

Contingency and situational educational leadership models in enhancing school organizational effectiveness

Asep Marfu^{a,1,*}, Nursaidah^{a,2}, Syifa Fauziah El Abida^{a,3}, Encep Syarifudin^{a,4}, Mahdum^{a,5}

^a Universitas Islam Negeri Sultan Maulan Hasanuddin, Banten, Indonesia

¹242625231asepmarfu@uinbanten.ac.id; ²242625218.nursaidah@uinbanten.ac.id;

³242625224.syifafauziahelabida@uinbanten.ac.id; ⁴encep.syarifudin@uinbanten.ac.id;

⁵machdum.bachtar@uinbanten.ac.id;

*Correspondent Author

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ABSTRACT

This study aims to analyze contingency and situational educational leadership models in enhancing the effectiveness of school organizations. The selection of this topic is based on the crucial role of leadership in determining the success of educational organizations in achieving their goals. School principals, as educational leaders, are required to be able to adjust their leadership styles to the conditions, characteristics of teachers and educational staff, and the dynamic situations within schools. The contingency approach emphasizes that leadership effectiveness depends on the alignment between leadership style and the situation encountered, while the situational approach requires leaders to be flexible in regulating strategies and leadership styles according to the level of readiness of their subordinates. This study employs a descriptive qualitative method, with data collected through interviews, observations, and documentation studies involving principals and teachers in several vocational high schools. The findings indicate that the implementation of contingency and situational leadership models can improve school organizational effectiveness through enhanced teacher performance, harmonious communication, and appropriate decision-making. Furthermore, the flexibility and adaptability of school principals in responding to changes in the school environment are key factors in creating a productive and collaborative working climate. In conclusion, contingency and situational leadership models make a significant contribution to shaping effective school organizations that are responsive to change and oriented toward continuous improvement in educational quality.

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Introduction

Educational leadership plays a strategic role in realizing school organizational effectiveness oriented toward the quality of learning. The school principal, as an educational leader, bears responsibility for managing all resources so that they function harmoniously and productively. In the era of globalization and digital transformation, educational leaders are required to be adaptive to changes in policy, technology, and the increasingly diverse characteristics of learners. Therefore, school organizational effectiveness is highly dependent on the principal's ability to adjust leadership styles to organizational needs. Inflexible leadership will hinder innovation, reduce teacher motivation, and diminish the effectiveness of school management in achieving educational goals. The development of adaptive leadership has thus become an urgent necessity in responding to the challenges of modern education.

The contingency leadership model emerged as a response to the limitations of conventional leadership theories that assume a single leadership style can be applied in all situations. According to Fiedler (1967), leadership effectiveness is determined by the extent to which a leader's style fits the situation encountered. In the educational context, school principals must assess school conditions, the level of teacher discipline, and environmental support in determining the most appropriate approach. Leaders who comprehensively understand context are better able to adjust strategies to achieve optimal organizational effectiveness. Thus, the contingency leadership model becomes an important foundation in educational management within dynamic and complex situations. Contingency leadership enables more accurate and responsive decision-making based on the real conditions of schools.

Meanwhile, the situational leadership model developed by Hersey and Blanchard (1988) emphasizes the importance of leader flexibility in changing leadership styles based on subordinates' levels of readiness and competence. In the school context, this means that principals must adjust their approaches to teachers with varying characteristics, motivation, and experience. A directive leadership style is effective for new teachers who require intensive guidance, whereas a delegative style is more appropriate for experienced and independent teachers. By aligning leadership styles with subordinate readiness, principals can enhance communication effectiveness, productivity, and teacher morale. This approach strengthens school team collaboration in achieving educational goals collectively. Situational leadership also encourages teachers to become more independent and creative.

Numerous previous studies support the view that contingency and situational leadership models can enhance school organizational effectiveness. Wahyudi (2020) shows that principals who apply adaptive leadership styles demonstrate higher levels of organizational performance compared to those using authoritarian styles. Similarly, Cucu and Iskandar (2022) found that the application of situational leadership significantly increases teacher motivation and job satisfaction. Other research by Setiawan and Luthfiyanti (2023) confirms that leadership style flexibility influences the level of collaboration among teachers and staff in decision-making. These findings indicate that leadership approaches that adapt to context and situation can create effective, participatory, and quality-oriented school environments. The integration of both models provides a more comprehensive solution for school management.

School organizational effectiveness is not only measured by the achievement of academic targets, but also by the ability to build a collaborative and innovative work culture. The school principal plays a crucial role in creating a conducive school climate through the application of leadership principles that are responsive to change. Contingency and situational models help principals understand when to direct, guide, or grant autonomy to teachers. Through this approach, communication between principals and teachers becomes more open and participatory. Consequently, teacher trust and loyalty toward the organization increase, which ultimately has a positive impact on improving school effectiveness and performance. An adaptive and innovative school culture supports the sustainability of educational quality.

