

# Situational Leadership of the School Principal in Improving Teacher's Pedagogic Competence In Kindergarten Gugus 2 UPTD 1 Johan Pahlawan, West Aceh District, Indonesia

Syarifah Hardiyanti <sup>1</sup>, Nasir Usman <sup>1</sup>, Yusrizal <sup>1</sup>

<sup>1</sup> *Syiah Kuala University*

Jln. Teuku Nyak Arief, Darussalam, Banda Aceh, Aceh, 23111, Indonesia

DOI: [10.22178/pos.89-19](https://doi.org/10.22178/pos.89-19)

LCC Subject Category: L7-991

Received 20.12.2022

Accepted 29.01.2023

Published online 31.01.2023

Corresponding Author:

Syarifah Hardiyanti

[Syarifahhardiyanti22@gmail.com](mailto:Syarifahhardiyanti22@gmail.com)

© 2023 The Authors. This article is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/) 

**Abstract.** This study aimed to determine how the principal's instructive, consultative, participatory, and delegation styles improve teacher pedagogic competence in Kindergarten cluster 2 UPTD 1 Johan Pahlawan West Aceh District. This study uses a qualitative approach, namely the analysis and description of a symptom and phenomenon, attitudes, social activities and one's thoughts in both groups and individuals. According to the study, the principal's instructive style consists in improving teacher pedagogical competence. This can be seen in the principal's indicator of directing teachers to complete administrative tasks related to curriculum or syllabus development. The consultative style of the principal is more on the planning aspect of learning and implementation of knowledge. The principal's participative style increases teacher pedagogic competence on academic indicators. The delegation style of the principal delegates the task to a person deemed competent to complete the job when the top leaves school for official business and if the principal is sick.

**Keywords:** Situational leadership; pedagogic competence; education.

## INTRODUCTION

Education is an investment in the development of human resources because, with education, humans can improve their skills and abilities. Education contributes significantly to the progress of a nation and is a vehicle for translating the message of the constitution and a means of shaping the nation's character.

Leadership as one of the management functions is critical to achieving organisational goals. Leaders must face a variety of factors, such as structural or order, coordination, power, and organisational environmental conditions. According to [1] "Leadership is the process of influencing others to understand and agree on the needs that must be met and how to act on them, as well as the process of facilitating individuals and groups to try to achieve common goals". Every leader has their way or technique of running the wheels of leadership to achieve organisational goals.

The success of a school in improving the quality of education is strongly influenced by the principal's ability to lead his subordinates, especially

teachers. Therefore, principals must increase and develop the competence of teachers in their schools, especially in the aspect of pedagogical competence. Principals play an essential role in expanding the school's potential for both teachers to achieve school goals as expected. In carrying out its duties, principal leadership will try to implement appropriate policies for the school's success. The principal's policy is implementing his leadership style in leading the school. All subordinates, including teachers, will then perceive this leadership style.

The situational leadership style is more flexible in school operational conditions. Authors [2] state that "Situational leadership of school principals is based on skills in providing the intensity of guidance, direction, and socio-emotional support by school principals to subordinates or teachers and education personnel by taking into account their level of readiness and maturity". Then [3] revealed that "Principal leadership includes four styles including; telling style, selling style, participating style, and delegating style. Principals use the four styles in carrying out their

duties and responsibilities at school". The four basic styles in situational leadership style are essential for a principal in influencing teachers and education personnel.

Pedagogic competence is an important thing that teachers must master because academic competence is the main requirement in organising effective learning for students to achieve educational goals. According to Law no. 14 of 2005 concerning Teachers and Lecturers, Pedagogic competence is a set of knowledge, skills and behaviours that must be owned, lived and mastered by teachers or lecturers in carrying out their professional duties.

One of the main factors determining the quality of education is the teacher. Teachers are at the forefront of creating quality human resources. Teachers deal directly with students in the classroom through the teaching and learning process. The teacher is a learning manager responsible for planning, implementing, and assessing changes or improvements in the learning programme. Therefore, teachers must understand and master pedagogical competence. An effective and efficient learning process can be realised through optimal efforts from teachers. Teachers need to plan the learning process, assess learning outcomes, and follow up on the learning process results. In reality, the stages of the learning process still encounter many problems.

