

Situational Leadership Analysis of Madrasah Principals in Improving the Effectiveness of Madrasah Management at MTs Asuhan Medan

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Abstract. This research addresses internal conflicts and challenges through a responsive and adaptive situational leadership approach. The study employs a qualitative descriptive research design, using observations, interviews, and documentation to gather data. The findings focus on the principal's leadership practices, examining whether they are implemented effectively and appropriately. Situational leadership enables the principal to foster a positive learning environment, enhance teaching quality, and support students' academic achievement. A supportive environment and effective management play crucial roles in achieving the goals of madrasah education. Overall, the situational leadership analysis indicates that the principal of MTs Asuhan Medan can significantly improve madrasah management through a flexible and adaptive approach. By understanding the unique needs and circumstances of staff and teachers and applying suitable leadership styles, the principal creates a productive and harmonious work environment, ultimately enhancing the quality of education offered to students. The situational leadership approach employed by the principal of MTs Asuhan Medan is instrumental in improving madrasah management effectiveness. By adapting to various needs and situations, this leadership style enables the principal to provide appropriate direction, support, participation, and delegation to staff and teachers. Situational leadership allows the principal to tailor their approach to staff competencies and commitment levels, boosting their motivation and engagement in administrative and instructional responsibilities.

Keywords: Effectiveness; Management; Principal; Situational Leadership

1. Introduction

The Role of Madrasah Tsanawiyah (MTs) Asuhan Medan Deli is one of the madrasahs in Medan City that provides Islamic religious education to the younger generation. As the head of the madrasah, it has an essential role in managing it and achieving the desired educational goals. The effectiveness of management in schools is considered the key to maintaining the quality of the learning process, curriculum development, resource utilization, and building good relationships with all school stakeholders (Warisno, 2021). The focus then shifts to the key factors that influence the effectiveness of management in madrasahs, namely the leadership of the madrasah principal. Situational leadership is considered a practical approach because it considers various situations and conditions in making and directing decisions. Madrasah principals who can apply situational leadership well can optimize the performance and effectiveness of management in madrasahs (Muktamar et al., 2023).

However, there are challenges in implementing situational leadership at MTs Asuhan Medan Deli. Some principals may not have an adequate understanding of situational leadership or may be unable to identify the right situation to apply the right leadership approach. This study aims to analyze the situational leadership of the madrasah principal at MTs Asuhan Medan Deli and its contribution to improving management effectiveness in the madrasah (Nuradhawati, 2021). Leadership is a skill possessed by a leader or principal to influence and direct a group of people to achieve a goal. Leadership skills and abilities are also used to direct subordinates in an organization, especially in educational institutions. In leadership practice, a leader must consider his followers' maturity level in carrying out their duties. This is manifested as the ability and willingness of followers to be responsible for directing their own behavior without having to be supervised by the leader. Ability is both related to a person's self-confidence and

motivation. Ability can be learned through education, training, and experience, while willingness is a natural ability. Leaders who successfully carry out their duties at various levels of maturity in schools should consider a situational leadership style that is appropriate to the level of maturity of teachers and school staff (Paizal, Siraj, 2020).

These empirical reasons and beliefs support the use of situational leadership styles in Islamic boarding schools. School Leaders as the focus of research. Situational leadership of Islamic boarding school leadership is implemented in the form of tiered teaching and strengthening of teachers and school personnel. The degree of direction of Islamic Boarding School Leadership determines the extent to which students and staff are guided in carrying out their responsibilities. How much social and emotional support does the Head of the Islamic Boarding School expect to be given to lecturers and school personnel? Islamic boarding school leaders must adjust the level of direction and support given to instructors and school workers, the level of experience, and the competence of human resources (Ikasari, Duriyah, 2022).

Warisno, A. & Hidayah (2022) Improving the quality of education is a challenging thing to achieve. Because many factors influence it, efforts to improve the quality of education will not be possible without any effort to pay attention and find solutions. In reality, many educational institutions can grow and develop better. Some even experience stagnation and are just waiting for destruction. One of the causal factors lies in the competence and leadership of the principal in managing the school. If a principal cannot organize, influence, and invite his members to achieve educational goals, fails to take advantage of existing opportunities, and tends to apply a leadership style that only carries out routine tasks, then do not expect the quality of education to improve.

