and supporting behavior. Both behavioral norms are placed on two separate and different axes as in the following picture:

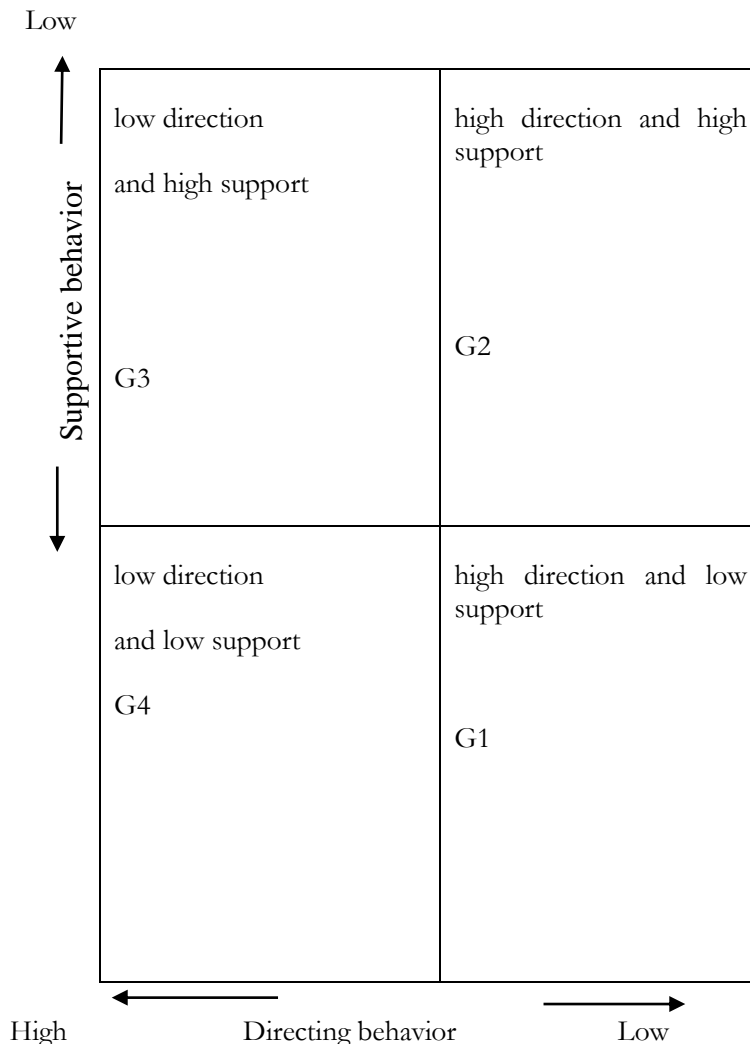


Figure 1. Four Basic Leadership Styles

Based on the image above, it can be explained as follows (Toha, 2019: 65-66) in the G1 style, a leader exhibits behavior that provides a lot of direction but little support. This leader provides specific instructions about the roles and goals of his followers, and closely monitors their task performance. In G2, the leader exhibits behavior that is highly directive and highly supportive. Leaders with this style are willing to explain the decisions and policies they make and are willing to accept opinions from their followers. However, leaders in this style must still continue to provide supervision and direction in completing the tasks of their followers. In G3, the leader's behavior provides support but little direction. In this style, the leader makes decisions together with followers, and supports their efforts in completing tasks. In G4, the leader provides little support and little direction. Leaders with this style delegate decisions and responsibility for carrying out tasks to their followers.

Table 1. Subordinate Maturity Level

Able and Willing	Able but unwilling or not confident	Unable but willing	Unable and unwilling or unsure
M4	M3	M2	M1

By dividing the continuum of maturity levels under the leadership model into four levels of low (M1), low to medium (M2), medium to high (M3), and high (M4), several signs indicating these levels of maturity can be referred to. Each of these levels of development represents a different combination of abilities and desires.