For example, many teachers still need to understand various learning strategies so that the learning carried out by some teachers is less varied. Then the teacher tends to only convey the subject matter in the learner textbook, without being accompanied by explanations and more contextual examples. Furthermore, the lesson plans teachers have are generally prepared with the KKG or copied without any modifications and revisions to adapt to the learners and the conditions of each school. Some teachers prepare lesson plans to fulfil administrative needs (promotion materials and teacher professional certification proposal materials), not to guide the learning process.

The success or failure of the implementation of educational programmes at the school level cannot be separated from the role of the principal as a leader. Principals need to apply a leadership style to the readiness of the teachers, where each teacher has a willingness to work that is different and very varied. Situational leadership is the right style to overcome the problems experienced by teachers according to the situation and

conditions of other teachers, so this leadership is considered very flexible to use. Then the principal is always expected to monitor the development of the teachers and supervise or coach them so that the teaching and learning process becomes effective. The quality of the principal's leadership in fostering these teachers is essential to improve pedagogical competence, which will impact the effectiveness of a learning process.

## METHOD

In this study, a qualitative approach was used. This research focuses on the principal's leadership in improving teacher pedagogical competence in Kindergarten Gugus 2 UPTD 1 Johan Pahlawan.

This study aimed to help principals, vice principals, supervisors and teachers. The issues of this study were principals and teachers who were involved in providing information related to the research conducted.

Research instruments intended as data collection tools in this study are a grid sheet equipped with interview guidelines in the form of questions, observation guidelines and documentation guidelines from all observation activities. The instrument includes aspects of responsiveness, can adjust and act as a reference for the author in collecting data.

In this study, researchers used descriptive-qualitative data analysis techniques, namely describing the data obtained through research instruments.

## RESULTS AND DISCUSSION

### Principal's instructive style in improving teacher's pedagogical competence

*Kindergarten in Padang City.* Based on the results of research conducted at the kindergarten, the principal has implemented a situational leadership style, where the indicators of the principal's role in the Instruction/telling style have been implemented, such as the principal giving orders to teachers always to make clear and complete learning programme administration tasks that can support improving teachers' pedagogical competence such as in the aspect of developing curriculum. Then the principal also directs teachers with low competence in pedagogical competence indicators before carrying out work.

According to [4] "The application of the Telling / commanding style, a leader shows behaviour that provides a lot of direction and little support. This leader provides specific instructions about roles and goals for followers and strictly supervises their duties". In this case, the leader limits the role of his followers and tells them what, how, when and where to carry out various tasks. According to [5] "This Instruction leadership style is indicated by the behaviour of leaders who are high in direction and support. In using this style, the leader still gives a lot of focus and makes almost the same decisions. This is followed by increasing two-way communication and supportive behaviour by listening to followers' feelings about decisions made and their ideas and suggestions. Although support is increased, control over decision-making remains with the leader. The leader solely undertakes problem-solving and decision-making initiatives. Problem-solving and decisions are announced, and the leader closely monitors their implementation".

*Nabila Kindergarten.* In pedagogical competence, the principal's instructive style at Nabila Kindergarten refers to directing learning administration tasks, including curriculum development, which has done its job. The teachers have also carried out the study before being ordered directly by the principal. The application of instructive style in this pedagogic competence factor is more to the teacher's aspect in planning the curriculum development process and the learning process in the classroom. According to [6] "The curriculum is a set of plans and arrangements regarding the objectives of content and learning materials, as well as the methods used as guidelines for organising learning activities to achieve certain educational goals". Planning learning activities is beneficial for teachers in directing and optimising the learning process to improve optimal child development.