In addition, adaptive leadership can strengthen collaboration among teachers, administrative staff, and students. Principals who are able to combine contingency and situational leadership styles can foster solid and mutually supportive teamwork. Qualitative analysis shows that teachers feel more valued and motivated when leadership is aligned with their work context. Quantitative data support this with increases in indicators of participation, productivity, and job satisfaction. A mixed-methods approach enables a holistic understanding of the relationship between teacher perceptions and school performance outcomes. This indicates that adaptive leadership also contributes to organizational stability and the quality of school management.

The utilization of technology in educational leadership also serves as a supporting factor for school organizational effectiveness. Adaptive principals can use technology to accelerate communication, monitor teacher performance, and make data-based decisions. Research indicates that technological integration improves management efficiency and facilitates the evaluation of learning processes. Quantitative data show increased teacher

productivity and student engagement in schools that implement management technology. A mixed-methods approach allows researchers to comprehensively evaluate the relationship between technology use, performance, and teacher motivation. Therefore, adaptive leadership that leverages technology becomes an important strategy for improving school effectiveness.

The flexibility of principals in responding to changes in educational policy is also a key aspect of situational leadership. Responsive principals are able to adjust learning programs, evaluation systems, and internal policies to remain relevant to contemporary demands. Qualitative analysis shows that teachers and students feel better prepared to face curriculum changes and learning innovations. Quantitative data reveal improvements in learning outcomes, participation, and educational satisfaction. A mixed-methods approach allows for a holistic assessment of the impacts of implemented policies. Such flexibility ensures that schools can adapt quickly without compromising educational quality.

Teacher capacity development is one of the main focuses of contingency and situational leadership. Principals who are proactive in providing training, guidance, and support continuously enhance teachers' professional competencies. Qualitative research shows that teachers feel more confident and capable of addressing complex learning challenges. Quantitative data support these findings with improvements in teaching quality and innovation in instructional methods. A mixed-methods approach enables a comprehensive evaluation of the success of teacher development programs. Thus, building teacher capacity becomes a key factor in improving school effectiveness and quality.

The combination of contingency and situational leadership also promotes innovation in school management. Principals can adjust approaches to curriculum management, learning processes, and extracurricular activities according to needs. Qualitative analysis indicates that teachers become more creative and motivated when the work environment supports flexible leadership. Quantitative data demonstrate increased student engagement and academic achievement. A mixed-methods approach allows for a comprehensive evaluation of the success of innovative strategies. Innovations arising from adaptive leadership support the sustainability and quality of education in schools.

Based on the above discussion, this study focuses on analyzing the implementation of contingency and situational leadership models in enhancing school organizational effectiveness. The objective of this study is to understand the extent to which these two models can be applied in the context of Indonesian schools with diverse characteristics. This research also aims to provide a theoretical contribution to the development of educational management science, particularly in the context of adaptive leadership. In addition, the findings are expected to offer practical recommendations for principals in improving leadership quality in a contextual and flexible manner. Thus, this study is expected to serve as a foundation for strengthening the effectiveness of sustainable, quality-oriented educational organizations and to encourage the application of adaptive leadership across schools in Indonesia.

Research Methods

This study employs a qualitative approach with a descriptive method to analyze the implementation of contingency and situational leadership models in the school context. This approach enables an in-depth understanding of leadership dynamics and organizational effectiveness (Afriwandi et al., 2024). The descriptive method is used to depict existing phenomena without intervention, thereby providing a comprehensive view of the interactions between leaders and organizational members. The analysis focuses on how the principal's leadership style influences school organizational effectiveness. External factors, such as educational policies, also affect leadership dynamics. This study aims to identify factors that influence leadership effectiveness and to contribute to both the theory and practice of educational leadership.

Data were collected through in-depth interviews, participatory observation, and documentation studies (Aprizal Ahmad et al., 2022). Interviews were conducted with principals, teachers, and administrative staff. Participatory observation was used to understand daily interactions within the school environment. Documentation studies analyzed

leadership policies and practices. The combination of these techniques produced rich and in-depth data.

Data analysis was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing (Putu, 2024). Data reduction was carried out by filtering relevant information and grouping data according to themes. Data were presented in narrative form and diagrams. Conclusions were drawn inductively based on patterns emerging from the data. This process was conducted systematically to ensure the validity of the findings.

To ensure validity and reliability, source triangulation and technique triangulation were applied (Enworo, 2023). Source triangulation involved comparing data obtained from different informants, while technique triangulation utilized interviews, observations, and documentation. These strategies enhanced the credibility of the findings and ensured that the data were accountable.

A research flowchart was designed to illustrate the stages from raw data collection to the presentation of analytical results (Dewi, 2022). This diagram facilitates understanding of the research process in a systematic manner. It helps organize data, simplify process complexity, and ensure that each stage is analyzed in a structured way. Such visualization is important for supporting the interpretation of research findings.