Methodology

This study employs quantitative approach (the effect of instructional). Data sources are derived from primary data. Primary data was taken from the answers of respondents through questionnaires that were distributed directly. The population is teaching staff at the police academy education and training institution. Samples are taken by random sampling technique. The research sample consisted of 15 respondents from teaching staff police academies in Indonesia, representing various of study. The participants included male and female teaching staff. Instrument used to gather data is questionnaire. Questionnaire for Hersey and Blanchard's Basic Leadership Styles (Az-Zahroh et al., 2023) and assessment of the level of maturity of followers/educators in situational leadership at the Police Academy Education and Training Institute

Determination of the score range value for the situational leadership assessment category at the Akpol Education and Training Institute in educational staff planning based on skorkategori rating scale (Sugiyono, 2009) is with the following provisions:

Table 2. Skor Kategori Rating Scale

Number	Range	Category	Interpretation
1	1-1,79	Very low	Very Ineffective
2	1,80-2,59	Low	Ineffective
3	2,60-3,39	Currently	Quite effective
4	3,40-4,19	High	Effective
5	4,20-5,00	Very high	Very Effective

The data analysis method is to use normality test, validity tests to calculate the validity of a questionnaire and reliability tests to test instruments with the help of the the IBM SPSS Statistics 26 program to process data. Test validity in analysis using Correlation Pearson Product Moment. Reliability tests are used as a measure of the consistency of an instrument which if used many times, the results will be the same or reliable using the Cronbach Alpha (α) method.

Result

Table 3. Average Assessment of Situational Leadership Indicators of Akpol Education and Training Institute in Educational Personnel Planning

Aspects	Assessment Indicators	Total	Average	Average Indicators
1. Telling	a. Leaders limit the role of their followers	58	3,86	4,17
	b. Leaders tell what and how to do	65	4,33	
	c. Problem-solving, Decision-making, and	65	4,33	

	execution are overseen by the leader			
2. Selling	a. Leaders still give a lot of direction and make almost the same decisions	61	4,06	4,22
	b. Listening to subordinates' ideas and suggestions	64	4,26	
	c. Decision-making remains with the leader	65	4,33	
3. Participating	a. Leaders and followers exchange ideas in problem-solving and decision-making	65	4,33	4,09
	b. The responsibility for solving problems lies with followers, because followers have the ability to carry out tasks	58	3,86	
4. Delegating	a. Leaders discuss problems with subordinates	63	4,20	4,30
	b. Leaders provide ample opportunities for subordinates to carry out tasks according to their abilities and responsibilities	66	4,40	

Situational leadership indicators are telling, selling, participating, and delegating. The highest indicator seen from the delegating indicator is with an average value of 4.30 where the value is interpreted to be very effective, while the value of the level of situational leadership indicator it is selling of 4,22 which is interpreted as very effective, then the third is telling with an average value of 4.17 which interpreted as effective. While the lowest score is participating where the average value is 4,09 which is interpreted as effective.

From the average results, it can be explained that in leading the Akpol Education and Training Institute, the Akpol Governor applies situational leadership by embracing all related parties by carrying out his duties as telling, selling, participating, and delegating, where delegation and selling are the most effective to play. Delegation leadership behavior occurs because each leader at the Akpol Education and Training Institute often discusses problems together with subordinates so that there is an agreement on the definition of the problem and then the decision-making process is delegated as a whole subordinates. In addition, leaders provide wide opportunities for subordinates to carry out tasks according to their abilities and responsibilities in each work unit.

In addition to delegating, the behavior of leaders is very effective is selling, where the Governor of Akpol and each leader in the work unit still gives a lot of briefings and still makes almost the same decisions, but this is followed by increasing the number of two-way communication and supporting behavior by trying to listen to the feelings of followers about the decisions made, as well as the ideas and suggestions of subordinates, even though the decision-making remains with the leadership.

The next behavior with an effective value is telling where the leader gives limits on the role of his followers and tells about what, how, when and when to divide his duties. Under certain conditions, the leadership will provide problem solving, submission to subordinates and the implementation is strictly supervised by the leadership. The behavior with the lowest score is participating where the position of control or problem-solving in decision-making is held alternately between leaders.

