Vol. 6, No. 5, May 2025
E-ISSN:2723 – 6692
P-ISSN:2723– 6595
http://jiss.publikasiindonesia.id/

The Influence of Situational Leadership Style on Teacher Performance (Case Study at Smk Cahaya Surya)

Yuliawati Puspitaningrum[1], Aris Syahidin[2], Debby Santyo[3]
Universitas Islam Kadiri, Indonesia
Email: yulia.puspita28999@gmail.com
Correspondence: yulia.puspita28999@gmail.com

KEYWORDS
Leadership effectiveness, situational leadership style, teacher performance

ABSTRACT
Teacher performance is pivotal in education quality, yet challenges like unsupportive work environments and inconsistent leadership persist at SMK Cahaya Surya Kediri. Prior studies emphasize leadership's role but lack focus on situational adaptability in vocational schools. This study analyzes the influence of situational leadership style on teacher performance, addressing gaps in context-specific leadership effectiveness. A quantitative approach was employed with 80 teachers sampled via convenience sampling. Data were collected through questionnaires and analyzed using Likert scales, validity/reliability tests, and multiple linear regression. Situational leadership significantly enhances teacher performance (beta = 39.4%, *p* < 0.05), with participatory behaviors (mean = 4.02) being most effective. The work environment's moderating role was identified as a secondary factor. Principals should adopt adaptive leadership strategies to optimize teacher performance. Future research could explore longitudinal effects or integrate transformational leadership for broader applicability.

Introduction

Nowadays, education is very important for human survival. In a country, education plays an important role in ensuring human survival within the framework of the life of the nation and state. Sihotang (in Sinambela, L. P., 2021) argues that "to achieve social, organizational, and individual goals, human resource management requires preparing, implementing, and monitoring all aspects of human resource management, including recruitment, evaluation, hiring, orientation, development, integration, supervision, and termination". Marwansyah (in Cahyawening, 2019) communicates that "human resource management is the process of integrating planning, organizing, directing, and supervising the recruitment, training, payment, integration, maintenance, and termination of employees to achieve organizational change goals."

Human resources are expected to grow in both quantity and quality as a result of educational initiatives. Since education enables human beings to improve their standard of living, it is essential for the development of civilization and the improvement of human welfare. Education is fundamental to human progress, hence it is imperative that all efforts to impart knowledge are well planned and implemented.

In line with the goals of society, educational institutions basically aim to foster competent and high-quality human resources. The involvement of education personnel, parents and other stakeholders who interact and communicate according to the needs of the modern world is one of the many factors that contribute to improving the quality of human resources. To improve human resource quality standards, methods are needed that are in line with human resource quality improvement initiatives. According to Edison et al. (2018) defines vision as a statement or ideal that the organization wants to achieve in the future, with an emphasis on long-term plans. The company's mission statement must focus on its main function, namely the purpose of the company's existence as stated by Edison et al. (2018). Schools are institutions that aim to educate their students and have specific goals. Productivity in the workplace is critical to the success of this endeavor.

As the first point of contact between students and the education system, teachers play an important role. Professional educators in the field of education design and manage lessons, monitor and evaluate student progress towards learning outcomes, guide and train students, and participate in professional and community service activities (National Education System Law No. 20 of 2003, Chapter XI Article 39 Paragraph 2). Chapter XI, Article 39, Paragraph 2 of 2003 regulates, where educating and teaching and shaping the character of the nation's youth, takes place in schools, which are official educational institutions with distinctive characteristics. The same applies to SMK Cahaya Surya, which has similar objectives to other schools. Teachers' duties are crucial in the education process, which aims to educate the younger generation to be pious and intellectual. Therefore, there are many things that teachers should have to help them do their jobs better. Improving education standards is a direct result of effective teaching. The quality of education can be improved when teachers give everything they have in the classroom. The author's first research shows that classroom instruction is substandard. Not all educators are equally competent, some lack knowledge of effective teaching strategies, have inadequate classroom materials, and others simply achieve their minimum requirements without giving all of their lessons.

Supardi (2013) Teacher performance is “the ability and success of teachers in carrying out learning tasks”. Improving teacher performance and an effective learning process, the role and contribution of leaders is also very vital. One definition of leadership is the ability to mobilize followers behind common goals in order to achieve set goals. Knowing how to perform is the first step in improving one's performance, according to Wibowo (2011). Another source defines performance as the end result of a person's efforts at work. Ability is best demonstrated through performance, which is the actual execution of tasks. Achieving success in educational institutions is strongly influenced by responsible leadership. As the frontline in the world of education, teachers certainly feel high pressure to improve performance. The level of maturity of a teacher's personality varies, determined by age, education level, work experience, character and other factors.