Seeing the importance and benefits of planning the learning process, teachers need to recognise, learn and use learning process planning before carrying out the learning process. The author says, "Telling the leader can inform subordinates about how, when, and where these activities are carried out". The principal's task in curriculum development is to tell the teachers to create a curriculum related to the field of action by existing products. At this time, the curriculum used is the K13 curriculum. Good instruction and supervision are necessary for this stage of leadership. Team members need to receive a lot of direction from the leader, so clear steps must be taken. The

leader's job is to make final decisions to lessen the burden on members and help them progress. Therefore, the instructions given must be clear.

*Al-Ikhlâs Kindergarten.* Applying the principal's instructive style at Al-Ikhlâs Kindergarten has directed teachers to learn administrative tasks such as curriculum development. However, in the curriculum used, there has yet to be any improvement at all. It still uses the 2006 curriculum, not the K13 curriculum. However, the task of the head of the school is to mobilise teachers to revise the existing curriculum to the K13 curriculum with the direction and guidance of the head of the school because the teachers need more knowledge of reconstructing the K13 curriculum. According to [8], telling, namely when the leader behaves as "telling", then from this, it means that the task orientation of human resources can be said to be high, but the relationship between superiors and subordinates cannot be classified in the familiar category. So in practice, the leader formulates a role that will later be implemented for assistants by telling them what, when, how, and where activities and tasks are carried out. In other words, the leader's behaviour manifests and leads in a directive style. This style is applied to tell someone what, when, where, and how to do something and then the leader also closely monitors the person in teaching the target or task. But leaders must also value their transferable skills, initiative, and willingness to learn. According to [9], "Telling leadership situations occur when subordinates are unable to carry out tasks and are unwilling or afraid to try something new until they have to carry out a huge directing role and order what subordinates should do" Effective leadership with adaptive and flexible skills is considered as one way to lead an organisation can be done with situational leadership. What underlies the principal's situational leadership is the intensity of providing instructions, directing, providing socio-emotional support, and paying attention to the readiness and maturity of teachers and education personnel.

*Tripa English School Kindergarten.* Applying the principal's instructive style means telling the duties and functions to the teacher so that there is one-way communication. This model aims to enable educators to improve competence. The principle of English Schools applies this instructive style only to people who still need to understand pedagogical competence, such as new teachers. According to [4] "if a leader has a telling behaviour, it means that his task orientation can be

said to be high and combined with a superior-subordinate relationship that cannot be classified as familiar, although it is also not classified as a hostile relationship". In practice, what happens is that a leader formulates what role subordinates are expected to play by telling them what, how, when, and where activities are carried out. In other words, the leader's behaviour is manifested in a directive style [10]. An instructive leadership style is appropriate for teachers who are unable and unwilling to accept responsibility. Principals carry out strict supervision so that teachers can improve their performance. For this, the principal also needs to control and direct to remain good so that the style carried out is democratic.

The principal's instructive leadership style at Tripa English School Kindergarten is only in curriculum pedagogical competence. The teachers here often forget to make lesson plans, so the principal sometimes applies an instructive style. In implementing education in schools, principals with these characteristics are needed. Teachers and education personnel who are less capable and do not have the will must be balanced with the dominating attitude of the principal. Implementing learning in the current unstable educational climate will be difficult for teachers and education personnel who do not have high ability and willingness. Therefore a principal is needed who can diagnose teachers' or education personnel's readiness and maturity criteria.

### **Principal's consultative style in improving teacher pedagogical competence**

*Pembina Kindergarten Padang City.* The consultative style in the principal's leadership at the Pembina Kindergarten in Padang City in improving pedagogical competence is more on lesson planning and lesson implementation, such as the implementation of learning, such as aspects of the use of teaching media, learning programme activities, and learning methods. In this aspect, principals often provide opportunities for teachers to manage classes for each teacher. The goal is to train teachers, and leaders only offer direction.