To ensure the quality and reliability of the data, normality, validity and reliability tests were carried out on the results of the questionnaire obtained with the following results:

Table 4. Result of the Normality test of Situational Leadership in Educator Workforce Planning

One-Sample Kolmogorov-Smirnov Test											
	T1A	T1B	T1C	S2A	S2B	S2C	P3A	P3B	D4A	D4B	TOTAL
											L

N		15	15	15	15	15	15	15	15	15	15	15
Normal Parameters ^{a,b}	Mean	3.8667	4.3333	4.3333	4.0667	4.2667	4.3333	4.3333	3.8667	4.2000	4.4000	42.0000
	Std. Deviation	.99043	.48795	.48795	.70373	.45774	.61721	.61721	.99043	.56061	.63246	4.47214
Most Extreme Differences	Absolute	.354	.419	.419	.271	.453	.305	.305	.354	.373	.295	.194
	Positive	.246	.419	.419	.271	.453	.305	.305	.246	.373	.270	.188
	Negative	-.354	-.247	-.247	-.262	-.280	-.260	-.260	-.354	-.294	-.295	-.194
Test Statistic		.354	.419	.419	.271	.453	.305	.305	.354	.373	.295	.194
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c	.000 ^c	.004 ^c	.000 ^c	.001 ^c	.001 ^c	.000 ^c	.000 ^c	.001 ^c	.134 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 5. Results of the Validity Test of Situational Leadership in Educator Planning

Correlations												
		T1A	T1B	T1C	S2A	S2B	S2C	P3A	P3B	D4A	D4B	TOTAL
T1A	Pearson Correlation	1	.099	.099	.526*	.084	.779**	.195	.199	.180	.205	.564*
	Sig. (2-tailed)		.727	.727	.044	.766	.001	.487	.477	.521	.463	.028
	N	15	15	15	15	15	15	15	15	15	15	15
T1B	Pearson Correlation	.099	1	1.000**	.139	.853**	.316	.553*	.394	.783**	.694**	.753**
	Sig. (2-tailed)	.727		.000	.622	.000	.251	.032	.146	.001	.004	.001
	N	15	15	15	15	15	15	15	15	15	15	15
T1C	Pearson Correlation	.099	1.000**	1	.139	.853**	.316	.553*	.394	.783**	.694**	.753**
	Sig. (2-tailed)	.727	.000		.622	.000	.251	.032	.146	.001	.004	.001
	N	15	15	15	15	15	15	15	15	15	15	15
S2A	Pearson Correlation	.526*	.139	.139	1	.163	.439	.274	.219	.326	.257	.545*
	Sig. (2-tailed)	.044	.622	.622		.563	.102	.323	.434	.236	.356	.036
	N	15	15	15	15	15	15	15	15	15	15	15
S2B	Pearson Correlation	.084	.853**	.853**	.163	1	.169	.674**	.399	.891**	.592*	.733**
	Sig. (2-tailed)	.766	.000	.000	.563		.548	.006	.141	.000	.020	.002
	N	15	15	15	15	15	15	15	15	15	15	15
S2C	Pearson Correlation	.779**	.316	.316	.439	.169	1	.063	.195	.206	.183	.569*
	Sig. (2-tailed)	.001	.251	.251	.102	.548		.825	.487	.460	.514	.027
	N	15	15	15	15	15	15	15	15	15	15	15
P3A	Pearson Correlation	.195	.553*	.553*	.274	.674**	.063	1	.545*	.826**	.915**	.776**
	Sig. (2-tailed)											

	Sig. (2-tailed)	.487	.032	.032	.323	.006	.825		.036	.000	.000	.001
	N	15	15	15	15	15	15	15	15	15	15	15
P3B	Pearson Correlation	.199	.394	.394	.219	.399	.195	.545*	1	.437	.547*	.661**
	Sig. (2-tailed)	.477	.146	.146	.434	.141	.487	.036		.103	.035	.007
	N	15	15	15	15	15	15	15	15	15	15	15
D4A	Pearson Correlation	.180	.783**	.783**	.326	.891**	.206	.826**	.437	1	.766**	.826**
	Sig. (2-tailed)	.521	.001	.001	.236	.000	.460	.000	.103		.001	.000
	N	15	15	15	15	15	15	15	15	15	15	15
D4B	Pearson Correlation	.205	.694**	.694**	.257	.592*	.183	.915**	.547*	.766**	1	.808**
	Sig. (2-tailed)	.463	.004	.004	.356	.020	.514	.000	.035	.001		.000
	N	15	15	15	15	15	15	15	15	15	15	15
TOTAL	Pearson Correlation	.564*	.753**	.753**	.545*	.733**	.569*	.776**	.661**	.826**	.808**	1
	Sig. (2-tailed)	.028	.001	.001	.036	.002	.027	.001	.007	.000	.000	
	N	15	15	15	15	15	15	15	15	15	15	15