On the other hand, if a principal has good enough potential, then he will tend to continue to improve the educational organization in the institution he leads (Ashari, 2024). So, the quality of education automatically increases, and the growth and development of schools in the community again cannot be separated from the leadership of the Principal to achieve general and specific goals. Because the leadership of the Principal is not only expressed in the school institution (Novianty, 2020).

A case study at MTs Asuhan Medan Deli will be conducted to analyze the situational leadership practices of the madrasah principal, identify factors that influence the implementation of situational leadership, and evaluate its impact on management effectiveness. Overall, this study aims to understand the principal's critical role in improving school management's effectiveness by focusing on the analysis of situational leadership. To provide a deep understanding, the researcher focuses on and limits the scope of this study by examining the analysis of the principal's leadership in improving the effectiveness of school management at MTs Asuhan Medan. This study will discuss how the principal's leadership and application are used by the principal and whether they have been used correctly and appropriately. The results of this study can be used as input, consideration, and data sources for improvement, development, and refinement in the world of education, especially in the implementation of school administration.

1.1. Problems Statement

The problems raised in this study are related to exploring how madrasah principals use their authority and situational leadership in various madrasah management contexts and assess the extent to which this approach can improve the effectiveness of madrasah management. Identify challenges that may hinder the implementation of situational leadership and evaluate its impact on staff performance and motivation, as well as the quality of education produced by the madrasah.

1.2. Related Research

Research by Banun et al. (2016) indicates that an appropriate principal strategy is needed to make changes to improve school quality. This study aimed to determine the program, program implementation, evaluation and obstacles faced by the principal to enhance the quality of education at SMP Negeri 2 Unggul Mesjid Raya, Aceh Besar Regency. Data collection

techniques are done through observation, interviews, and documentation. The study subjects were the principal, vice principal, school committee members, MGMP chairman, teachers, and supervisors. Data were analyzed by reducing, presenting, drawing conclusions and verifying data (Banun, Yusrizal, and Usman 2016).

The study by Yulmawati (2017) indicates that the leadership strategy of the principal in improving the quality of education at SDN 03 Sungayang is 1) preparing school planning and development by formulating a vision, mission and short-term goals (1 year) and medium-term goals (4 years); 2) implementing the strategy by improving discipline, improving the results of the National Examination every year, holding extracurricular activities, establishing good cooperation with the committee, parents of students, alumni and the nearest government agencies; 3) the obstacles faced by the Principal in implementing the education strategy are the lack of educational facilities and infrastructure, namely the unavailability of a prayer room (Yulmawati 2017).

The relevance of previous research to the research is Situational Leadership. While the difference is that previous research discussed more about improving the quality of learning, improving teacher performance, and facilities and infrastructure, while the research to be conducted is about improving school quality management.

1.3. Research Objective

This research aims to identify 1) the effectiveness of Situational Leadership of Madrasah Principals in Improving Madrasah management and 2) the impact of situational leadership on employee performance and motivation and quality of education in Madrasah.

2. Theoretical Framework

2.1. Headmaster

The head of a madrasah is the leader of a madrasah or the head of an institution where lessons are received and taught. The head of a madrasah is a functional teacher who is tasked with leading a madrasah institution where the teaching and learning process is held, or where interaction occurs between teachers who give lessons and students who receive lessons. The head of a madrasah is the highest leader in an educational institution and is responsible for everything related to the smooth running of the madrasah in realizing the goals of the madrasah (Wahjosumidjo, 2002).

The head of the madrasah is an agent of change in order to improve the quality of education by carrying out innovation in a planned and systematic manner. He must have strong leadership skills. Strong leadership is able to manage all educational resources to create goals. The head of the madrasah is the driver and determinant of madrasah policy which will determine how the goals in education in general can be realized (Blanchard, 1985).

The head of the madrasah is a professional or teacher who is given the task of leading an educational institution where the madrasah is a place of interaction between teachers who give lessons, students who receive lessons, parents as hopes, users of graduates as recipients of satisfaction and the general public as pride (Mulyasa, 2004).