The ability to inspire a group to work toward a common goal is defined by leadership experts Stephen P. Robbins and Timothy A. Judge (2015). Robbins (2015) asserts that leaders who practice servant leadership will emphasize providing their followers with opportunities to improve themselves personally and professionally. This type of leadership is defined by prioritizing the needs of their followers above their own, allowing them to progress faster. Based on the situation, it is important for leaders to adjust their leadership style based on the stage of development of their team members or subordinates. Here, situational leadership style is a style that adjusts the leader's behavior based on the subordinates' current level of development. However, the principal's hands-off approach to leadership is now causing problems. It can make teachers feel too relaxed and less supportive in their efforts to improve their performance.

In the initial study of the working environment at SMK Cahaya Surya Kota Kediri, several issues related to the condition of the working environment were found. There are persistent problems, such as teachers not communicating clearly with each other, air conditioners not working on time, and garbage around the school emitting foul odors. Teachers may experience stress, difficulty concentrating and decreased productivity due to the unsupportive work environment. The purpose of this study is to identify the relationship pattern of situational leadership style, work motivation, teacher work environment to teacher performance at SMK Cahaya Surya Kediri City.

This study advances prior research by specifically examining the dominant influence of situational leadership style (beta coefficient: 39.4%) on teacher performance at SMK Cahaya Surya Kediri, a vocational school context rarely explored in existing literature (e.g., Isnaini et al., 2023; Asterina & Sukoco, 2019). Unlike broader studies on leadership styles, it focuses on the adaptability of situational leadership in addressing unique challenges in the school's work environment (e.g., poor communication, inadequate facilities). The research also integrates quantitative validation through rigorous statistical tests (e.g., multiple linear regression, classical assumption tests), providing empirical evidence that complements qualitative findings from studies like Sabariah et al. (2024). Additionally, it highlights the principal's role in fostering teacher performance through dynamic leadership behaviors (Hersey & Blanchard, 2020), offering actionable insights for vocational education management.

Materials and Methods

Objective measurement and mathematical (statistical) analysis of sample data obtained through research instruments such as surveys, tests, and questionnaires are the backbone of quantitative research techniques, which aim to validate or assess research hypotheses. To support the statement above, Sugiyono (2018, p. 14) defines quantitative research techniques as an approach to studying populations or samples based on positivist philosophy, which is based on empiricism. Hypotheses are tested using quantitative or statistical analysis, data collected using objective research tools, and often using a random sampling approach.

This research was conducted at SMK Cahaya Surya which is located at Jl. Perintis Kemerdekaan 36A (West of Ngronggo Park), Kec.Ngronggo, Kediri City, East Java Province, Indonesia Kediri City. SMK Cahaya Surya is located in the center of Kediri City, this is because its location is located between the square, hospital, and other services. A place that is very easy to reach and find by students who have never even visited it. SMK Cahaya Surya is managed by PT Gudang Garam, Tbk. This very strategic location makes the school a place of education and also a place to work because the foundation presents a school building with a modern American concept that is equipped with good facilities.

The study population was all teachers of Surya Dharma Laksana Foundation, Kediri city, totaling 100 people. The sample in this study was using non probability sampling, using the Convenience sampling method. The sloin formula, which is used to find the minimum sample size needed to describe and describe population data, is multiplied by the population size. According to umar (2010), the formula is:

$$n = \frac{N}{1+N(e)^2}$$

n : Number of samples
N : Total Population
e : Error rate used 5%

Data on the total population of Dharma Surya Laksmana Foundation teachers is 100 teachers and employees using the Slovin formula obtained the number of respondents as many as:

$$N = \frac{100}{1+100\ (0.5)^2} = 80$$

The data sources used are primary and secondary. As for data collection techniques using observation, questionnaires, documentation, and literature studies. Furthermore, the data was analyzed with: Likert scale, validity test, reliability test, classical assumption test, normality test, linearity test, heteroscedasticity test, multiple linear regression analysis, t test (partial test), f test (simultaneous test), and determination coefficient test r2.