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6. Results of the Reability Test of Situational Leadership in Educator Planning

Reliability Statistics	
Cronbach's Alpha	N of Items
.761	11

Based on the statistical test, it can be explained that the data provided is distributed normally so that a validity test can be carried out, where the total value of each indicator is < 0.05 so that it has a valid value. Meanwhile, the level of reliability is stated to be $0.761 > 0.6$ reliable.

The Indicator of Assessment of the Maturity Level of Followers/Educators in Situational Leadership at the Akpol Education and Training Institute can be explained as in the table below:

Table 7. Assessment of the Maturity Level of Followers/Educators in Situational Leadership at the Akpol Education and Training Institute

Aspects	Assessment Indicators	Valuation					Total
		1	2	3	4	5	
1. Low	a. Subordinates are incompetent and have no confidence	1	2	3		5	32
	b. Unwilling to take responsibility in the implementation of duties	1	2	3	4	5	31
2. Medium	a. Subordinates have little competence and low commitment	1	2	3	4	5	34

	b. Lack of initial motivation in the job	1	2	3	4	5	32
3. Medium to High	a. Subordinates have medium to high motivation but lack motivation	1	2	3	4	5	41
	b. Subordinates are not sure if they can complete the task on their own	1	2	3	4	5	42
	c. Subordinates need socio-emotional encouragement to have good commitment	1	2	3	4	5	54
4. High	a. Subordinates have high competence and commitment to relevant tasks		2	3	4	5	64
	b. Subordinates have good work ability and commitment		2		4	5	66

The highest follower readiness value is in a high indicator, with an average score of 4.33. High indicators show that subordinates, in this case educators at Akpol, have high competence and commitment to relevant tasks as educators of Akpol Cadets and SIPSS Students. In addition, subordinates have good work ability and commitment.

The next level is medium to high where the average score obtained is 3.04. This fairly effective score explains that subordinates have moderate motivation and are sometimes unsure of completing tasks that they do themselves. On the other hand, subordinates need socio-emotional encouragement to have a good commitment. The interesting thing found in this study is that medium and low indicators have ineffective values. Where medium has an average of 2.20 and low has an average of 2.10. This shows that just as high indicators that subordinates have competence and commitment that are not stubborn or can be said to be high and have motivation at the beginning of work, the medium indicator is followed by low indicators that show that subordinates have competence and confidence in carrying out their duties and are able to shoulder responsibility in carrying out their duties.

To ensure the quality and reliability of the data, normality, validity and reliability tests were carried out on the questionnaire results as follows:

Table 8. Results of the Normality Test of Assessment of the Maturity Level of Followers/ Educators in Situational Leadership in Education and Training Institution Akpol

One-Sample Kolmogorov-Smirnov Test		R1A	R1B	S2A	S2B	ST3A	ST3B	ST3C	T4A	T4B	TOTAL
N		15	15	15	15	15	15	15	15	15	15
Normal Parameters ^{a,b}	Mean	2.1333	2.0667	2.2667	2.1333	2.7333	2.8000	3.6000	4.2667	4.4000	26.4000
	Std. Deviation	1.45733	1.27988	1.33452	1.24595	1.33452	1.26491	1.12122	.88372	.82808	8.16613
Most Extreme Differences	Absolute	.315	.264	.229	.218	.179	.163	.239	.263	.299	.168
	Positive	.315	.264	.229	.218	.170	.136	.161	.203	.234	.168
	Negative	-.218	-.202	-.171	-.182	-.179	-.163	-.239	-.263	-.299	-.152
Test Statistic		.315	.264	.229	.218	.179	.163	.239	.263	.299	.168

