

# Situational Leadership in the Era of Independent Learning: Strategies for Improving Educational Quality

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## Abstract:

This study explores the application of situational leadership by principals in improving the quality of education in public senior high schools. This study is based on the importance of situational leadership in facing educational challenges, especially in improving the quality of teaching and supporting teacher professional development in the *Merdeka Belajar* era. The qualitative research method with a multi-site study type examines two different educational locations to compare situational leadership's implementation. Data were analyzed using the Miles and Huberman analysis approach, which includes data reduction, data presentation, and conclusion. The study's findings indicate that principals apply situational leadership that is flexible and responsive to the needs and readiness of teachers. Principals use more directive and supportive leadership styles and give more freedom to experienced teachers. Applying this leadership style has been shown to increase motivation and quality of teaching and encourage continuous teacher professional development. Situational leadership based on the perspective of Hersey and Blanchard's theory can improve the quality of education. This study is expected to provide a deeper understanding of the importance of implementing situational leadership in Indonesian education. It suggests that other schools adjust their leadership style according to the needs and readiness of individuals to improve the quality of education effectively.

**Keywords:** *Situational Leadership, Principal, Quality of Education, Independent Learning*

## Abstrak:

Penelitian ini bertujuan untuk menggali penerapan kepemimpinan situasional oleh kepala sekolah dalam meningkatkan kualitas pendidikan di sekolah menengah atas negeri. Penelitian ini didasari pada pentingnya kepemimpinan situasional dalam menghadapi tantangan pendidikan, khususnya dalam meningkatkan kualitas pengajaran dan mendukung pengembangan profesional guru di era *Merdeka Belajar*. Metode penelitian yang digunakan adalah kualitatif dengan jenis studi multisitus, yang mengkaji dua lokasi pendidikan yang berbeda untuk memperoleh perbandingan mengenai implementasi kepemimpinan situasional. Data dianalisis menggunakan pendekatan analisis Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa kepala sekolah menerapkan kepemimpinan situasional yang fleksibel dan responsif terhadap kebutuhan serta kesiapan guru. Kepala sekolah lebih banyak menggunakan gaya kepemimpinan yang mengarahkan dan mendukung, Kepala sekolah juga lebih banyak memberi kebebasan kepada guru yang sudah berpengalaman. Penerapan gaya kepemimpinan ini terbukti meningkatkan motivasi dan kualitas pengajaran serta mendorong pengembangan profesional guru secara berkelanjutan. Adapun kepemimpinan situasional berdasarkan prespektif Hersey and Blanchard's theory can improve the quality of education. Penelitian ini diharapkan dapat memberikan

pemahaman lebih dalam tentang pentingnya penerapan kepemimpinan situasional dalam konteks pendidikan Indonesia, serta menyarankan agar sekolah-sekolah lain dapat menyesuaikan gaya kepemimpinan sesuai dengan kebutuhan dan kesiapan individu dalam rangka meningkatkan kualitas pendidikan secara efektif.

**Kata Kunci:** *Kepemimpinan Situasional, Kepala Sekolah, Kualitas Pendidikan, Merdeka Belajar*

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## INTRODUCTION

Education is the central pillar in the development of a nation, and the quality of education is a determining factor in creating a competent, creative generation ready to face the challenges of the times (Alharbi, 2023; Khahro & Javed, 2022). Along with rapid global changes, Indonesia is also experiencing a transformation in the education system, one of which is implementing the Independent Learning Policy launched by the Ministry of Education, Culture, Research, and Technology (Purwanto et al., 2023). The policy aims to provide freedom for students, educators, and educational units to innovate and adapt the learning process to the needs and developments of the times. Educational leadership is one of the important factors that can influence the success of implementing this policy (Frolova et al., 2021; Sanjani et al., 2024; Brauckmann et al., 2023). The principal, as the prominent leader in the school, has a central role in managing change and supporting the creation of an educational environment conducive to achieving quality learning goals (Bauman & Lucy, 2021). Situational leadership is one of the leadership models relevant in the Independent Learning era. Situational leadership allows leaders to adapt to existing needs, challenges, and dynamics and appropriately respond to the situation.