2.2. Situational Leadership

Leadership style refers to the behaviors a leader demonstrates to influence their subordinates. According to established definitions, leadership style is a way for leaders to encourage subordinates to work collaboratively and be productive in achieving organizational goals. Based on this understanding, leadership style can be seen as a specific pattern of behavior used by a leader to influence others in the pursuit of a common objective (Hasibuan, 2013).

The head of the madrasah has quite heavy duties and responsibilities, and in order to carry out his functions optimally, the head of the madrasah needs to apply the right leadership style. However, it does not only stop at the right leadership style, the leadership style must also be effective. Effective leadership depends on the interaction between the situation and the leader's behavior. This information refers to the conclusion that situational leadership style is an

effective leadership style that can be applied by the head of the madrasah to improve teacher performance because situational leadership style is a leadership style that is adjusted to the level of maturity of subordinates about certain tasks, and what is meant by the level of maturity of subordinates, in this case, includes aspects of knowledge, skills, experience and psychology (Templar, 2011).

The situational leadership style of the madrasah principal can be measured through four leader behaviors in the situational model: (1) Telling. The leader's ability to define the roles needed in carrying out tasks and directing subordinates what, where, how, and when to carry out their tasks; (2) Selling. The ability of a leader to provide structured instructions for subordinates and must remain supportive; (3) Participating. Interaction is carried out between the leader and subordinates where the leader and subordinates share in making decisions regarding the best way to complete tasks well; (4) Delegating. The ability of a leader to hand over responsibility for carrying out work to subordinates to carry out work effectively (Clause, 2014).

An effective situational leadership style can improve all subordinates' performance in achieving educational institutions' goals. Thus, situational leadership style can be a good guideline for improving the quality of teacher performance. The role of leadership style will be essential and needed and can also create a conducive work situation and encourage employees to behave by the goals of educational institutions that have been adjusted.

3. Method

3.1. Research Design

Qualitative research design requires a deeper understanding of qualitative data analysis. Analysis means analysis or separation or careful examination. Therefore, it can be simply understood that analysis is an effort to analyze or sift through something. In the research context, data analysis can be interpreted as discussing and understanding data to find specific meanings, interpretations, and conclusions from all data in the study.

The research used in this study is descriptive qualitative research. This means that the selection aims to describe the research results found by field writers. Related to this qualitative descriptive research, several opinions are put forward (Denzin, 1994). Qualitative research uses a natural setting for the phenomena that occur and is carried out using various existing methods.

Theory in qualitative methods of gathering ideas conveyed by participants through interviews, then looking for themes that then build new ideas or thoughts. Research using a qualitative approach in this paper is based on the target to be achieved, namely describing the Analysis of Principal Leadership in Improving the Effectiveness of School Management at MTs Asuhan. This research was conducted at MTs Asuhan Medan. This location was chosen as the object of research because the location is easy to reach and there are interesting specific characteristics according to the problem being studied.

3.2. Participants

The research participants were the principal, curriculum representative, public relations representative, and student affairs representative of MTs Asuhan Medan.

3.3. Data Collection

Data collection is a systematic process for collecting, measuring, and analyzing information needed for a research or study. The main goal of data collection is to obtain accurate and relevant information so that research can provide valid results. Collect qualitative data from observations, interviews, and documentation (Sugino 2019).

3.3. Data Analysis

Sugiyono (2018) states that data analysis is a systematic process of searching for data sequences from interviews, observations, and documentation. In qualitative research, data analysis can be carried out while the researcher is in the field or after returning from the field to conduct analysis. In this study, data analysis was carried out simultaneously with the data

collection process. The analysis flow follows the interactive analysis model as proposed by Miles and Huberman (2014).

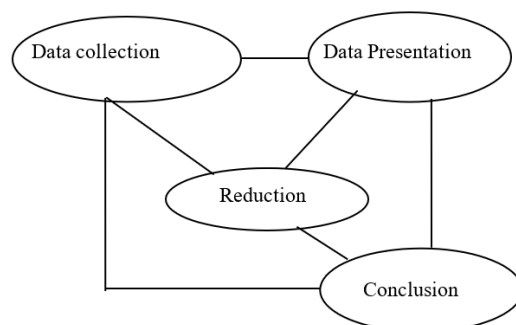


Figure. 1. Data Analyst Miles and Huberman (2014)

4. Findings

4.1. Situational Leadership Analysis of the Most Effective Madrasah Principal in Improving Madrasah Management

Situational leadership is a significant factor in a madrasah institution because most of the success and failure of an institution are determined by the leadership in the institution or organization. The madrasah principal is a formal leader who can influence a person's or group's activities to achieve goals in certain situations. Leadership is a process that influences others to attain goals, and the leadership of the madrasah principal has a vital role in understanding educational goals comprehensively and comprehensively. In general, educational leadership can be interpreted as leadership applied in education (Kouzes and Posner, 2010).