Results and Discussions

RESULTS

Respondent Characteristics Data

The research population of the influence of situational leadership styles on teacher performance, namely employees and students of the Surya Dharma Laksmana foundation. The sample of this study was taken using the jebuh sample technique, namely all members of the population were used as samples, namely 100 employees. The following respondent data was obtained

Table 1. Respondent Data

Respondent Data	Total
Male	25
Female	55
Age	
15-24 years old	4
25-34 years old	39
35-44 years	29
45-54 years	8

Source: primary data processed, 2025.

This study involved 80 respondents out of a total population of 100 using the Slovin method. Of these, 55 respondents were female, while 25 respondents were male. The dominance of female teachers in education has long been the case, even nationally 70.84% of the 3 million primary to senior secondary level teachers are women (Kemendikbud, 2023). Psychologically and biologically, women have compassion, feeling, and high intuition, so they are considered suitable to be teachers (Iswadi & Karlina, 2021).

In this study, the majority of respondents were teachers aged 25-34 years (39 people), followed by the 35-44 age group (29 people). A total of 8 respondents were aged 45-54 years, while 4 respondents were in the age range of 15-24 years. The productive age of 25-34 years is considered the most suitable for teachers in teaching, in line with the findings of Rachmadian et al. (2023) which showed that teacher age is related to skills in organizing learning variations.

Data Validity and Reliability Test

1. Variable Validity Test

Research instruments must pass the validity test as the main requirement in data collection. A valid instrument has high validity, while poor validity indicates a less reliable instrument. Validity can be tested through two methods: factor analysis and item analysis. This research uses item analysis by comparing item ratings (X) and overall scores (Y). Validity testing was conducted using product moment analysis in SPSS. The results of the calculation of r count are compared with r table at a significant level of 0.05. If r count> r table, then the instrument is declared valid, whereas if r count < r table, the instrument is considered invalid. The results of the validity test in this study are presented in the form of the following table:

Table 2. Instrument Validity Test Results

Variable	Item	R hitung	Sig.	Description	Description
Situational leadership (X1)	1	0,781	0,000	1. If the correlation coefficient value of the item score r count is greater than the r table value (r count> 0.22). 2. The significance value is below the alpha value of 0.05, so it can be said to be valid.	Valid
	2	0,721	0,000		Valid
	3	0,839	0,000		Valid
	4	0,458	0,000		Valid
	5	0,366	0,001		Valid
	6	0,856	0,000		Valid
Teacher performance (Y)	1	0,882	0,000		Valid
	2	0,689	0,000		Valid
	3	0,844	0,000		Valid
	4	0,823	0,000		Valid
	5	0,849	0,000		Valid
	6	0,809	0,000		Valid

Table 2 displays the results showing that all questions on situational leadership style and teacher performance have met the 5% significance level assumption; the calculated r value is greater than the table r value, and the significance value is less than 0.05. Consequently, teacher performance is the dependent variable. This finding provides strong evidence that the items on the instrument are valid.

2. Reliability Test

A research instrument can be said to be reliable when the respondent's answers to the questions asked by the researcher are consistent or stable over time, statistically the instrument reliability test can be said to fulfill the reliability assumption if the Cronbach's alpha score is greater than 0.660 for the test results. The Cronbach's alpha value of each variable is calculated using the SPSS application.

Table 3. Instrument Reliability Test

Variable	*Cronbach's Alpha*	Standar Reliabilitas	Description
Situational leadership (X1)	0,753	0,60	Reliabel
Teacher performance (Y)	0,897	0,60	Reliabel

Source: primary data processed, 2025.

All research instrument question items about situational leadership style and teacher performance (dependent variable) were declared valid and feasible to collect data based on the reliability test results (Cronbach's alpha> 0.60).

Data Analysis and Data Interpretation

1. Descriptive Statistical Test Analysis

The data obtained can be better understood and represented through descriptive statistical analysis. By using the average, minimum value, maximum value, and standard deviation, this data analysis tries to describe the data in the variables (Ghozali, 2009). Descriptive data analysis is intended to provide an overview of the data in the research variables based on the mean value, minimum value, maximum value and standard deviation.