Pedagogical competence in analysing the aspects and stages of development of what is needed, potential talents, and interests of early childhood, then also in the design of the early childhood development process according to the curriculum. Then in hearing the development of educational activities, determining the scope of the target as-

essment of the process and learning outcomes in early childhood. Mastery of these principles requires an educational learning process by teachers in implementing the actual learning process. According to [11], "One of the educational learning approaches is the PAIKEM approach (Active, Innovative, Creative, Effective and Fun Learning)". This approach must be reflected in learning planning, implementing and organising learning and learning assessment. Therefore, teachers must apply various innovative strategies, methods, techniques, and procedures to make students learn in a free situation or condition.

Some aspects of pedagogical competence teachers discuss more with the principal. According to [9], "At this stage, members need to improve their skills. They also need to deepen relationships and trust in leaders. This is the basis for making decisions based on consideration of team members' suggestions and paying attention to team members". Applying the Selling style, the leader exhibits behaviours that direct and provide much support. This style is referred to as consultation because in using this style, the leader still gives a lot of direction and still makes almost the same decisions, but this is followed by increasing the amount of two-way communication and supportive behaviour by trying to hear the feelings of followers and their ideas and suggestions. But still, the leader must continue to provide supervision and direction in the completion of the tasks of his followers. The author [12] says that in "consultative leadership style, leaders provide opportunities to dialogue together, provide direction, and to clarify and help subordinates to be in line with the leader's wishes".

*Nabila Kindergarten.* This consultative style is usually applied to teachers with a moderate ability level. In this case, teachers who do not have the will to carry out their duties and responsibilities or who have confidence and feel able to carry out their duties need to be supported by their work skills and knowledge. Thus, the consultation style tends to provide directive behaviour and support for teachers. According to [10], "Consultation means that the head of the school communicates effectively and maintains relationships with his work partners in the hope that the tasks that have been notified in the Telling model above can be carried out properly by work partners by the directions and instructions given. Siagan also reinforces this expression. The author [13] notes, "consultation is a leadership style that prioritises persuasive communication

and guides subordinates more to achieve educational goals in a school". The application of the principal's consultative style in the aspect of learning programme activities and learning methods is given the trust of being managed directly by the class teacher.

In contrast, for the actions of the learning activity programme outside the school, the ideas of the principal's teacher only support and direct it. Then, in applying this learning media, communication between the foundation and the principal could be more conducive, so media use is often not realised. In contrast, in supervising teachers, the principal is rarely done.

*Al-Ikhlhas Kindergarten.* Applying the principal's consultative style to teachers at Al-Ikhlhas Kindergarten has been implemented where teachers are trained in carrying out the learning process, creating learning methods in the classroom and designing for learning programme activities and evaluating the results of assessments in child development. However, facilitating learning media, namely the implementation of media in schools, still needs to be improved. There is no support from the principal because the head of the foundation is involved in providing media utilisation so that the media used is as it is. According to [13], the function of consultative leadership is two-way communication. At the first stage in making decisions, leaders often need material considerations that require consultation with the people they lead, who are considered to have various information materials needed in making decisions. The next stage of talk from the leader to the people he teaches can be done after the decision has been made and implemented. Facing teachers with a level of maturity or readiness requires skills from the principal with a good task focus to encourage teachers to work optimally. Then communication is also needed, whose purpose is to supervise and provide advice and decisions. Principals need to apply a leadership style to the teachers' conditions so that education implementation in schools can run smoothly.

*Tripa English School Kindergarten.* This consultative style is the principal's way of training orders and support. According to the results of interviews with principals regarding the consultative style, this style is beneficial for teachers to express the difficulties faced by teachers during the learning process. I, as the principal, can provide the right solution if the teachers have a problem managing teaching activities. This means that teachers often consulting with the principal can

also create a close relationship with teachers emotionally.

Then the principal supervising teachers at school must do it with different determinants. This is due to the institution's situation or the subordinates' readiness. In the evaluation action, the principal often gives feedback on the results obtained to the teacher. This is done so that the teacher can understand where each individual's mistakes and advantages lie.