Strong situational leadership of the madrasah principal is one of the factors that can encourage the madrasah to realize its vision, mission, and goals through programs implemented in a planned, gradual, creative, innovative, and effective manner and have managerial capabilities. The madrasah principal's leadership influences teachers' attitudes and behavior in utilizing learning facilities, both at school and elsewhere. However, this influence also depends heavily on the realization of the leadership roles of the madrasah principal, as a person who provides direction and guidance to teachers, as a motivator, as a facilitator (Ikasari et al., 2022).

Based on the results of interviews with teachers at the madrasah, effective situational leadership can improve madrasah management by paying attention to existing needs and situations. With the right approach, madrasah principals can create an environment conducive to learning and development. Madrasah principals are advised to continue to develop situational leadership skills and reflect on their leadership style to ensure the success of madrasah management.

Based on the results of interviews with student representatives, the role of the principal is essential in creating a supportive learning environment. Situational leadership is considered key to managing the dynamics within the madrasah. Effective situational leadership can help improve madrasah management by focusing on student needs and creating collaboration between all parties. This creates a positive and productive learning atmosphere. Madrasah principals are advised to continue to adapt and develop situational leadership skills, as well as involve all elements of the madrasah in the decision-making process.

Based on the results of interviews with public relations at the madrasah, the importance of effective communication in madrasah management. Situational leadership is considered an approach that can optimize interactions between the madrasah principal, staff, students, and parents. Effective situational leadership plays an important role in improving madrasah

management by creating open and responsive communication. This helps build harmonious relationships between the madrasah, students, and the community.

Situational leadership will be the main study, and the level of intelligence of the organization's members will be considered. Situational leadership is situational leadership that focuses on followers. A leader's leadership style varies, depending on his followers' readiness level. Effective leadership depends on the relevance of the task, and almost all successful leaders always adopt the right leadership style. Effective situational leadership is how a leader knows his subordinates' conditions, abilities, or characteristics.

Effective principals can adapt their leadership style based on the situation and individual needs. This includes recognizing when to be more authoritarian in decision-making and when to be more democratic, involving staff and students in the process. Open and transparent communication is critical. Principals must actively listen to input from teachers, students, and parents. By creating good communication channels, principals can more easily identify problems and appropriate solutions. Good principals empower staff and students by giving them responsibilities that are appropriate to their abilities. This creates a sense of ownership and motivation to contribute more to school activities. Encouraging professional development through training and workshops is an integral part of situational leadership. Principals must ensure that teachers have the opportunity to continue learning and developing their skills.

4.2. Impact of Situational Leadership on Staff Performance and Motivation and Quality of Education in Madrasahs

The impact of situational leadership on performance is the spearhead in improving the quality of education, where teachers will interact directly with students in classroom learning. Through the learning process, the quality of education is formed to achieve success in carrying out its role as a teacher. An effective teacher is a teacher who can produce as many achievements as possible and has personal responsibility in carrying out his duties. As a leader of learning in the classroom, the teacher also organizes the class and plans activities proactively every day and can solve problems. On the other hand, not all student failures are the teacher's responsibility. Student failure in learning can also be caused by external factors such as the child's background, parental support, environment, etc.

The teaching profession has been recognized as having contributed significantly to the formation of attitudes, behaviors, and learning transfer achievements to students both individually and in groups. The services of teachers should be appreciated with all their consequences, namely improving their welfare and standard of living, because in addition to being a source of hope for many people, both ordinary people and state officials, it is also unimaginable what the future of the young generation of this nation will be like without the touch of teacher professionalism.