Table 4. Descriptive Statistics Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Situational leadership style	80	2	5	3.45	.840
Teacher performance	80	2	5	3.56	.855
Valid N (listwise)	80				

Descriptive Statistics of leadership style indicators

	N	Minimum	Maximum	Mean	Std. Deviation
deliver	80	1	5	3.31	.976
sell	80	1	5	3.52	1.263
participation	80	2	5	4.02	1.201
opportunity giver	80	1	5	2.66	1.067
Valid N (listwise)	80				

Descriptive Statistics of teacher performance indicators

	N	Minimum	Maximum	Mean	Std. Deviation
teacher planning in the learning activity program	80	1	5	3.26	1.166
implementation of learning	80	1	5	3.56	1.101

use of learning methods	80	1	5	3.20	1.048
evaluation in activities	80	1	5	3.40	1.063
Valid N (listwise)	80				

Source: primary data processed, 2025.

Based on the data presented in the table, it can be described the total number of respondents as many as 80 people who qualify as samples for this study, which in full the respondents' answers to each variable are explained as follows:

1. The situational leadership style has a maximum value for the transformational leadership variable of 5, a minimum value of 2. With a mean value of 3.45 and a standard deviation value of 0.840. The mean value is greater than the standard deviation value, which means that the data distribution of the situational leadership style variable is heading well. Based on these results, it can be concluded that respondents agree that the situational leadership style at SMK Cahaya Surya is considered good.
   a. The situational leadership style variable has four indicators which can be fully described as follows; the indicators range from 1 to 5, with an average of 3.31 and a standard deviation of 0.976. The indicator data has a good distribution because the mean value is higher than the standard deviation value. This means that if the respondent assesses that the principal's conveying style is considered moderate to good.
   b. The selling indicator has a maximum value of 5 and a minimum value of 1, where 3.52 is the mean value and 1.263 is the standard deviation. Data from sales indicators have a good distribution because the mean value is greater than the standard deviation. This means that if the respondent assesses the selling indicator owned by the principal, it is considered moderate to good.
   c. The participation indicator has a maximum value of 5 and a minimum value of 2, as well as a mean of 4.02 and with a standard deviation of 1.201. The data distribution of good participation indicators is indicated by a mean value that is higher than the standard deviation value. This means that if the respondent assesses the selling indicator owned by the principal, it is considered good.
   d. The opportunity provider indicator has a maximum value of 5 and a minimum value of 1, with 1.263 as the standard deviation and 2.66 as the mean. The data from the sales indicator has a good distribution because the mean is greater than the standard deviation. This means that if the respondent assesses the indicator of providing opportunities owned by the principal, it is considered unfavorable so that it needs to be improved.
2. Teacher performance has a maximum value for the transformational leadership variable of 5, a minimum value of 2. With a mean value of 3.56 and a standard deviation value of 0.855. The mean value is greater than the standard deviation value, which means that the distribution of teacher performance variable data is good. In addition, it can be concluded that respondents agree that the performance of teachers at SMK Cahaya Surya is considered moderate to good.
   a. The teacher performance variable has four indicators which can be fully described as follows; the teacher planning indicator in the learning activity program has a maximum value of 5 and a minimum value of 1, with a mean value of 3.26 and a standard deviation value of 1.166.

The mean value is greater than the standard deviation value, which means that the distribution of data on teacher planning indicators in the learning activity program is good. This means that if the respondent assesses that the teacher planning indicators in the learning activity program are considered to have been carried out moderately towards good.

b. The learning implementation indicator has a maximum value of 5 and a minimum value of 1, with a mean value of 3.56 and a standard deviation of 1.101. The mean value is greater than the standard deviation value, which means that the distribution of data on learning implementation indicators is good. This means that if respondents assess the indicators of learning implementation at SMK Cahaya Surya, it is quite good.
c. The indicator of the use of learning methods has a maximum value of 5 and a minimum value of 1, with a mean value of 3.20 and a standard deviation of 1.048. The mean value is greater than the standard deviation value, which means that the distribution of data on indicators of the use of learning methods is good. This means that if respondents assess the indicators of the use of learning methods at SMK Cahaya Surya used by teachers, they are considered moderate to good.
d. The evaluation indicator in the activity has a maximum value of 5 and a minimum value of 1, with a mean value of 3.40 and a standard deviation of 1.063. The mean value is greater than the standard deviation value, which means that the distribution of data on evaluation indicators in activities is good. This means that if respondents assess the evaluation indicators in the activities carried out by teachers at SMK Cahaya Surya, they are considered moderate to good.