### **The principal's participative style in improving teachers' pedagogical competence**

*Padang City Kindergarten.* Situational leadership participates principals as facilitators of teachers' tasks by creating two-way communication relationships, such as discussions with teachers and helping teachers deal with difficulties in carrying out their duties. The participation of the principal of TK Pembina Kota Padang in supporting teachers in learning activities can be seen from pedagogical indicators such as helping teachers in learning program activities, which are early childhood potential development programs to self-actualise, then supervising teachers in the process of child assessment results, evaluating early childhood development programs. The author [14] states, "Participating is doing things the leader wants. Their unwillingness is often due to a lack of confidence or insecurity. However, if they are competent but unwilling, their reluctance is a matter of motivation. Subordinates with this level of maturity need to open two-way communication channels to support followers' efforts to use the abilities they already have".

Principal leadership with this style of participation is also most often used by principals in the school environment where this leadership style includes all school members, namely teachers, in school programme activities such as one of the school programme activities there is a children's marching band as well as a theme peak and school service activities. Then the principal also often includes teachers in training by IGTKI or PAUDI teams or seminars and local works that can develop pedagogical competence. At this stage, teachers are competent in their skills. However, they still need more performance consistency and are not focused on the end goal. They are qualified but sometimes feel they need more work to do. This makes them feel insecure, and objections and leaders should support them to remove these insecurities and complaints. A

leader's support is needed. When a leader gives trust to team members, their confidence will increase, and they will not hesitate to establish good communication with the leader.

*Nabila Kindergarten.* This participative style is called participation because leaders and subordinates play a role in decision-making. Task efforts are unnecessary in this kind of maturity, but relationship efforts must be increased by opening two-way communication. In the application of the principal's participatory style in several indicators of pedagogical competence, the role of the principal participates in the activities of learning programs outside the school. Then in the hand of the application of Information Technology, the principal has not been able to facilitate it because the foundation still needs to provide it. Then for training that can develop the pedagogical competence of teachers at Nabila Kindergarten, they rarely participate because they rarely get opportunities from the education office and organisations such as IGTKI and the PIAUDI Team. According to [10], the participative leadership style says:

- 1) Leaders and subordinates are equally involved in decision-making and problem-solving or when the leader will make decisions.
- 2) Leaders give subordinates the freedom to carry out work.
- 3) Relationships with subordinates are well established and in an atmosphere full of friendship and mutual trust.
- 4) Motivation given to subordinates is based on economic considerations and on the importance of assistants in carrying out organisational tasks.

In carrying out this function, principals try to activate the people they lead, participating in making decisions and carrying them out. The leader's participation must remain in the process as a leader and not implementation. The author [9] conveys "The ability possessed by a leader in his involvement with subordinates for decision making where a leader makes it easy for subordinates because they have the knowledge and ability to complete their tasks".

*Al-Ikhlâs Kindergarten.* Implementing the participatory style is called because leaders and subordinates play a role in decision-making. Task efforts are unnecessary in this kind of maturity, but relationship efforts must be improved by opening two-way communication. The participatory style of the principal in improving pedagogical

competence is minimal because the foundation plays a role in all processes in the school. Then if there is communication between the principal and teachers, it is good, but the principal's contact with the foundation could be better. The effect of the disharmony between principals and teachers is that this needs to be clarified in making decisions that will be followed. This is one of the things that can reduce teachers' pedagogical competence, so teachers need to be more professional in teaching. According to [10], participating means that the principal in leading is oriented towards the assigned tasks while maintaining good relationships with his partners. This behaviour invites partners to play an active role in completing the work given, including decision-making. So the principal acts as a facilitator when their partners carry out the decision-making process to carry out their respective tasks. According to Harsey and Blanchard's leadership theory, this style supports. Leaders and individuals make decisions together. The leader's role is facilitating, listening, concluding, encouraging, and funding. Using this style, leaders and followers exchange ideas in problem-solving and decision-making. Two-way communication is enhanced, and the leader must listen actively. The responsibility of problem-solving and decision-making lies mainly with the followers. This is natural because followers can carry out the tasks.

Principal participation in assisting teachers in learning activities can be seen from pedagogical indicators such as assisting teachers in learning programme activities who supervise teachers in the learning programme. Then evaluating the early childhood development programme, principals often provide feedback to teachers specifically to improve the development of children's learning activities. This participation style can create a harmonious relationship between principals and teachers, as shown by the intensity of communication. Not infrequently, the principal asks for the opinions and input of teachers in improving any matters concerning learning programme activities. Then the principal also always provides motivation, appreciation, advice, and a positive teacher mandate.

*Tripa English School Kindergarten.* Supervision and direction are the duties of a principal, which is how the principal participates in knowing and involving himself with the teacher about the tasks to be given. This is to improve a conducive work situation. Situational leadership participates principals only as facilitators of teacher tasks by creating two-way communication rela-

tionships, such as discussions and consultations with teachers and helping teachers deal with difficulties in carrying out their duties. According to [4], "Participating is the behaviour of a leader, in this case, is a low task orientation combined with intensive superior-subordinate relationships. The most obvious manifestation of such behaviour is that the leader actively invites his subordinates to participate in decision-making. This means that the leader only plays the role of a facilitator to facilitate the assistants' tasks, which, among others, is done using effective communication channels. The author [1] states "Participative or supportive style because principals no longer need to do much in encouraging teachers and education personnel in carrying out their duties and obligations, because they already have competent abilities, they only need to establish good communication and share ideas with the principal so that their commitment and self-confidence increase. In participative leadership, principals also often motivate teachers to create fun learning, and principals encourage and support teachers in creating learning programmes that are creative, innovative and fun for children. Principal leadership with this participation style is also often used by principals in the school environment. This leadership style includes all school members, namely teachers, in school programme activities such as one of the school programme activities.

### **Principal's delegative style in improving the pedagogical competence**

*Padang City Kindergarten.* This style is called delegation because leaders discuss problems with subordinates to reach an agreement on the definition of the problem. Then the decision-making process is delegated entirely to subordinates. According to [6], "Delegative leadership is the leader discussing the problems faced with subordinates and then delegating decision making and problem-solving to subordinates". Leaders provide ample opportunities for subordinates to exercise control over their tasks because they have the ability and confidence to develop responsibility for directing their behaviour.

*Nabila Kindergarten.* The application of the principal's delegation style at Nabila Kindergarten for pedagogical competence has also been fully given to teachers. The principal's delegation style is the most dominant because the principal has dele-

gated all aspects of pedagogical competence to teachers. The principal's job is to direct, supervise, and guide teachers in improving pedagogical competence. The author [5] notes, "Leadership with a delegating style is applied to subordinates who have a high level of maturity, namely able and willing. Thus a low-profile "delegation" style that provides little direction or support has the highest level of effective possibility. Subordinates can decide how, when, and where to do the work. This style involves low work relationship behaviour and low task behaviour."

*Al-Ikhlâs Kindergarten.* This delegation leadership style has been applied relatively by the principal to the teacher. As in the learning activities process, the principal allows teachers to manage learning activities according to their innovations. This style is applied if the ability and willingness of subordinates are high. This style is called delegating because assistants can conduct their activities through general supervision. This is usually done if the associates are at a high level of maturity. In this level of maturity, task efforts are only needed occasionally as our relationship efforts. According to [12], "The principal monitors the work of the teacher. The principal gives full responsibility to the teacher in completing the work". According to [13], states "Leaders can allow children to make decisions and be able to take responsibility. Leaders can delegate their findings to their subordinates because leaders believe in the level of readiness possessed by their associates and are responsible for what they decide (weak relationships, light tasks)".

From the above, it can be concluded that the leader does not use his time and effort by doing the same job as his followers but concentrates more on planning, directing, and providing instructions and explanations to them about a job. Then situational leadership in relationship behaviour, according to [5], says, "a leader's behaviour who wants to maintain personal relationships between himself and group members by opening broad lines of communication, delegating responsibilities and allowing subordinates to use their potential. This is characterised by social-emotional support.

From the above opinion, a leader always tries to maintain good relations with his followers through communication. Leaders provide socio-emotional support by listening to their followers' complaints. In addition, leaders also motivate so that followers become confident and willing to participate in every job. The author [14] explains,

"Supportive task behaviour that correlates with effective leadership includes paying attention to trust and trust, acting friendly and caring, trying to understand problems, helping to develop followers, showing appreciation for followers' ideas and giving recognition to followers' contributions and successes".

This relationship-oriented behaviour is similar to the behaviour called "consideration" in leadership studies conducted by Ohio State University. Then the Michigan Study also found that influential leaders tend to use general supervision rather than strict control. This means that leaders set goals and general guidelines for followers, provide some autonomy, decide how to do a job, and determine work goals. From the explanation of task behaviour and relationship behaviour, it is concluded that good leadership should pay attention to both behaviours. A leader must provide instructions and directions on how to do a task, when and who should be responsible, offer support and encouragement, and be willing to listen to the opinions of his followers.

Based on the theoretical basis, it is revealed that a leader has an excellent situational leadership style, which is a technique used by leaders who will influence subordinates to achieve organisational goals by using a leadership style approach, instructive, consultative, participative, and delegation. Then the teacher will carry out his teaching duties well. This is the opinion of [7] "the determining factor for the success of a leader includes leadership techniques, namely how a leader can create a situation that causes the people he leads to raising awareness to carry out what a leader wants". Based on situational leadership theory, the Hersey and Blanchard model explains the concept of the relationship between effective leadership behaviour and individual maturity in carrying out their duties and responsibilities. Maturity here is intended to describe the readiness and ability of members or subordinates to carry out the tasks set by the leader.

Implementing the principal's situational leadership style in improving the pedagogical competence of kindergarten coaches is well applied. The situational leadership style of the principal in its implementation, cooperation, motivation and openness in helping teachers in the learning process. In situational leadership, improving pedagogical competence is more dominant in instructive, consultative and participative styles. The researcher also considered that the situational

leadership of Hersey and Blanchard has many advantages compared to other situational leadership because this leadership requires flexibility. Then the researcher sees that this situational leadership theory can be applied in any field, including education.

## CONCLUSIONS

Based on the results of the research, it can be concluded as follows:

1. Kindergarten Gugus 2 UPTD 1 Johan Pahlawan implemented the principal's instructive style. This can be seen in the indicator that the principal directs teachers to complete administrative tasks related to curriculum or syllabus development. In developing this curriculum, the principal wants to make changes for schools that still use the old version, namely the 2006 curriculum (the principal intends to use the K13 curriculum).
2. The consultative style in the principal's leadership in kindergarten Gugus 2 UPTD 1 Johan Pahlawan is more on learning planning and implementation, such as learning media utilisation, learning programme activities, and learning methods. The principal indirectly introduces them to improve their skills in creating fun lessons for children and creating educational media according to their ideas.
3. Principal participative style in Kindergarten Gugus 2 UPTD 1 Johan Pahlawan consists in learning program activities which are early childhood potential development programs to self-actualise, then supervising teachers in the process of child assessment results, evaluating early childhood development programs where this goal will affect the child's development stage. To improve pedagogical indicators, teachers need to have knowledge and insight and be able to create new ideas.
4. The Principal's Delegation Style in Improving Teacher Pedagogical Competence in Kindergarten in Kindergarten Gugus 2 UPTD 1 Johan Pahlawan. Principals use the delegating dimension sparingly.

## Acknowledgements

Thank you to the leadership of TK Pembina Johan Pahlawan, who has helped and given permission to provide research data.

