

Literature Reviews: Role Situational Leadership in Improving Teacher Performance

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ABSTRACT

Teacher performance plays a role in increasing student motivation and learning outcomes. This research aims to provide an overview of the relationship between situational leadership and performance. The research method used is qualitative, with a literature review. Search for articles using Google Scholar with the keywords "situational leadership" and "employee performance." The articles selected were from 2016 to 2023. A total of 30 research articles were selected, and then an overview was provided. The research results found that 11 out of 30 articles stated an insignificant relationship between situational leadership and performance, and sustainability stated a significant relationship. Only 1 out of 30 articles researched had an educational nuance. Most research articles come from Indonesia. Future research can use mediation to link situational leadership with teacher performance, such as job satisfaction, work motivation, employee sustainability, organizational citizenship behavior, and total quality management.

Keywords: Leadership situational, Performance, Teacher

INTRODUCTION

Teachers have an important role in producing a young generation who is intelligent in terms of intellectual, emotional, and various other aspects of intelligence. Of course, not without a teacher will

regenerate the candidate's successor nation. Things important related to Teachers like teaching methods applied, effectiveness in teaching, and teacher characteristics (Suhaini et al., 2020). Therefore, one aspect that teachers need to have is good performance. Teacher performance plays an important role in improving student learning outcomes (Amtu et al., 2020). Teacher performance influences students' interest and motivation to excel in a subject (Tambunan et al., 2021).

Teacher performance is influenced by various factors. High and low motivation and Work discipline is a factor that determines the level of teacher performance (Fahmi et al., 2022). The magnitude of teacher performance depends on performance management factors and affective commitment to the organization (Van Waeyenberg et al., 2022). The threat of dismissal and incentives have been proven to play a role in improving teacher performance (Dee & Wyckoff, 2015). Existing literature has identified major influencing factors such as working conditions, administrative support, and student behavior that impact teacher performance (Tehseen & Hadi, 2015). Transformational leadership and motivation factors have a positive influence on improving teacher performance (Andriani et al., 2018). Organizational culture and the level of teacher trust act as determining factors for a teacher's performance (Fitria, 2018). The influence of the principal's situational leadership style on teacher performance has been confirmed (Ruslan et al., 2020). Leadership has received much attention over the past few decades due to the increasing responsibilities of school principals and the accountability-driven context in which they work (Daniëls et al., 2019). However, reviews that provide a general picture of the relationship between situational leadership and teacher performance are rarely conducted. The role of a leader is very important in reaching an objective organization through improving performance (Ridlwan et al., 2021).

Most principals in elementary schools were previously teachers. However, some of them do not undertake leadership training before taking on the role of school principal and often acquire skills as they carry out their work (Daniëls et al., 2019). Therefore, professional development in school leadership positions is a concern. Previous research suggests that measuring the degree of congruence between leaders' assessments and followers' self-assessments may be a key factor in determining the level of leadership development (Thompson & Glasø, 2015). Education leadership is often investigated from the narrow perspective of the theory itself or only from the theoretical perspective of the principal (Daniëls et al., 2019). Through that leadership style, a leader will be able to transfer several Values such as emphasis on groups, support from teachers and employees, risk tolerance, criteria for change, and so on, on the other hand, employees will form basic subjective perceptions. The values that exist in the organization are following the values that the leader wants to convey through his leadership style (Andriani et al., 2018). This research aims to see a picture of the relationship between situational leadership and performance Which Then will be applied to the teacher population in Indonesia.

METHODS

A qualitative design in the form of a literature review was applied in this research. The source is taken from Google Scholar with keywords search "situational leadership" and "employee performance."

As many as 300 choice titles were found in Google Scholar, but only 30 were found. Reference sources are limited from 2016 to 2023.