Based on the results of the interview with the public relations representative, situational leadership has a significant influence on staff performance and the quality of education in madrasahs. This approach helps the head of to adjust managerial strategies based on existing conditions.

interview with curriculum representative Madrasah principals who use situational leadership can identify the strengths of each staff and assign tasks according to their abilities. This contributes to better performance. Madrasah principals who are responsive to the emotional needs of staff can create a positive work environment. This increases staff morale and loyalty. Situational leadership has a significant positive impact on staff performance and motivation, which in turn improves the quality of education in madrasahs. With the proper adjustments, madrasah principals can create a supportive environment for all parties.

Teacher professional competence is no less important to support school progress, namely the essential ability to carry out tasks professionally. Teachers must know and master the material they will teach, have the ability to analyze the material taught and relate it to the context of the components as a whole, know and be able to apply various approaches and learning

methods as needed, in addition to understanding and being able to utilize multiple media and teaching aids that support the relevance of the teaching material to be taught.

Motivating staff and teachers to achieve shared goals in the context of situational leadership involves a deep understanding of individuals' needs, skills, and motivations. Establish open and transparent communication with staff and teachers. By clearly understanding their hopes, goals, and expectations, they will be more motivated to achieve shared goals. Use a situational leadership approach to provide appropriate support according to individual needs. Provide direction and guidance to those who need it, while giving autonomy and trust to those with experience.

Recognize and reward good performance. Rewarding and recognizing achievements can increase motivation and a sense of pride. Support the development of skills and competencies through training, workshops, and professional development programs. When staff feel they are improving, they are more likely to be motivated to contribute. Use a delegation approach in situational leadership to assign responsibilities appropriate to individuals' skill and motivation levels. This can build trust and increase engagement. Involve staff and teachers in relevant decision-making processes. This can increase a sense of ownership and commitment to shared goals.

Build a positive and supportive work environment where staff and teachers feel valued, heard and able to grow. This creates intrinsic solid motivation. Set shared goals that are challenging but achievable. Challenging goals can provide additional motivation to achieve them, while achievable goals provide a satisfying sense of accomplishment. Facilitate collaboration and teamwork between staff and teachers. Teamwork can increase motivation because it provides a greater sense of involvement and contribution. Conduct regular performance reviews and provide constructive feedback. This helps staff and teachers understand their strengths and areas for development and provides direction for improvement. In this way, the Principal can motivate staff and teachers to work together to achieve shared goals in the context of situational leadership.

As the principal of MTS Asuhan, in this case it will face internal conflicts or challenges with a responsive and adaptive situational leadership approach. In dealing with internal conflicts or challenges using a situational leadership approach by identifying the root causes of the conflict or challenges that arise. This involves listening to all parties involved and understanding their perspectives. Then analyze the situation thoroughly and assess the most appropriate situational leadership style. Ensure open and clear communication with all parties involved. This includes communicating expectations, goals, and proposed solutions transparently. Implement adaptive and responsive solutions. This may involve joint problem solving, team building, or new strategic planning. Once the solution is implemented, monitoring and evaluation of its effectiveness will be carried out. If necessary, we will make adjustments or changes to the strategy.

5. Discussion

5.1. Situational Leadership Analysis of the Most Effective Madrasah Principal in Improving Madrasah Management

This approach assumes that leadership emphasizes the functions carried out by the leader in the group. In order to run well and effectively, a person must carry out two main functions, namely: functions related to problem solving, and maintenance functions. The first function includes providing solution suggestions and providing information and opinions. Group maintenance functions include giving approval or praise to others in the group or helping the group to run more smoothly (Kouzes and Posner, 2010). The functional approach assumes that any behavior that can contribute to the achievement of group goals can be considered leadership, regardless of who displays the behavior.

Muktamar, & Ramadani (2023) effective situational leadership in the context of the madrasah principal is about the ability to adapt, communicate well, and empower all members of the madrasah. With the right approach, the madrasah principal can create an environment

conducive to learning and development, as well as improve the overall management of the madrasah.