The hardware and software used in this study included computers, audio recording devices, and qualitative data analysis software such as NVivo or ATLAS.ti (Nurbaiti et al., s.d.). Computers were used to store and process data, recording devices ensured accurate documentation of interviews, and software assisted with coding and theme identification. The appropriate selection of tools supported the accuracy and smooth execution of the research.

Research Flow Diagram

RESEARCH METHOD

This study employs a qualitative approach with a descriptive method to analyze the application of contingency and situational educational leadership models within school contexts. This approach was chosen because it allows for problem-solving and analysis of the dynamic patterns of leadership in schools and examines the effectiveness of educational organizations.

2. Problem analysis focuses on how social effectiveness correlation is often disrupted by the inability of principals to adjust leadership styles to the situation. Many principals still apply one leadership style regardless of the situation, implying an inflexible approach that disregards situational factors. This study is concerned with how principals can respond constructively to subordinate readiness and dynamics that disrupt traditional, one-dimensional responses.

3. The research design is outlined by establishing an analysis from collecting raw data to interpreting results. The research flow diagram illustrates the steps from preliminary assumptions to presenting conclusions. This diagram aims to facilitate understanding of the systematic process.

4. Data was collected through methods such as in-depth interviews, participatory observations to understand daily interactions in the field, and document studies to analyze policies and practices. Data analysis used Miles and Huberman's interactive model, encompassing data reduction, data presentation, and drawing of conclusions.

5. Validity and reliability were ensured using source and technique triangulation. Source triangulation compares data from different informants. Technique triangulation involves the use of interviews, observations, and documentation. This strategy increases the

Research Flow Diagram

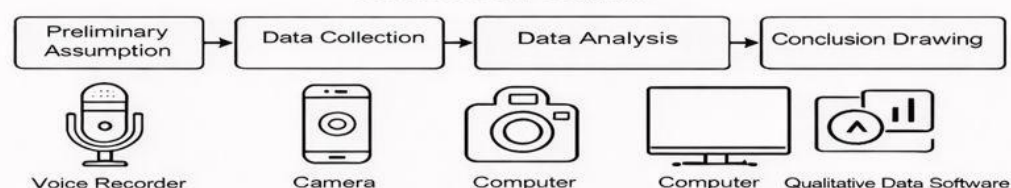


Diagram of Hardware Aids

Results and Discussion

The scope of this study emphasizes strategic issues related to the development of a modern and highly competitive societal paradigm. A review of the literature indicates that social transformation does not rely solely on government policies, but also on active community participation in various capacity-building programs (Nurbaiti et al., n.d.). Qualitative research provides an in-depth understanding of individual perceptions of social change occurring in their environments. Meanwhile, quantitative research helps identify patterns of community behavior through accurate and reliable statistical analysis (Hidayat, 2022). A mixed-methods approach enables the integration of these two approaches, resulting in findings that are more comprehensive, reliable, and relevant for the formulation of social development strategies (Andayani & Tirtayasa, 2019). Therefore, the selection of an appropriate research method is key to producing valid and significant data for community development policies.

The results of the analysis indicate that an advanced societal paradigm is determined by a combination of education, technology, and high levels of social engagement (Purwanto et al., 2021). Quantitative data show a positive correlation between educational attainment and community participation in social innovation activities. Qualitative findings reveal that individuals' perceptions of the benefits of technology strongly influence the adoption of innovation in daily life (Lestari & Umilah, 2022). The mixed-methods approach allows for cross-validation between statistical data and individual experiential narratives, thereby providing a more realistic and holistic picture. Thus, this multidimensional approach becomes an important foundation for designing sustainable and adaptive community development policies (Judijanto, 2025). This analysis confirms the need for integrative and contextual development strategies that align with local conditions.

Key issues identified include inequality in access to information and technology, which can become a significant barrier to developing an advanced societal paradigm (Rahma Sari & Vidya Imanuari Pertiwi, 2025). The literature emphasizes the importance of equitable information dissemination and digital literacy as integral components of social development strategies. Qualitative research highlights the experiences of marginalized groups that are often excluded from innovation processes, thereby creating social gaps that must be addressed (Fadillah, 2021). Meanwhile, quantitative data indicate uneven distribution of technological facilities across regions, affecting the effectiveness of development programs. By applying a mixed-methods approach, this study successfully provides a detailed depiction of the challenges communities face in adopting meaningful social change (Collins et al., 2021). These findings underscore the need for policy interventions that prioritize equitable resource distribution and technological access.

Further discussion emphasizes the role of leadership in encouraging communities to adopt new paradigms that are more progressive and adaptive to contemporary changes (Sarumaha et al., 2022). Qualitative analysis shows that participatory and visionary leadership styles enhance community motivation and engagement. Quantitative data reinforce these findings by demonstrating improvements in welfare indicators and social participation in effectively led regions. The mixed-methods approach enables data triangulation, making the findings more accurate and suitable as a basis for targeted policy formulation (Juliawan & Sumantri, 2021). Therefore, adaptive and data-driven leadership becomes a key factor in accelerating innovative and inclusive community development (Rahayu & Nasution, 2021). Leadership also plays a crucial role in fostering a participatory culture that supports sustainable social innovation.

Overall, the findings show that the development of an advanced societal paradigm can be achieved through a combination of quality education, social engagement, technological utilization, and effective leadership (Rahayu & Nasution, 2021). The literature review and empirical data confirm that development strategies must be multidimensional and participatory, involving various stakeholders. Qualitative research emphasizes the importance of adapting local cultural values within development programs to ensure relevance and community acceptance (Supratno et al., 2021). Quantitative data support this by identifying objectively measurable indicators of success. The mixed-methods approach is therefore an appropriate choice, as it produces more holistic and applicable analyses for sustainable

community development policies. Consequently, modern community development requires strategic approaches that are holistic and adaptive to social change.

The modern societal paradigm is also influenced by the level of access to digital information and communication, which serves as an important indicator of social progress. Research shows that communities with higher digital literacy skills are better able to participate in social and economic innovation (Fauzi et al., 2024). Qualitative analysis reveals that the digital divide can exacerbate social disparities if not addressed through equitable technology education programs. Quantitative data show significant differences between urban and rural areas in the use of information technology. The mixed-methods approach links statistical findings with individual experiences, enabling the design of more targeted interventions. Social development strategies must therefore prioritize equitable technological access to enhance the overall quality of community participation (Setiawan, 2025).

The success of societal paradigm development also heavily depends on cross-sector collaboration, involving government, educational institutions, and civil society. Literature studies emphasize that partnerships between public and private sectors can drive sustainable innovation that directly improves community welfare. Qualitative research highlights the importance of community leaders in optimizing local participation. Quantitative analysis shows a positive correlation between the number of collaborative programs and improvements in socio-economic indicators (Sosial et al., 2025). The mixed-methods approach enables identification of success factors and barriers to collaboration. Hence, modern community development should emphasize stakeholder synergy to ensure effective and sustainable implementation.

Adapting policies to local cultural contexts is a crucial element of inclusive social development. Qualitative research shows that communities are more receptive to social change when development programs align with local norms, values, and traditions (Rohmadi et al., 2021). Quantitative data indicate increased community participation when development strategies consider local cultural contexts. The literature also confirms that neglecting cultural aspects can lead to social resistance and hinder program effectiveness (Diba & Abdul, 2024). Mixed methods allow validation between individual perceptions and statistical data to ensure program relevance. Integrating cultural approaches into modern community development thus becomes a key strategy for achieving acceptance and social sustainability.

Sustainable education is a determining factor in strengthening community capacity to face global challenges. Literature emphasizes that education should not only focus on academic mastery, but also on developing social, technological, and leadership competencies. Qualitative analysis shows that interactive educational programs increase community motivation and participation in social activities. Quantitative data support these findings by demonstrating a significant relationship between education levels and community participation (Anggraeni et al., 2024). The mixed-methods approach balances empirical data with community experiences, making educational programs more adaptive to local needs. Sustainable education therefore serves as a strategic foundation for building innovative, adaptive, and globally competitive societies.

Information and communication technology also plays a vital role in accelerating the diffusion of social innovation. Literature analysis shows that digital technology enhances efficiency, transparency, and participation in community development programs (Akuntabilitas & Publik, 2025). Qualitative research reveals that technology adoption depends on community perceptions of its benefits in daily life. Quantitative data show that regions with strong technological infrastructure exhibit higher levels of social innovation (Hakim et al., 2025). Mixed methods help clarify the interrelationships between technology, community behavior, and social development outcomes. Integrating technology into development strategies is therefore essential for enhancing effectiveness and inclusivity in modern societies.

Adaptive and data-driven leadership is a key factor in strengthening community capacity to cope with dynamic change. Literature confirms that visionary leadership promotes motivation, collaboration, and innovation within communities (Dungga et al., 2023). Qualitative analysis indicates that participatory local leaders increase citizens' sense of

responsibility and engagement. Quantitative data support this by showing improvements in welfare and social participation indicators in effectively led regions. The mixed-methods approach ensures that policy decisions are grounded in empirical evidence and real-world experiences. Adaptive leadership that integrates data and community participation thus becomes a vital strategy for accelerating innovative and sustainable social development (Ekonomi et al., 2025).

Community participation is a central pillar of sustainable and inclusive social development. Literature emphasizes that communities actively involved in decision-making processes are better able to implement development programs effectively (Santoso, 2020). