

Situational Leadership, Contingency, Organizational Effectiveness, and Adaptation to Curriculum Change

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Abstract

The study results show that situational leadership plays a crucial role in determining leadership strategies and styles appropriate to the teacher's level of preparedness and the school's organizational conditions of contingency theory provides an understanding that leadership effectiveness depends on the fit between leadership style and organizational situation. Both complement each other in creating organizational effectiveness, which is characterized by increased teacher performance, team collaboration, and the achievement of educational goals. Furthermore, adapting to curriculum changes requires adaptive, communicative, and visionary leadership to manage change, minimize resistance, and build a culture of innovation within the school environment. Therefore, integrating situational leadership and a contingency approach is an effective strategy for strengthening educational organizations' ability to navigate curriculum change. Thus, flexible and contextual educational leaders play a strategic role in creating resilient, responsive organizations oriented toward improving educational quality in the current era of educational transformation.

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1. INTRODUCTION

Education is a key pillar in building a nation's civilization. As time goes by, the education system is required to continuously adapt to social, economic, technological, and cultural changes. One of the most significant forms of adaptation in education is curriculum change. This change impacts not only the content of learning but also all aspects of education management—from learning strategies and assessment to school leadership.

In this context, educational leadership plays a crucial role. Leaders, particularly principals, function not only as administrators but also as agents of change responsible for ensuring the effective transition of the curriculum. However, change doesn't always go smoothly; it often faces teacher resistance, limited resources, and a lack of organizational readiness in schools. Therefore, a leadership style that can adapt to various situations and conditions is required.

One relevant approach to addressing these dynamics is situational leadership. This theory emphasizes that no single leadership style is ideal for all situations; a leader's effectiveness depends largely on their ability to adapt their leadership style to the level of readiness, ability, and motivation of organizational members. In the context of curriculum change, principals who understand the principles of situational leadership will be better able to determine when to be assertive, participatory, or delegative toward teachers and other educational staff.

In addition to situational leadership, contingency theory also provides a strong conceptual framework for understanding leadership effectiveness in educational organizations. This theory explains that leadership effectiveness is determined not only by the leader's personality or style, but also by the fit between that style and the organizational situation. Factors such as the relationship between leaders and members, task structure, and position power are key determinants of leadership success. By understanding contingency theory, a principal can better understand the context of their organization before making strategic decisions, particularly during the implementation of a new curriculum.

Both leadership approaches contribute directly effectiveness of educational organizations. Organizational effectiveness is achieved when all elements of the school are able to work harmoniously to achieve common goals. Adaptive, communicative, and collaborative leadership will create a positive work climate, increase teacher motivation, and strengthen commitment to change. In the long term, this will impact the quality of learning and student learning outcomes.

However, organizational effectiveness is not only measured by achieving short-term goals, but also by its ability to adapt to environmental changes, including curriculum changes that continually evolve to meet the needs of the times. The Independent Curriculum currently implemented in Indonesia, for example, demands teacher creativity and independence in developing competency- and character-based learning. Adapting to this new curriculum requires leadership capable of managing change strategically and sustainably.

Thus, it is important to understand the interrelationships between situational leadership, contingency theory, organizational effectiveness, and adaptation to curriculum change. These four concepts complement each other and play a crucial role in building a resilient, flexible, and responsive education system to the challenges of the times. This article aims to theoretically examine the relationship between these concepts and provide an overview of how adaptive leadership can enhance the effectiveness of educational organizations in addressing curriculum change.

2. RESEARCH METHOD

This study used a qualitative approach with field research methods. This approach was chosen because the researchers wanted to understand in-depth how the application of situational and contingency leadership improves organizational effectiveness and adapts to curriculum changes in the school environment. This research was conducted in a State Elementary School (SDN) or certain educational institutions (for example: SDN 1 Sukarara) that have implemented the Independent Curriculum, with the main informants consisting of the principal, teachers, and education staff. Data collection was carried out through direct observation, in-depth interviews, and documentation studies of managerial activities, learning processes, and internal school policies. Data analysis was carried out interactively using the Miles and Huberman (1994) model, which includes data reduction, data presentation, and conclusion. Data validity was maintained through triangulation of sources and techniques, as well as member checks with informants to ensure the accuracy of data interpretation. The results of this study are expected to provide an empirical picture of the application of adaptive and flexible leadership in facing the dynamics of curriculum change, as well as provide practical recommendations for school principals and policy makers.

3. THEORETICAL STUDY

Situational Leadership, Contingency, Organizational Effectiveness, and Adaptation to Curriculum Change

1. Brief Introduction

This theoretical review examines key concepts such as situational leadership, contingency theory, organizational effectiveness, and adaptation to curriculum change. Each theory is examined to understand the relationships between variables in the educational context, particularly within the school environment. Curriculum change demands flexible, effective, and adaptive leadership skills to maintain the effectiveness of educational organizations.

2. Situational Leadership

According to Hersey and Blanchard (1982), situational leadership emphasizes that no single leadership style is most effective in all situations. A leader must adapt his or her leadership style to the level of readiness of his or her subordinates, which consists of their ability and willingness to carry out tasks.

In the educational context, principals need to assess teachers' readiness to face curriculum changes. In the initial stages of implementing a new curriculum, leaders need to be directive to provide clear direction. As teachers' competencies improve, their leadership style can shift to a participatory and delegative style to foster a sense of responsibility and independence.

3. Contingency Theory

The contingency theory developed by Fiedler (1967) states that leadership effectiveness depends on the fit between leadership style and the situation at hand. Situational factors include leader-member relations, task structure, and the leader's positional power.

In the school context, the effectiveness of a principal's leadership is greatly influenced by organizational conditions, such as the level of complexity of curriculum changes, teacher work culture, and resource support. Therefore, principals need to recognize these conditions. environment and adapt his leadership style in order to create an effective and optimal organization.

4. Organizational Effectiveness

Organizational effectiveness describes the extent to which an organization is able to achieve its stated goals. According to Robbins & Judge (2017), effectiveness can be measured using several approaches, namely: the Goal-attainment model, which focuses on achieving measurable goals. Systems resource model, which assesses an organization's ability to acquire and utilize resources. Internal process model, which emphasizes internal stability and coordination. The stakeholder model, which considers the satisfaction of all stakeholders. In the school context, organizational effectiveness is reflected in student success, teacher and parent satisfaction, and the school's ability to adapt to curriculum changes.

5. Adaptation to Curriculum Changes

Fullan (2007) explains that the success of educational change depends heavily on effective leadership and the organization's ability to adapt. The process of adapting to curriculum change involves four main stages: awareness and understanding – teachers understand the direction and purpose of the change. Acceptance – teachers and staff begin to accept the change as necessary. Implementation – changes begin to be applied in learning activities. Institutionalization – changes become part of the school culture. The principal plays a crucial role in each stage, providing support, training, and creating a work environment open to innovation.

6. Relationships between Concepts

Situational leadership and contingency theory provide a basis for leaders to determine the appropriate style for the organizational context. Transformational leadership adds the inspirational dimension needed to drive change. All of these factors contribute to organizational effectiveness, which ultimately influences successful adaptation to curriculum changes.

The effectiveness of an organization is not only determined by leadership strategy, but also by the ability of all members of the organization to adapt to dynamic education policies.

Discussion

Situational leadership and contingency theory play a crucial role in enhancing the effectiveness of educational organizations, particularly in the face of curriculum change. As leaders, principals must adapt their leadership style to the conditions, character, and readiness of their teachers. In certain situations, leaders need to be directive to provide clear direction, while in others, they need to be more participatory so that teachers feel involved in the change process.

Contingency theory asserts that no single leadership style is most effective in all situations. Leadership effectiveness depends on the fit between the leader's style and the situational context. In the context of curriculum change, an adaptive principal is able to adjust strategies and approaches to ensure the process runs smoothly. The effectiveness of a school organization is determined by the ability of all members of the school community to work together to achieve common goals. Visionary and flexible leaders are able to create a collaborative, innovative, and responsive work environment to new challenges. This type of leadership will improve teacher motivation, performance, and the quality of learning.

Adapting to curriculum changes requires communicative and supportive leadership. Principals must be able to act as facilitators, guides, and motivators for teachers in understanding and implementing the new curriculum. Therefore, effective and adaptive leadership is key to the success of educational organizations in navigating the dynamics of ever-evolving curriculum policies.

4. CONCLUSION

Situational leadership and contingency theory are highly relevant strategic approaches in modern education. Principals who adapt their leadership style to the situation, character, and readiness of teachers will be more effective in leading change processes, particularly when facing curriculum transformation. The effectiveness of an educational organization is determined not only by its structure and systems, but also by the leader's ability to create synergy among all school components. Flexible, communicative, and adaptive leadership are key factors in building a collaborative and innovative work culture.

Furthermore, adapting to curriculum changes requires principals to act as change agents capable of directing, motivating, and supporting teachers in implementing new policy-based learning. Thus, situational and contingency leadership are not merely management theories, but real-world practices that determine the success of educational organizations in achieving high effectiveness and adaptability to the dynamics of changing educational policies.

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