The principal of a madrasah plays an important role in the management of an educational institution, especially in Madrasah Tsanawiyah (MTs) Asuhan Medan. One of the relevant leadership approaches to improve management effectiveness is the situational leadership approach. This approach recognizes that different situations require different leadership styles. In this context, situational leadership analysis is important to understand how the principal can lead effectively in various situations. First, let's review what situational leadership is. Situational leadership is a concept developed by Paul Hersey and Ken Blanchard that emphasizes the importance of adapting leadership styles according to the situation at hand. There are four situational leadership styles that can be applied by a madrasah principal:

1. **Directing Leader:** The principal uses this style when his/her team members have low skill levels but are highly motivated. In the context of MTs Asuhan Medan, this style may be appropriate for situations where new or less experienced staff need to be guided directly in carrying out their duties.
2. **Supportive Leader:** This style is appropriate when staff have high levels of skills but need encouragement or emotional support in carrying out their duties. Principals can use this style to provide motivation and support to experienced staff who may face emotional challenges in the work environment.
3. **Participatory Leader:** In situations where staff have high levels of skills and strong motivation, the principal can adopt a leadership style that involves staff in decision-making and strategic planning. This can increase staff ownership of decisions made.
4. **Delegating Leader:** This leadership style is suitable for staff who have high skills and motivation. In this case, the principal gives full trust to his employees to make decisions and carry out their duties.

This is in line with the research results (Azizah & Apdila, 2021). Effective situational leadership in the context of madrasah principals involves the ability to adapt, communicate well, empower staff and students, and build strong relationships with all stakeholders. With this approach, madrasah principals can create an environment that supports improving management and the quality of education.

This is reinforced by the results of research (Ikasari, Siti Ayu, Ida Parida, and Duriyah, 2022) Building good relationships with communities outside the madrasah, such as parents and local organizations, can strengthen support for madrasah programs. Collaborative activities with the community also improve the image of the madrasah. This is confirmed by the results of the study Creating a clear vision and involving all members of the madrasah in the strategic planning process helps all parties understand the direction and common goals. This builds commitment and collaborative spirit among all members (Samad, 2022).

In the context of MTs Asuhan Medan, the principal must identify the right situation to apply these situational leadership styles. For example, when launching a new program, the principal may need to use a directive style to ensure that staff understand their tasks clearly. On the other hand, when dealing with experienced and dedicated staff, a supportive or participative style may be more appropriate to motivate them and encourage innovation.

In addition, the head of the madrasah must also consider other factors that affect management effectiveness, such as effective communication, employee development, curriculum development, and resource management. Integrating situational leadership with a holistic management approach can help create an environment that supports growth and success for staff and students at MTs Asuhan Medan.

In this case, it should be remembered that situational leadership is not a static approach but is dynamic and responsive to changes in the educational environment. An effective madrasah principal will continue to monitor and evaluate the situation and choose the most appropriate leadership style to achieve the desired educational goals. Several factors influence the

application of the situational leadership model by the Madrasah Principal at MTs Asuhan, namely the level of skill and experience. Staff with different levels of skill and experience may require different leadership approaches. Leaders must be able to make selections and be able to set targets by considering the future external environment which will be the goal of directing all organizational resources in achieving the desired goals and leaders who play a role in determining the direction in carrying out their leadership are visionary leaders.

Leaders must convey to others about the current reality, what the vision is or where the organization wants to go. Always provide encouragement to move forward and guide how to actualize potential in achieving the vision. A leader must be able to pay attention to the components of goal setting in directing goals, determining how to achieve goals, determining and maintaining group structure, determining group actions and interactions, maintaining group cohesion and member satisfaction, and facilitating group tasks.

5.2. Impact of Situational Leadership on Staff Performance and Motivation and Quality of Education in Madrasahs

Then the level of staff motivation can influence the leadership style chosen by the Principal. More motivated staff may require less direct supervision. The goals and needs of special education at MTs Asuhan will influence the selection of the right leadership style. The condition of the physical environment and the availability of resources such as budget, facilities, and technology can also influence the implementation of the leadership model. The Principal's own leadership style can influence his/her ability to implement the situational leadership model. The Principal's attitude and openness to change and innovation will also play an important role in implementing the right leadership model.

The values and organizational culture at MTs Asuhan will form the context in which situational leadership should be applied. The level of communication and collaboration between the Principal, staff, and other stakeholders will also influence the effectiveness of the implementation of the leadership model. Demands from educational regulations and government policies can also influence the choice of leadership model used. Changes in the social, economic, and political environment can create external pressures that influence the way a Principal leads. Previous experience in leading an educational institution can help the Principal in choosing and implementing the right leadership model. The knowledge and skills gained through leadership education and training will also influence the Principal's ability to use the situational leadership model. This means that the Principal at MTs Asuhan can more effectively implement the situational leadership model that suits the needs and context of the educational institution.

The implementation of situational leadership carried out by the Principal can have a significant impact on staff performance and the effectiveness of school management at MTs Asuhan. Situational leadership allows the Principal to provide appropriate support according to the needs and skill levels of the staff. This can increase staff motivation and engagement in carrying out their duties. Through an approach that recognizes the diversity of staff skills and motivations, the Principal can design more effective development programs. This can improve staff skills and qualifications, which will ultimately improve the quality of teaching and management in the school.

By using the right situational leadership model, the Principal can optimize the use of resources and address operational challenges more efficiently. This can include time management, budget allocation, and improving the school's administrative system. Situational leadership encourages better collaboration and communication between the Principal, staff, and other stakeholders. This helps create a harmonious working environment and encourages the exchange of ideas and innovation. In an ever-changing educational environment, the application of situational leadership allows schools to be more responsive to changes and new challenges. The Principal can adapt management strategies and leadership approaches according to the needs and changes in the environment.

Overall, the implementation of effective situational leadership can contribute to improving the quality of education at MTs Asuhan. With motivated staff, improved skills, and effective management, schools can provide a better educational experience for students. Thus, it can be concluded that the implementation of situational leadership carried out by the Principal can have a positive impact on staff performance and the effectiveness of school management at MTs Asuhan. This creates a conducive environment for quality learning and efficient school management.

In Improving Situational Leadership Skills as a Principal at MTs Situational Leadership cares through education and training related to situational leadership. Conduct self-evaluation to understand strengths and areas that need to be developed in situational leadership. This helps focus on necessary improvements. Collaborate with fellow principals and leadership experts to share experiences and learn from best practices. Take advantage of opportunities to apply situational leadership skills in real cases at MTs Asuhan. This includes dealing with daily challenges and internal conflicts.

Solutions to Obstacles in Analyzing the Principal's Leadership Role in Improving Management Effectiveness at MTs Asuhan Medan If obstacles are found in analyzing the principal's leadership role in improving management effectiveness at MTs Asuhan Medan, then the solution that can be taken is to conduct a comprehensive evaluation of the principal's leadership role in improving management effectiveness at MTs Asuhan Medan. Organization, processes, and management practices at MTs Asuhan Medan to identify areas that need improvement. With this, we can face challenges and obstacles in the leadership role of the madrasah principal effectively and productively to improve performance and effectiveness at MTs Asuhan or MTs Asuhan Medan.

In the context of situational leadership, the support and guidance of the principal is very important for the success of staff in carrying out their administrative tasks. The situational leadership approach applied by the principal can have a positive influence on interactions with staff, thereby increasing effectiveness and job satisfaction. The principal uses this approach when administrative staff are new or facing tasks that are not yet understood. The principal provides clear and detailed instructions regarding administrative procedures, so that staff feel confident in carrying out their duties. When new staff join, the principal can provide written directions and hold training sessions to ensure they understand administrative tasks.

Principals use this approach to provide emotional support and motivation to staff who already have skills but need encouragement. This improves staff morale and engagement. If staff are struggling with their workload, the principal can offer encouragement, listen to concerns, and provide assistance. Principals involve staff in decision-making about administrative tasks. This creates a sense of ownership and increases staff commitment to their tasks. When designing a new filing system, the principal can seek input from administrative staff to ensure that the system is effective and easy to use. The situational leadership approach encourages more open and effective communication between the principal and staff. Adaptive principals listen to staff needs and adjust their leadership style to suit the situation. Staff feel more involved in the decision-making process and participate more actively in administrative tasks. Participative and delegative approaches increase staff ownership and responsibility.