RESULTS AND DISCUSSION

Situational Leadership

The situational leadership approach argues that to be an effective leader, one must adapt his leadership style to meet the abilities and needs of his followers and characterizes leadership as having a direction and supporting components, and each must be applied to some degree depending on the situation (Arisman & Prihatin, 2021). The situational approach is a theory that attempts to find a middle way between views that state the existence of universal principles in organizations and management and views that argue that each organization is unique and has different situations, so it must be faced with a certain leadership style. Measured by the way leaders order, sell, participate, and delegate (Mustofa & Muafi, 2021). Situational leadership helps practicing managers and administrators determine what leadership style is appropriate at any given time as well as is based on the amount of direction the leader gives to subordinates, the amount of socio-emotional support the leader provides, and the level of maturity demonstrated by subordinates on the particular task given (Mulyana et al., 2022).

The dimensions of situational leadership include the following (Thompson & Vecchio, 2009): (1) Telling (instructional style leader) with the following indicators: Explaining each role, effective two-way communication, making decisions, additional instructions to clarify, (2) Selling (leader consultation style) with the following indicators: decisions and opportunities for clarification, followers level of followers, encouragement to improve subordinate performance; (3) Participation (leader style) with the following indicators: active listening, supporting subordinates in taking risks, giving praise to subordinates' task reports, building self-confidence; (4) Delegating (leader delegation style) with the following indicators: general description of tasks, monitoring subordinate activities, encouraging goal achievement.

Performance

The origin of the word performance is the word to perform, which means carrying out things or work achievements desired to carry out tasks in accordance is not quite enough to answer Good in a way quantity and quality (Kartini et al., 2020). Performance is defined as a form of behavior that can control workers to a place where the behavior is appropriate or inappropriate for the job (Fahmi et al., 2022). Performance is a goal-oriented process that aims to ensure that organizational processes are in place to maximize the productivity of teachers, teams, and, ultimately, the organization (Kadiyono et al., 2020). Teacher performance is a teacher's activities in carrying out tasks and obligations as teachers and educators in schools to achieve certain goals optimally (Hartiwi et al., 2020). Concerning teacher performance in the learning process, teacher performance is largely determined by students' teaching abilities and skills. See Table 1.

Table 1. Literature Reviews

No	Author and Year	Respondent	Research methods	Results
1	(Achmad, 2021)	Service Social Power Work and Transmigration in region Regency Bombana Sulawesi Province Southeast	Quantitative	Significant
2	(Afandy et al., 2022)	108 PT Midi Utama office employees Indonesia Tbk. Branch Hammer	Quantitative	No Significant
3	(Ariyanti et al., 2021)	Every units in University Country Malang with a sample size of 301 employees	Quantitative	Significant
4	(Faderi et al., 2022)	Office Subdistrict estuary Komam, Paser Regency, East Kalimantan	Qualitative	Significant
5	(Ferdianto et al., 2019)	116 employee sale credit micro-Bank Mandiri Jember employee.	Quantitative	Significant
6	(Ghazzawi et al., 2017)	150 employee House Sick in Lebanon North	Quantitative	Significant
7	(Haluk et al., 2016)	235 employees in Service Social and Settlement Province Papua	Quantitative	No Significant
8	(Hartono et al., 2018)	58 employee PT. Nindya Work (Persero) branch Makassar	Quantitative	Not significant
9	(Iswardhana, 2023)	100 employee Office Service Tax Jakarta	Quantitative	Significant
10	(Kustono, 2020)	315 worker company manufacture in East Java	Quantitative	Not significant
11	(Lubis et al., 2022)	PT PLN (State Electricity Company) Persero Labuhanbatu Regency Area	Quantitative	Significant
12	(Mustofa & Muafi, 2021)	44 Employee CV. Revelation in Cepu	Quantitative	Not significant
13	(Muttaqin et al., 2022)	210 employees still PT. POMI	Quantitative	No Significant
14	(Nasir, 2022)	62 employee Office Subdistrict Aunt West Riattang, Bone Regency	Quantitative	Significant
15	(Pasaribu & Goestjahjanti, 2022)	Employee SMEs amount 200 persons in Banten	Quantitative	Significant
16	(Rahmawati, 2016)	26 employees in the Service and Business Development (LPU) sector of RRI Bandung	Quantitative	Significant
17	(Reza et al., 2018)	63 auditor's millennials in Office Inspection BRI Malang	Quantitative	Significant
18	(Sustenance et al., 2019)	98 employee business trading Which spread in ten districts and cities of Central Java Province	Quantitative	Significant
19	(Sustenance et al., 2022)	99 employee PT. Inden Indonesia	Quantitative	Not significant
20	(Ridlwan et al.,	275 North Jakarta City Government fire	Quantitative	Not significant