Data Analysis Methods

Classical Assumption Test Analysis

1. Normality Test

According to Ghozali (2012), the normality test aims to ensure that the regression model is valid by checking whether the residuals follow a normal distribution. A normal data distribution indicates a good regression model. In this study, the Normal P-Plot Test was used to test the normality of the data. In theory, the data distribution is said to be normal if the data points spread along the diagonal line on the graph. Conversely, if the data points are scattered irregularly or do not point to the diagonal line, then the assumption of normality is not met. The results of the normality test in the study can be presented in the graph as follows:

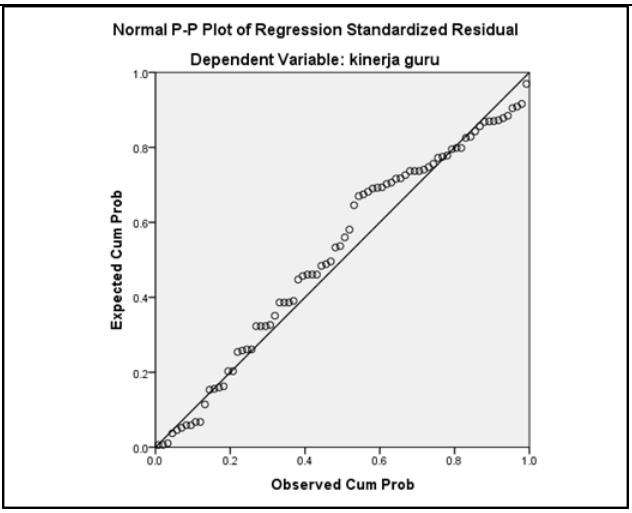

Figure 1. Normal P-P Plot of Regresion Standardized Residual

The data is distributed around and follows the diagonal line, as shown in Figure 1. above; this indicates that the distribution pattern meets the assumption of normality. In this study, we also used the Kolmogorov-Smirnov test to check for normality. According to this test, data is considered normally distributed if the Asymp significance value is greater than 0.05, and abnormally abnormal if the Aysmp significance value is less than 0.05. The results of the Kolmogorov-Smirnov normality test can be presented as follows:

Table 5. Uji Normalitas Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		80
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.01924075
Most Extreme Differences	Absolute	.060
	Positive	.046
	Negative	-.060
Test Statistic		.060
Asymp. Sig. (2-tailed)		.200[c,d]

Source: primary data processed, 2025.

Based on the results of the normality test using the Kolmogorov-Smirnov test, the asymp.sig (2-tailed) value is 0.200>0.05, with these results it can be concluded that the research data meets the assumptions so that it is feasible to carry out further tests. then it can be concluded that the residual value is normally distributed.

2. Linearity Test

The linearity test is one of the assumption tests that is a prerequisite in parametric statistical tests such as multiple linear regression, knowing whether the relationship between the variables studied is linear or not is the main objective of this linearity test. Test for linearity using SPSS at a

significance level of 0.05. If the p value is more than 0.05, it can be said that the relationship between the two variables is linear. The results of the linearity test between each independent variable and the dependent variable can be presented as follows:

Table 6. Linearity Test of Situational Leadership Style and Teacher Performance

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
teacher performance * situational leadership style	Between Groups	(Combined)	2034.449	6	339.075	334.320	.000
		Linearity	1993.059	1	1993.059	1965.111	.000
		Deviation from Linearity	41.391	5	8.278	8.162	.400
	Within Groups		74.038	73	1.014		
	Total		2108.488	79			

Source: primary data processed, 2025.

Based on the results of the linearity test between situational leadership style and teacher performance, the sig value of deviatioan from linearity is 0.400>0.05, with these results it can be concluded that the two variables have a linear relationship.

3. Multicollinearity Test

A good assumption to make in a linear regression model is that the independent variables are not correlated with each other. Multicollinearity must not be a problem for the regression model to be considered excellent. Checking the tolerance and VIF values can help identify whether multicollinearity exists or not. Multicollinearity problems are more likely to arise when the VIF is large and the tolerance value is minimal. According to most studies, multicollinearity does not exist when tolerance is more than 0.1 and VIF is lower than 10.

Table 7. Multicollinearity Assumption Test

Variables	Tolerance	VIF	Description
Situational leadership style (X1)	0,722	3,858	No multicollinearity

Source: primary data processed, 2025.

Based on the table above, it is known that the situational leadership style variable has a tolerance value of 0.722 VIF value of 3.858, with these results it can be concluded that all independent variables of the study meet the assumption of no multicollinearity.

4. Heteroskedacity Test

Heteroscedasticity test is a classic assumption test to determine whether the regression model has the same variance between observations (homoscedasticity) or varies (heteroscedasticity). This test aims to ensure that the regression error has a constant variance in order to meet the BLUE (Best Linear Unbiased Estimator) criteria. If the data shows heteroscedasticity, then it contradicts the classical assumptions of regression. To detect heteroscedasticity, a regression scatterplot is used. If the data points are randomly scattered around the Y axis (value 0), then the model does not experience heteroscedasticity. The results of the heteroscedasticity test in the study can be presented as follows:

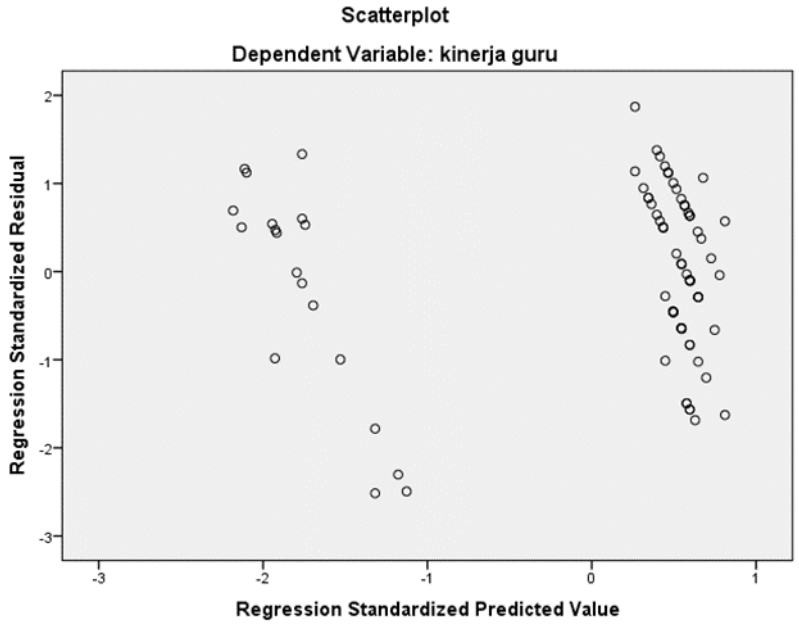

Figure 2. Scatterplot

The dots are scattered in an indistinct pattern above and below the Y-axis value of 0, as shown in the figure above. Therefore, it can be concluded that the research data does not have heteroscedasticity problems, and multiple linear regression tests can be performed.

5. Autocorrelation Test

In a linear regression model, the autocorrelation test seeks to determine whether the disturbing errors in period t are correlated with the t-1 (previous) errors. Autocorrelation problems are not necessary for high-quality regression models. The Durbin-Watson test is given to determine the presence or absence of autocorrelation symptoms. The following is a general guide to DW numbers for autocorrelation detection:

a. DW number below -2 means there is positive autocorrelation.
b. DW number between -2 to +2, means there is no autocorrelation.
c. DW number above +2 means there is negative autocorrelation.

Table 8. Autocorrelation Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.967[a]	.935	.932	1.365	1.555

Source: primary data processed, 2025.

The previous table confirms a Durbin-Watson value of 2.028. The data is promising enough to warrant further testing as this figure falls within the range of -2 to +2. This suggests that the study model does not include autocorrelation.

Multiple Linear Regression Test

1. Analysis of Situational Leadership Style on Teacher Performance at SMK Cahaya Surya

This multiple linear regression analysis was used to test the strength of the relationship as well as predict the direction of the relationship how much influence the independent variable of situational leadership style with the dependent variable of teacher performance at SMK Cahaya Surya Kediri. With the results of the regression coefficient test as follows:

Table 9. Multiple Linear Regression Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-3.503	.917		-3.820	.000
	situational leadership style	.508	.150	.394	3.388	.001
	R square = 0,935 R = 0,967	F hitung= 363,099 Sig. F = 0,000				

Source: primary data processed, 2025.

Multiple linear regression coefficient equation models are derived from the constant and variable coefficients, as shown in the table above. These models are expressed in the following equations:

Teacher performance = -3.503 + 0.508 (situational leadership style) +e The regression coefficient obtained in the regression coefficient test results with a constant b0 of 3.503 (negative), situational leadership style b1 of 0.508 (positive). The regression coefficient test results in a constant value of 3.503 with a negative value, which means that if the situational leadership style variable is zero, the performance of teachers at SMK Cahaya Surya Kediri will decrease by 3.503 points, thus to encourage an increase in teacher performance, treatment is needed through the situational leadership style variable which contributes to teacher performance.

The coefficient of situational leadership style, when interpreted, produces a positive value of 0.508, which indicates a unidirectional relationship. This means that an increase in situational leadership style by one unit will result in an increase in teacher performance at SMK Cahaya Surya by 51%. With these results, it can be interpreted that the better the situational leadership style will cause teacher performance to get better too, as well as if the worse the situational leadership style will cause teacher performance at SMK Cahaya Surya to decrease.

Partial Test of Situational Leadership Style on Teacher Performance at SMK Cahaya Surya

Table 9. shows the importance of the following independent variables in determining the dependent variable:

The importance of the situational leadership style variable on teacher performance at SMK Cahaya Surya can be seen from the significance level of 0.000 which is smaller than 0.05. From the results of this study it is clear that the situational leadership style variable has a significant effect on teacher performance. The contribution of situational leadership style in shaping teacher performance can be seen through the beta coefficient that has been generated of 0.394 which means that situational leadership style is able to contribute 39% positively to teacher performance at SMK Cahaya Surya.

Model Feasibility and Simultaneous Test of Situational Leadership Style, Work Motivation and Work Environment on Teacher Performance at SMK Cahaya Surya

Tabel 9. menunjukkan besarnya pengaruh faktor independen terhadap variabel dependen, yang diuji menggunakan uji-F untuk mengetahui seberapa baik model tersebut memprediksi dampak variabel independen terhadap kinerja guru di SMK Cahaya Surya. Jika nilai signifikansi statistik lebih kecil dari ambang batas signifikansi yang digunakan, yaitu 5% (sig < α), maka akan ditunjukkan bahwa variabel independen memiliki dampak yang substansial terhadap variabel dependen. Sebaliknya, variabel independen tidak berdampak signifikan terhadap variabel dependen jika nilai signifikansi statistik di atas ambang batas signifikansi (sig. > α). Terdapat probabilitas 0,00% bahwa variabel-variabel yang dinyatakan model tidak berhubungan secara signifikan pada tingkat 5%, menurut temuan penelitian ini, yang memiliki nilai signifikansi 0,000 dalam uji F. Kinerja guru di SMK Cahaya Surya Kediri dipengaruhi secara positif oleh variabel gaya kepemimpinan situasional.

DISCUSSION

The influence of situational leadership style on teacher performance at SMK Cahaya Surya

The regression coefficient test results prove that situational leadership style contributes significantly to teacher performance positively with evidence of sig. value of 0.000 <0.05. With these results, the first hypothesis proposed in the study that there is a partial influence between situational leadership style and teacher performance is proven to be real and convincing through statistical tests. These results also prove that the better the situational leadership style that can be shown by the leadership of the SMK Cahaya Surya institution will have a very good impact on teacher performance. This study also found that the contribution of situational leadership style dominates higher than the other two variables in shaping teacher performance as evidenced by the results of the beta coefficient of 39.4%, this is a clue that situational leadership style is considered very important in the management of educational institutions such as those in SMK Cahaya Surya Kediri. This is in line with the theory of Hersey and Blanchard (2021) explaining the need for leaders or superiors, as individuals who have authority over workers, to provide good examples in all aspects of organizational work so that they can become role models for people who are under them and outside the company.

The findings of this study consistently prove empirically as studies conducted by Isnaini et al., (2023); Suwardi et al., (2022); Asterina and Sukoco (2019) which clearly concluded that the principal's leadership style has a significant influence on teacher performance at all levels of school levels. The important role of the principal as the leader of the school organization is a signal that the principal must have the skills and skills in leading educational institutions so as to be able to move all components of the resources owned including teachers and employees in schools to achieve institutional goals.

The challenges of the times require schools to be able to adapt to the increasingly stringent demands of education consumers with expectations that rest on the institution. This must be able to be responded well by the leadership of the principal who is responsive to the situation that occurs with fast-paced changes. So if you refer to the description of Hersey and Blanchard (2020) which explains the situational leadership model accentuates the need for leaders or superiors, as authority holders, to set a good example in everything they do when carrying out organizational responsibilities so that they can be emulated by others. With a situational leadership style, institutional leaders have the option to respond to changing circumstances, where leaders must be

competent and responsive to prioritize subordinate approaches and use that information to decide on policies.

Of course, in the institutional context of a school organization that is bound by statutory rules and regulations owned by the foundation, the principal must be able to translate well the challenges as well as opportunities that can be carried out by the institution. Given the important key to the progress of a school institution, one of which lies in the quality of the teachers as teachers who hold important keys that directly deal with students as consumers of education. So this is where the role of good leadership interaction between the principal and the teachers as a solid team, which according to Hersey and Blanchard (2020) can be identified through three important components, namely the ability of the principal to provide instructions and briefings that are easily understood by the teachers, the emotional bond between the principal and the teachers through giving attention and encouragement, the enthusiasm of the teachers in carrying out tasks in accordance with the instructions given and able to complete the task properly.

In simple terms, it can be interpreted that situational leadership is leadership implemented by a leader by understanding the habits of subordinates and the environmental conditions around him before implementing policies and choosing the leadership model used (Sabariah et al., 2024). So it is appropriate if Anthony and Remiasa (2019) explain that the ability of an organization to achieve common goals is undeniably related to the quality of its leadership and their ability to effectively manage their subordinates. This is in line with the theoretical explanation of Koontz and Donnel in Irsyad (2015) which states that the power of a leader lies in his capacity to motivate his followers to achieve set goals. Leadership is the capacity to inspire, guide, and influence the mentality of a group so that its members work independently to achieve common goals, with a focus on timely decision making.

Conclusion

This study concludes that situational leadership style significantly enhances teacher performance at SMK Cahaya Surya Kediri City, with a dominant influence (beta coefficient: 39.4%), aligning with prior evidence on principals' leadership impact. Future research could explore longitudinal leadership adaptability, mediating factors (e.g., motivation, school culture), comparative studies across school contexts, principal-teacher dynamics, integration with other leadership styles (e.g., transformational), and the cascading effects on student outcomes. Such investigations would deepen actionable insights for optimizing leadership strategies in education.

References

Anthony, F., & Remiasa, M. (2019). Analisis Gaya Kepemimpinan Situasional Pt Futurefood Wahana Industri. Agora, 7(1).

Asterina, F., & Sukoco, S. (2019). Pengaruh kepemimpinan kepala sekolah, motivasi kerja, dan disiplin guru terhadap kinerja guru. Jurnal akuntabilitas manajemen pendidikan, 7(2), 208-219.

Ghozali, Imam. 2009. Aplikasi Analisis Multivariate dengan Program SPSS. Cetakan Keempat. Semarang: Badan Penerbit Universitas Diponegoro.

Ghozali, I. 2011. Aplikasi Analisis Multivariate Dengan Program IBM SPSS 19. Edisi Kelima. Cetakan Keenam. Badan Penerbit Universitas Diponegoro. Semarang . 2012. Aplikasi Analisis Multivariate Dengan Program IBM SPSS 20. Edisi Keenam

Hersey, P., & Blanchard, K. H. (2020). Management of Organizational Behavior: Utilizing Human Resources. Edisi ke-10. Jakarta: Salemba Empat.

Irsyad, K. (2015). Manajemen Pelaksanaan Program Layanan Rakyat untuk Sertifikat Tanah (LARASITA) Oleh Kantor Pertanahan Kota Padang (Doctoral dissertation, UPT PERPUSTAKAAN).

Isnaini, B., Rachmawati, E., Cahyani, D., & Rizkawati, N. (2023). Pengaruh Gaya Kepemimpinan, Kompensasi, Motivasi, dan Lingkungan Kerja terhadap peningkatan Kinerja Guru. Jurnal Manajemen dan Bisnis, 10(4), 58-67.

Iswadi, I., & Karlina, E. (2021). Kontribusi Gender Dan Kreativitas Terhadap Efektivitas Mengajar Di Masa Pandemi Covid-19 (Ex Post Facto Pada Guru Di Indonesia). Research and Development Journal of Education, 7(2), 483-492.

Sabariah, S., Atiqoh, A., Gunawan, W., Rahmi, A., & Danu, R. (2024). Kepemimpinan Kepala Sekolah dalam Membina Motivasi Pendidik Anak Usia Dini. Absorbent Mind, 4(1), 87-101.

Suwardi, A. B., Navia, Z. I., Harmawan, T., SEPRIANTO, S., SYAMSUARDI, S., & Mukhtar, E. (2022). Diversity of wild edible fruit plant species and their threatened status in the Aceh Province, Indonesia. Biodiversitas Journal of Biological Diversity, 23(3).