**REFERENCES**

1. Indrawan, I. (2020). *Guru Sebagai Agen Perubahan* [Teachers as Agents of Change]. Lakeisha: Jateng (in Indonesian).
2. Putra, R. S., Murniati, A. R., & Bahrin. (2017). *Strategi Peningkatan Mutu Pendidikan pada SMA Negeri 3 Meulaboh Kecamatan Johan Pahlawan Kabupaten Aceh Barat* [Strategies for Improving the Quality of Education at SMA Negeri 3 Meulaboh, Johan Pahlawan District, West Aceh Regency]. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 5(3), 161–166 (in Indonesian).
3. Rahmat, A. S. (2019). *Strategi Belajar Mengajar* [Teaching and Learning Strategy]. Depok: Rajawali Pers (in Indonesian).
4. Sulaiman, M. (2017). *Efektivitas Pelaksanaan Tugas Pengawas Dalam Meningkatkan Mutu Pendidikan Pada Sekolah Dasar Lingkungan Uptd Suku I Disdikpora Kota Banda Aceh* [The Effectiveness of Supervisory Duties in Improving the Quality of Education in Elementary Schools within the Uptd Suku I Disdikpora of Banda Aceh City] (Marter's thesis; Universitas Syiah Kuala). Retrieved from [https://etd.unsyiah.ac.id/index.php?p=show\\_detail&id=31624](https://etd.unsyiah.ac.id/index.php?p=show_detail&id=31624) (in Indonesian).
5. Sukenda, A. (2019). *Profesi Kependidikan* [Educational Profession]. Semarang: Pilar Nusantara (in Indonesian).
6. Widyoko. (2017). *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik dan Calon Pendidik* [Evaluation of Learning Programmes A Practical Guide for Educators and Prospective Educators]. Yogyakarta: Pustaka Pelajar (in Indonesian).
7. Yufrinalis, M. (2021). *Pendidikan Profesi Keguruan dan Teknologi Pendidikan* [Professional Education and Educational Technology]. Bandung: Media Sains Indonesia (in Indonesian).
8. Malikhah, S., Winarti, W., Ayuningsih, F., Nugroho, M. R., Sumardi, S., & Murtiyasa, B. (2022). *Manajemen Pembelajaran Matematika pada Kurikulum Merdeka* [Maths Learning Management in Merdeka Curriculum]. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5912–5918. doi: [10.31004/edukatif.v4i4.3549](https://doi.org/10.31004/edukatif.v4i4.3549) (in Indonesian).
9. Gafur, A., & Miskan. (2021). *Kepemimpinan Kepala Sekolah Strategi Peningkatan Etos Kerja Guru PAI* [Principal Leadership Strategy to Improve Work Ethic of PAI Teachers]. *Jurnal Pendidikan Tambusai*, 5(3), 6488–6494 (in Indonesian).
10. Wagiran. (2019). *Metode Penelitian Pendidikan: Teori dan Implementasinya* [Educational Research Methods: Theory and Implementation]. Yogyakarta: Deepublish (in Indonesian).
11. Marmoah, S., Istiyati, S., Mahfud, H., Supianto, S., & Sukarno, S. (2022). *Persepsi Guru terhadap Implementasi Program Sekolah Penggerak di Sekolah Dasar* [Teachers' Perceptions of the Implementation of the Mobilising Schools Programme in Primary Schools]. *Dwija Cendekia: Jurnal Riset Pedagogik*, 6(2), 361. doi: [10.20961/jdc.v6i2.65122](https://doi.org/10.20961/jdc.v6i2.65122) (in Indonesian).
12. Safitri, D. (2019). *Guru Profesional* [Professional Teacher]. Riau: Indragiri (in Indonesian).
13. Lince, L. (2022). *Implementasi Kurikulum Merdeka untuk Meningkatkan Motivasi Belajar pada Sekolah Menengah Kejuruan Pusat Keunggulan* [Implementation of Merdeka Curriculum to Increase Learning Motivation at the Centre of Excellence Vocational High School]. *Prosiding Seminar Nasional Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai*, 1, 38–49. doi: [10.47435/sentikjar.v1i0.829](https://doi.org/10.47435/sentikjar.v1i0.829) (in Indonesian).
14. Usman, M. (2018). *Menjadi Guru Profesional* [Becoming a Professional Teacher]. Bandung: Remaja Rosdakarya (in Indonesian).