	2021)	and	rescue officers.		
21	(Sabil et al., 2023)	107 employee	Which Work in various companies automotive	Quantitative	Significant
22	(Saeri & Rianse, 2021)	Body Land City Kendari		Quantitative	No Significant
23	(Selviasari, 2019)	52 employee PT. Bank People Indonesia (Persero), Tbk. Kediri Branch		Quantitative	Significant
24	(Setyorini et al., 2018)	64 employee Which Work in PT Bank People Indonesia (Persero) Tbk Office Denpasar Branch		Quantitative	Significant
25	(Siregar et al., 2022)	Bank Sharia Indonesia Rantaupapat		Quantitative	Significant
26	(Sunarni et al., 2023)	Employee UD Ony as much 60 people		Quantitative	Not significant
27	(Syafrina & Mon, 2024)	Generation Z		Quantitative	Significant
28	(Tangdigling et al., 2019)	98 ASN employees at the Polytechnic		Quantitative	Significant
29	(Wijaya et al., 2018)	75 employee PT. CIMB TRADE Kuningan Plaza Branch Office		Quantitative	Significant
30	(Wuryani et al., 2021)	70 people		Quantitative	Not significant

The literature used totaled 30 articles to be reviewed. A total of 29 articles use the quantitative method, and only one literature with the qualitative method. As many as 25 articles came from Indonesia, 1 article from Lebanon, 1 article was limited to millennial workers, and three articles did not explain the location. As many as 19 out of 30 articles stated There is a connection between situational leadership and performance. As many as 11 out of 30 articles stated that there was no relationship between situational leadership and performance. In Table 1, it can be seen that there is only 1 article that conducted research in the education sector, and most of it was carried out on limited liability companies.

Differences in research results occur because there are bridging factors in the relationship between situational leadership and performance. The influence of situational leadership on performance depends on motivational factors (Ferdianto et al., 2019). Situational leadership is not able to improve performance directly, but with motivation from workers, leadership can have an impact on performance (Haluk et al., 2016). Situational leadership must first increase employee voluntary behavior at work so that performance will be better, without voluntary behavior at work, the performance of employees will not increase (Hartono et al., 2018; Mustofa & Muafi, 2021; Muttaqin et al., 2022).

Situational leadership can improve performance, and the effect will be better when employees feel satisfied with their work (Iswardhana, 2023; Pasaribu & Goestjahjanti, 2022; Sabil et al., 2023; Setyorini et al., 2018). Situational leadership will only improve performance when through the role of total quality management (Kustono, 2020). Situational leadership can improve performance, and it will

be better if employee motivation gets attention (Reza et al., 2018). Situational leadership can improve performance directly or indirectly through employee engagement (Rezeki et al., 2019).

Situational leadership will only improve performance through job satisfaction factors (Mustofa & Muafi, 2021; Rezeki et al., 2022; Ridlwan et al., 2021; Sunarni et al., 2023). Situational leadership affects increasing performance, and the effect will be better through the role of organizational climate (Tangdigling et al., 2019). It is necessary to carry out further research on the relationship between situational leadership and performance using the mediation of job satisfaction, work motivation, organizational citizenship behavior, organizational climate, total quality management, and employee engagement in the education sector, especially school teachers, because it is still rarely done.

CONCLUSION

The majority of research designs are quantitative and dominated by research results from Indonesia. Differences in research results were still found in the relationship between situational leadership and performance, where 11 out of 30 articles stated that the relationship was not significant. Factors that determine the strengths and weakness of the relationship between situational leadership and performance include job satisfaction, work motivation, organizational citizenship behavior, organizational climate, employee engagement, and total quality management. Further research can be limited to quality articles, for example, indexed by Scopus and WOS. Future research could extend the search range for articles to enrich the gap results study. Researchers furthermore can fill in The gap in empirical results using mediating variables such as organizational commitment, psychological capital, psychological empowerment, and work stress, which has not been found in the results of the literature review.

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