By providing appropriate guidance and training, the principal helps staff develop their skills. A supportive and directive approach ensures that staff get the help they need to grow. The support provided through situational leadership increases staff job satisfaction. They feel heard, valued, and supported, which ultimately improves productivity and work quality. The situational leadership approach implemented by the principal plays an important role in guiding and supporting administrative staff in carrying out their duties. By adapting the leadership style to suit the situation and individual needs, the principal can improve communication, participation, skill development, and staff job satisfaction. Positive and productive interactions between the principal and administrative staff contribute to the overall effectiveness of school management at MTs Asuhan. There are several specific challenges faced by teachers in carrying out their duties at MTs Asuhan. The principal's situational leadership can help overcome these challenges by adapting the leadership style according to the needs and

situations faced by the teacher. Teachers often face classes with students with different skill levels and understanding, so learning differentiation is essential. Teachers face a high workload, including lesson preparation, assessment, administration, and extracurricular activities. Sometimes, teachers lack the resources needed to support effective learning, such as books, teaching aids, or technology. Principals can delegate administrative responsibilities to support staff so teachers can focus on teaching. Situational leadership implemented at MTs Asuhan can help overcome challenges by adapting leadership styles according to specific needs and situations.

This aligns with Paizal et al. (2020), who state that situational leadership helps create a supportive student atmosphere. When staff feel appreciated, they can focus more on teaching tasks and supporting students. This is reinforced by the research results by Ramadani (2023), which states that principals are advised to continue to apply a situational leadership approach, communicate openly with staff, and provide the necessary support to maintain high motivation and performance. By providing the proper support, guidance, and resources, Principals can create a more supportive and effective working environment for teachers so they can focus on their primary task of teaching and mentoring students.

Approaches related to leadership style include at least four approaches, namely the trait approach, style approach, situational approach, and functional approach (Blanchard, 1985). This style approach focuses on leadership style. Leadership styles include task-oriented and employee-oriented styles. In the first style, the leader directs and supervises tasks given to subordinates behind closed doors, and in this style, he pays more attention to the execution of work than to the development and growth of employees (Templar, 2010). Employee-oriented leadership style pays more attention to motivation than employees invited to participate in decision-making regarding the tasks given to them. Situational leadership style describes a leadership that depends on situational factors, employees, tasks, organizations, and other environmental variables. In this is said that the effectiveness of an organization depends on two interacting variables, namely the leader's motivation system and the level or pleasure of the situation.

6. Conclusion

The implementation of situational leadership carried out by the Principal of MTs Asuhan Medan Madrasah has a significant role in increasing the effectiveness of madrasah management. A leadership approach tailored to various needs and situations allows the principal to provide appropriate direction, support, participation, and delegation to staff and teachers. Situational leadership enables the principal to adjust his/her leadership style according to the competence and commitment of individual staff, thereby increasing their motivation and involvement in administrative and teaching tasks. The support provided by the principal helps staff and teachers cope with challenges such as high workloads, classroom management, and resource constraints. This support includes training, guidance, and autonomy in their duties. An adaptive and responsive approach to situational leadership improves the operational efficiency of the school, helps principals identify and resolve problems proactively, and optimizes the use of available resources. Situational leadership also encourages ongoing professional development for staff and teachers by providing training opportunities and participation in decision-making related to madrasah development. Through situational leadership, the madrasah principal can create a better learning environment, improve the quality of teaching, and support students' academic achievement. A supportive environment and effective management contribute to accomplishing madrasah educational goals. Overall, the situational leadership analysis shows that the madrasah principal at MTs Asuhan Medan can significantly improve the effectiveness of madrasah management through a flexible and adaptive approach. By understanding the specific needs and situations of staff and teachers and applying the right leadership style, the principal can create a productive and harmonious working environment, ultimately improving the quality of education provided to students. The study implies that the situational leadership of the madrasah principal at MTs Asuhan Medan is good and is currently running well. The leadership of madrasah principal is a formal leader who can influence a person's activities to achieve the goals set. The madrasah principal's leadership on teachers' attitudes and behavior in utilizing learning facilities at school and elsewhere. This can bring about changes to realize an excellent madrasah. From time to

time, changes continue to increase, and many achievements have been made by students and teachers at the madrasah.

Limitations

The limitation of this study is the limitation of the situational leadership of the madrasah principal in improving the effectiveness of madrasah management. In addition, the situational leadership of the madrasah principal plays an essential role in the progress of the madrasah.

Recommendation

It is recommended that further research be done to study the situational leadership of the madrasah principal in improving the effectiveness of madrasah management. Another potential for conducting this research is a madrasah with situational leadership of the madrasah principal in the school environment.

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Conflict of interest

There is no conflict of interest related to this research and the publication of this article.

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