Asymp. Sig. (2-tailed)	.000 ^c	.006 ^c	.034 ^c	.052 ^c	.200 ^{c,d}	.200 ^{c,d}	.021 ^c	.006 ^c	.001 ^c	.200 ^{c,d}
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a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 9. Results of Validity Test of Assessment of the Maturity Level of Followers/ Educators in Situational Leadership in Education and Training Institution Akpol

		Correlations									
		R1A	R1B	S2A	S2B	ST3A	ST3B	ST3C	T4A	T4B	TOTAL
R1A	Pearson Correlation	1	.952**	.899**	.894**	.791**	.790**	.560*	-.251	-.047	.908**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.030	.366	.867	.000
	N	15	15	15	15	15	15	15	15	15	15
R1B	Pearson Correlation	.952**	1	.867**	.845**	.722**	.759**	.518*	-.269	-.094	.865**
	Sig. (2-tailed)	.000		.000	.000	.002	.001	.048	.331	.738	.000
	N	15	15	15	15	15	15	15	15	15	15
S2A	Pearson Correlation	.899**	.867**	1	.965**	.925**	.880**	.601*	-.125	.026	.966**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.018	.657	.927	.000
	N	15	15	15	15	15	15	15	15	15	15
S2B	Pearson Correlation	.894**	.845**	.965**	1	.925**	.879**	.603*	-.035	.083	.977**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.017	.903	.768	.000
	N	15	15	15	15	15	15	15	15	15	15
ST3A	Pearson Correlation	.791**	.722**	.925**	.925**	1	.897**	.401	-.178	-.090	.876**
	Sig. (2-tailed)	.000	.002	.000	.000		.000	.139	.526	.748	.000
	N	15	15	15	15	15	15	15	15	15	15
ST3B	Pearson Correlation	.790**	.759**	.880**	.879**	.897**	1	.594*	-.204	-.055	.893**
	Sig. (2-tailed)	.000	.001	.000	.000	.000		.019	.465	.847	.000
	N	15	15	15	15	15	15	15	15	15	15
ST3C	Pearson Correlation	.560*	.518*	.601*	.603*	.401	.594*	1	-.029	.108	.674**
	Sig. (2-tailed)	.030	.048	.018	.017	.139	.019		.919	.702	.006
	N	15	15	15	15	15	15	15	15	15	15
T4A	Pearson Correlation	-.251	-.269	-.125	-.035	-.178	-.204	-.029	1	.918**	.024
	Sig. (2-tailed)	.366	.331	.657	.903	.526	.465	.919		.000	.933
	N	15	15	15	15	15	15	15	15	15	15
T4B	Pearson Correlation	-.047	-.094	.026	.083	-.090	-.055	.108	.918**	1	.186
	Sig. (2-tailed)	.867	.738	.927	.768	.748	.847	.702	.000		.507
	N	15	15	15	15	15	15	15	15	15	15
TOTAL	Pearson Correlation	.908**	.865**	.966**	.977**	.876**	.893**	.674**	.024	.186	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.006	.933	.507	
	N	15	15	15	15	15	15	15	15	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 9. Results of the Reability Test of Assessment of the Maturity Level of Followers/ Educators in Situational Leadership in Education and Training Institution Akpol

Reliability Statistics	
Cronbach's Alpha	N of Items
.778	10

Based on the statistical test, it can be explained that the data provided is distributed normally so that a validity test can be carried out, where the total value of each indicator is < 0.05 so that it has a valid value. Meanwhile, the level of reliability is stated to be $0.778 > 0.6$ reliable.

Conslusion

Delegation leadership behavior occurs because each leader at the Akpol Education and Training Institute often discusses problems together with subordinates so that there is an agreement on the definition of the problem and then the decision-making process is delegated as a whole to subordinates. In addition, leaders provide wide oppurtunities for subordinates to carry out tasks according to their bilities and responsibilities in each work unit. Meanwhile, educators of Akpol have high competence and commitment to relevant tasks as educators of Akpol Cadets and SIPSS Students. In addition, subordinates have good work ability and commitment. It can be concluded that the leadership of the governor of Akpol and his staff is able to support the planning of educators so that educators understand the goals they want to achieve in learning, meet the needs of educators according to their qualifications and competencies in order to improve the quality of educational institutions.

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