Educational leadership plays a vital role in directing change and improving the quality of education. Educational leadership can be defined as the ability of a leader to influence and motivate all elements in an educational institution, including students, teachers, and other staff, to achieve the educational goals set (Kant & Asefa, 2023; Munna, 2023). As an educational leader, the principal plays a dual role as an administrative manager and agent of change. The leadership style applied by the principal dramatically influences the quality of teaching and the innovation that occurs in the school (Fahrurrozi et al., 2023; Li & Liu, 2022). One leadership style that can be used is situational leadership, which Hersey and Blanchard (1982) first proposed. Situational leadership emphasizes the leader's flexibility in adjusting the leadership style to the readiness and needs of his subordinates (Jerab, 2023; Matinul Haq & Roesminingsih, 2023; Wang et al., 2024). This style includes four basic approaches, namely directing, coaching, supporting, and delegating, which are adjusted to the level of maturity and competence of the individual or group being led.

Various studies have shown that situational leadership has a positive impact on improving the quality of education. Research by Warren (2021) states that principals who implement situational leadership can facilitate the development of teacher competencies and encourage innovation in learning. An

adaptive leadership style can help teachers overcome obstacles in implementing a new curriculum and improve teaching performance. Research by Berkovich and Hassan (2024) found that applying situational leadership in schools implementing distance learning and educational technology has proven effective in creating an inclusive and collaborative learning atmosphere. Leadership that can adapt to school conditions and needs, as well as technological developments, can improve the quality of learning, especially when facing the challenges of the *Merdeka Belajar* era, which prioritizes student flexibility and independence (Fathurrahman et al., 2022; Mastur, 2023; Rotty & Tinangon, 2024). Principals who can adjust their leadership style to the situation at hand will be better able to help teachers adapt to technology-based learning and provide learning relevant to current developments.

Although many studies have examined the influence of situational leadership on the quality of education, there is still a gap in research that links situational leadership to implementing the *Merdeka Belajar* policy at the secondary school level. Most previous studies have focused on the influence of situational leadership on teacher development or learning quality in elementary schools. In contrast, few studies have focused on the impact of situational leadership in facing education policy challenges. Therefore, this study aims to fill this gap by analyzing how situational leadership strategies can improve the quality of education in the *Merdeka Belajar* era, especially in secondary schools.

The main objective of this research is to explore how school principals' situational leadership strategies can contribute to improving the quality of education in the *Merdeka Belajar* era at two State High Schools in Banda Aceh. This study will focus on how Banda Aceh State Senior High School principals use various situational leadership styles, such as directing, coaching, supporting, and delegating, in dealing with different learning dynamics. This study also examines how situational leadership can develop teacher professionalism, increase student independence, and create an inclusive and collaborative learning environment. This study argues that situational leadership facilitates changes in curriculum or learning and manages other aspects of education, such as teacher competency development, parental participation, and community involvement in supporting education.

## RESEARCH METHOD

This study uses a qualitative approach with a multi-site type (Matta, 2022), which aims to explore an in-depth understanding of the implementation of situational leadership by principals in two schools, namely SMA Negeri 8 and SMA Negeri 5 Banda Aceh. The multi-site approach was chosen to compare two locations with different contexts and characteristics, thus allowing researchers to obtain richer and more varied data regarding implementing situational leadership in improving the quality of education. This study focuses on the dynamics of situational leadership applied by principals to improve the quality of education in both schools in the *Merdeka Belajar* era.

Data collection techniques used in this study include in-depth interviews, observation, and documentation (Castell et al., 2022). In-depth interviews were conducted with principals, teachers, and educational staff to explore their views on how situational leadership is implemented and its impact on the quality of education. Observations were conducted to directly observe the interaction between principals and teachers and the teaching and learning process in both schools. In addition, documentation in the form of school activity reports, evaluation records, and training materials were used to support the data obtained from interviews and observations, providing a more complete picture of the context and implementation of situational leadership policies.

Data analysis in this study uses a model developed by Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusion (Leko et al., 2021). In the first stage, data obtained from interviews, observations, and documentation will be reduced by sorting out relevant information for the focus of the study. Furthermore, the reduced data will be presented as an easy-to-understand narrative to describe the research findings comprehensively. In the final stage, researchers will draw conclusions based on the existing findings by examining the relationship between data and identifying emerging patterns related to applying situational leadership in both schools. This analysis aims to deeply understand situational leadership's effectiveness in improving education quality.

## **RESULT AND DISCUSSION**

### **Result**

#### **Situational Leadership on Student Motivation**

The implementation of situational leadership by the SMA Negeri 8 Banda Aceh principals is evident in how they manage various situations faced in the learning process. The findings show that the principals actively apply various leadership styles, from more directive to more delegative, depending on the conditions and needs of students and teachers. This is evident in how the principals work with new teachers who need intensive guidance and experienced teachers who are given more freedom in designing the curriculum and teaching methods. This finding is relevant in the *Merdeka Belajar* era, which prioritizes independent learning, where students' motivation to participate actively depends on how the principal and teachers apply leadership style in the classroom.

Teacher Anas said, "The principal's leadership is very helpful in creating a learning atmosphere that suits the needs of students. For example, when we face a more heterogeneous class, he applies a more supportive and delegative leadership style, allowing us to design more creative teaching methods." In line with the results of the interview with Teacher Ahmad, he explained, "I feel more motivated when the principal allows us to explore and apply technology in learning. This adaptive leadership style allows us to be more independent in class management." From the student's perspective, a Grade IX student said, "When the teacher uses a more flexible approach, we feel more empowered to learn independently, not just depending on the teacher's instructions." A Grade VIII

student added, "With the freedom to choose materials or learning methods, I feel more challenged and motivated to excel." Interview indicate that the implementation of situational leadership at school has succeeded in creating a learning atmosphere that supports students' motivation to learn independently.

The findings of this study indicate that situational leadership at SMA Negeri 8 Banda Aceh positively impacts student motivation, especially in the context of independent learning. The leadership style applied by the principal, which is flexible and responsive to the needs of teachers and students, plays an important role in creating a conducive learning atmosphere. Adjustments in leadership style, such as when the principal gives more direction to new teachers and delegates to experienced teachers, succeed in building self-confidence among teachers, which directly impacts how they manage their classes and interact with students. Students feel more empowered and motivated to actively participate in learning when they can decide how they learn. Adapting a leadership style appropriate to the situation can increase students' intrinsic motivation, support them to learn more independently, and ultimately improve the quality of learning they receive.

Implementing situational leadership by the SMA Negeri 5 Banda Aceh's principal also significantly influenced student motivation. The principal at SMA Negeri 5 Banda Aceh is known to have a very responsive approach to the conditions of each student and teacher, utilizing various leadership styles according to the situation. In classes that require more guidance and motivation, the principal applies a more directive leadership style, giving clear and firm instructions to teachers to ensure that learning goes according to the desired goals. However, in classes that are more independent and experienced, the principal gives teachers more freedom to choose teaching methods and materials that suit the characteristics of the students. These findings show that the SMA Negeri 5 Banda Aceh's principal has successfully managed the differences in the needs of students and teachers, and the impact on student motivation is very positive, especially in encouraging them to be more active in learning.

In an interview with a teacher, Suhada said, "The principal's leadership here is very clear and gives the right direction according to the conditions of each teacher and student. We feel more empowered when given the freedom to design teaching methods, especially when dealing with students with more abilities." In line with that, Teacher Karim also said, "We are given very good support to develop creative ideas in learning. This leadership style that supports flexibility makes us feel appreciated and more enthusiastic in teaching." From the student's perspective, a Grade VII student said, "I feel more enthusiastic about learning when teachers give us the freedom to choose how to learn. When we are given space to make our own decisions, it increases our self-confidence." A Grade VIII student stated, "The teachers here often use more interactive and interesting methods, which makes me more motivated to participate in class actively." The interview results showed that implementing situational leadership at SMA Negeri 5 Banda Aceh motivated students to be more independent and involved in learning.

The findings at SMA Negeri 5 Banda Aceh showed that the situational leadership implemented by the principal had a major influence on student motivation, especially in increasing their involvement in learning. An adaptive leadership style allows teachers to adjust their teaching approach to students' needs, directly affecting their motivation levels. When students are free to choose the learning methods they consider most effective, they feel more motivated to participate in the learning process. The findings suggest that leaders who can adapt their leadership style to individual characteristics and needs can create a more inclusive learning atmosphere and increase students' motivation to learn more independently. Overall, situational leadership at SMA Negeri 5 Banda Aceh has helped create a more collaborative learning environment and supported increased students' intrinsic motivation.

By the two research locations, SMA Negeri 8 and SMA Negeri 5 Banda Aceh, it can be concluded that implementing situational leadership significantly impacts students' motivation to learn independently. The principals at both schools have succeeded in implementing an adaptive leadership style according to the needs of students and teachers, either through a more directive, supportive, or delegative approach. These findings suggest that flexible and responsive leadership can create a more supportive learning environment, increase student engagement, and encourage them to be more active in learning. This study provides evidence that situational leadership can be an effective strategy to increase students' motivation in learning, especially in the *Merdeka Belajar* era, which emphasizes student independence in the learning process.

### **Teacher Professional Development**

The research findings show that the MA Negeri 8 Banda Aceh principal pays close attention to teacher professional development by applying a situational leadership style. The principal at SMA Negeri 8 Banda Aceh not only acts as an administrative manager but also as a leader who supports the development of teacher abilities according to their level of competence. By utilizing various leadership styles, such as providing direction, training, and mentoring tailored to teacher needs, the principal at SMA Negeri 8 can improve teaching performance and build an atmosphere that sustainably supports teacher self-development. This finding is important in an era of education that demands independent and creative learning as regulated in the *Merdeka Belajar* policy.

The findings collected from SMA Negeri 8 Banda Aceh show that the principal consistently carries out various activities that support teacher professional development. The school often holds training programs and workshops for teachers with topics relevant to curriculum development and educational technology. In addition, the principal also provides regular feedback to teachers regarding progress in teaching and learning and identifies areas that still need improvement. By providing the right support according to the stage of teacher competency development, the principal has created an environment that encourages teachers to improve the quality of their teaching. This adaptive leadership style creates a more collaborative learning environment focusing on teacher empowerment. The coaching, mentoring, and feedback teachers receive are tailored to their needs, enhancing their ability to teach more effectively.

The principal at SMA Negeri 5 Banda Aceh demonstrated a high commitment to improving teacher competency by adapting a leadership approach that suits individual needs. The principal at SMA Negeri 5 pays special attention to teacher professional development that focuses on improving technical and pedagogical skills through ongoing training and coaching. The situational leadership style applied by the principal is highly dependent on the teacher's experience level, which provides more intensive support to novice teachers and more space for experienced teachers to develop independently. SMA Negeri 5 Banda Aceh also conducts carefully designed training activities to improve teacher teaching skills. The training programs conducted at this school cover various topics ranging from using technology in learning to teaching strategies that support student independence. The principal also involves senior teachers in guiding new teachers in a mentoring program designed to help them adapt to the demands of learning in the *Merdeka Belajar* era.

The findings at SMA Negeri 5 Banda Aceh show that the principal who applies the situational leadership style has succeeded in creating a professional development environment that supports the needs of each teacher. The principal provides direct support through guidance and opportunities for teachers to learn independently through relevant training and coaching. The findings confirm that school leaders who can adjust their leadership style to the developmental stage of teachers can create a more productive working atmosphere, which supports the development of teacher competencies and, ultimately, improves the quality of learning in schools. Table 1 shows the situational leadership strategies of the principals in both schools.

**Table 1. Principal's Situational Leadership Strategy**

<b>Leadership Strategy</b>	<b>State Senior High School 5 Banda Aceh</b>	<b>State Senior High School 8 Banda Aceh</b>
Directing Style (Implementation of the Independent Curriculum)	The principal provides clear and specific directions regarding the implementation of the Independent Curriculum, including socialization and preparation of the syllabus and appropriate lesson plans.	The principal provided the same guidance regarding the implementation of the Independent Curriculum, with a focus on training and socialization to harmonize teachers' understanding.
Coaching Style (Teacher Competency Development)	The principal conducts coaching by observing the class, providing constructive feedback, and organizing training related to project-based teaching innovation.	The principal facilitates the development of teacher competencies through technology-based training and periodic evaluations, providing feedback and mentoring for teaching innovation.
Supporting Style (Educational/ Innovative Project Management)	The principal supports teachers in carrying out extracurricular projects or activities by providing resources and providing constructive feedback.	The principal supports teachers in the management of innovative projects or activities by providing the facilities, time, and feedback needed for project development.
Delegating Style (Teacher Competency)	The principal gives experienced teachers complete freedom to design and manage the learning program, with little intervention.	Principals give competent teachers greater freedom to design and execute programs, with support when requested.

The situational leadership of the principals in the two schools has implications for teacher professional development. The principals in both schools have succeeded in creating a professional development atmosphere that is responsive to the needs of each teacher. By providing support tailored to the level of competency development, the principals in both schools have improved the quality of teaching and accelerated the process of improving teacher competencies. Applying an adaptive leadership style, whether through training, mentoring, or appropriate feedback, has proven effective in supporting teacher professional development, which contributes to improving school learning quality. The findings confirm that situational leadership can be an effective strategy in helping teachers achieve their best potential and supporting the implementation of the *Merdeka Belajar* policy in schools.

### **Situational Leadership of School Principals in Quality Improvement**

The research findings show that the SMA Negeri 8 Banda Aceh principal adopted Hersey and Blanchard's situational leadership theory to create an atmosphere that supports improving the quality of education. By implementing a flexible leadership style, the principal can adjust his managerial and leadership approaches to teachers' and teaching staff's needs, readiness, and ability levels. The selection of the right leadership style, whether directing, supporting, or delegating tasks, is adjusted to the individual's condition and the situation at school. These findings indicate that situational leadership can effectively improve the quality of education at SMA Negeri 8 Banda Aceh, especially when facing dynamic challenges in the education sector.

Based on the observation results, the principal actively applies various leadership styles according to the context and level of readiness of teachers and staff. When working with novice teachers, the principal is more likely to use a "directing" approach to provide clear instructions on policies and procedures that must be followed. Meanwhile, for more experienced teachers, the principal uses a "delegating" style by providing more freedom in managing learning and curriculum. The principal holds regular meetings to evaluate the development of teaching quality and determine strategic steps based on the evaluation results. The principal also actively supports teachers by providing training and constructive feedback relevant to their professional development needs. The situational theory emphasizes the development of human resources in the right context.

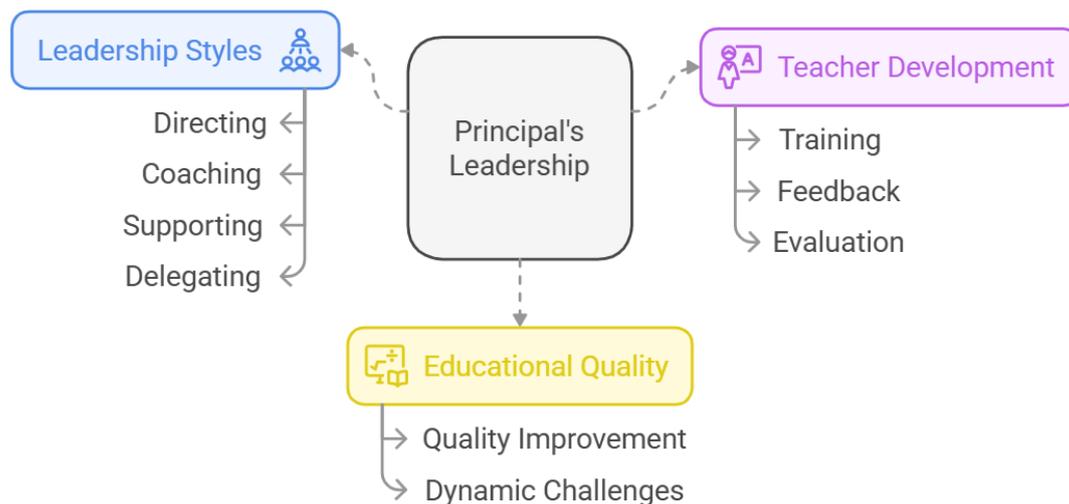
The application of situational leadership by the SMA Negeri 8 Banda Aceh's principal has created a conducive atmosphere for improving the quality of education. With a flexible and adaptive leadership style, the principal can handle the different needs of teachers at the school. The leadership style applied does not only depend on one model but is adjusted to the level of competence and readiness of each individual. Using the right approach, such as providing clear direction to novice teachers and giving freedom to experienced teachers, has proven effective in improving teaching quality and accelerating educational goals.

The principal at SMA Negeri 5 Banda Aceh implements the principles of situational leadership in order to improve the quality of education. With an approach based on the theory of Hersey and Blanchard, the principal at SMA

Negeri 5 understands the importance of adjusting leadership style to the needs and characteristics of individuals within the school. The leadership styles used include "directing," "coaching," "supporting," and "delegating," which are applied to various conditions and situations to improve teaching effectiveness. Like at SMA Negeri 8, the principal at SMA Negeri 5 also focuses on developing teacher quality through targeted training and regular evaluations and providing constructive feedback to help teachers develop.

The principal at SMA Negeri 5 often meets with teachers to evaluate and plan better teaching strategies. The principal identifies the needs of each teacher and adjusts the leadership style based on their respective stages of professional development. For example, the principal provides more direction and supervision for new teachers to help them understand school policies and effective learning strategies. Meanwhile, for experienced teachers, the principal provides greater freedom in designing teaching methods while providing support and constructive feedback. The principal at SMA Negeri 5 encouraged gradual improvement in the quality of education through an approach based on the principles of situational leadership.

The situational leadership implemented by the principal improved the quality of education similarly to that implemented at SMA Negeri 8. The principal at SMA Negeri 5 successfully adjusted his leadership style to the level of readiness and needs of the teachers, allowing each teacher to develop according to their potential. This approach has proven effective in improving the quality of teaching and ensuring that teaching at this school can develop according to the demands of the existing curriculum and education policies. Through regular evaluation and tailored training, the principal at SMA Negeri 5 not only improved the quality of education but also supported the continuous professional development of teachers.



**Figure 1. Principal's Leadership**

Figure 1 shows the application of situational leadership by principals based on Hersey and Blanchard's theory, which can improve the quality of education. Both principals applied an approach based on evaluating individual teacher needs

and the existing situation, resulting in significant improvements in the quality of teaching and school management. A flexible and adaptive leadership style allows principals to support teachers according to their level of professional development, either through direction, training, or giving freedom in designing teaching methods. The findings confirm that situational leadership can be an effective strategy for improving the quality of education, especially when facing the dynamic challenges in the education sector today. Applying the right leadership style according to situational needs can bring sustainable, positive school changes.

## Discussion

The results of this study indicate that the implementation of situational leadership by the principal at SMA Negeri 8 and SMA Negeri 5 Banda Aceh successfully increased students' motivation to learn independently. This aligns with previous studies showing that a Situational leadership style can increase student participation in the learning process (Ouyang et al., 2023; Yu et al., 2022). This study also supports other findings showing that leadership responsive to the context and conditions of students and teachers can increase students' self-confidence and independence in learning (El-Sabagh, 2021; Huang et al., 2022).

Students feel more motivated when allowed to choose learning methods and materials, according to research showing the importance of student autonomy in increasing their intrinsic motivation (Brown et al., 2022). Implementing situational leadership is also relevant to the concept of *Merdeka Belajar*, which emphasizes students' freedom to manage their learning. Although the research findings show that implementing situational leadership can increase student motivation, developing a more comprehensive leadership model is important to address the more diverse challenges in Indonesian education.

This research should be expanded by involving a wider variety of schools with different characteristics, such as schools with diverse levels of student ability or schools that focus on inclusive education (Juuti et al., 2021; Purwanto et al., 2023). In addition, although the principals in both schools have adopted a responsive leadership style, more research needs to be done to explore the teachers' roles in implementing this leadership style in the classroom (Anastasiou & Garametsi, 2021). In this regard, it is important to ensure that the principals are adaptive and that the teachers can implement the same situational leadership style in the classroom (Brown et al., 2022). Furthermore, research on how techniques or training for principals to hone their ability in implementing situational leadership also needs to be considered so that the implementation of the right leadership style can be more evenly distributed and have a positive impact on the entire education ecosystem.

Implementing situational leadership by principals can improve teacher professional development, especially in supporting independent learning initiated by the *Merdeka Belajar* policy. This study confirms that adaptive leadership styles, as implemented by principals at SMA Negeri 8 and SMA Negeri 5 Banda Aceh, improve teachers' teaching abilities by providing training, mentoring, and feedback appropriate to their competence level. This is in line with Hersey and

Blanchard's theory, which states that a leader must adjust his/her leadership style based on the level of readiness of his/her followers (Jerab, 2023; Yalçinkaya et al., 2021). Furthermore, this study supports other findings that emphasize the importance of ongoing professional development in improving the quality of learning (Sancar et al., 2021; Widayati et al., 2021). Providing support appropriate to teacher development needs—either more basic for novice teachers or more independent for experienced teachers—proves that situational leadership can create an environment that supports effective teacher learning.

The findings of this study indicate that the implementation of situational leadership by principals at SMA Negeri 8 and SMA Negeri 5 Banda Aceh has positively impacted the quality of education, which is in line with Hersey and Blanchard's theory. This study confirms that principals who can adjust their leadership style to individual needs, both new and experienced teachers, can improve the performance and quality of teaching in schools. This is consistent with previous studies stating that adaptive leadership can create a climate that supports teacher professional development and improves student learning outcomes (Anastasiou & Garametsi, 2021; Karlberg & Bezzina, 2022; Yalçinkaya et al., 2021). A flexible leadership style, which combines directive, supportive, and delegating approaches, effectively manages differences in school teaching needs. This study also shows that applying situational leadership allows principals to provide constructive feedback and conduct relevant training, which is important in continuously developing educational quality. The study results are expected to provide practical and theoretical contributions regarding situational leadership by principals in improving educational quality.

## CONCLUSION

Applying situational leadership theory by the principals of SMA Negeri 8 and SMA Negeri 5 Banda Aceh has improved the quality of education. Adaptive leadership, which refers to the style of directing, supporting, and delegating, has proven effective in managing the diversity of teacher needs according to their level of readiness and competence. This adjustment of leadership style improves teaching quality and supports teacher professional development through training, constructive feedback, and structured evaluation. Situational leadership can be an effective strategy for facing the educational sector's dynamic challenges.

However, this study also has limitations that need to be considered. This study only covered two schools in Banda Aceh. It did not identify external factors, such as education policies or socio-economic conditions, that may have influenced the implementation of situational leadership. Therefore, for further research, it is recommended to expand the scope of locations and include external variables that can provide a more comprehensive picture of the effectiveness of situational leadership in the educational context. In addition, further research is needed on the long-term impact of situational leadership style on student learning outcomes and the sustainability of teacher professional development in various school conditions.

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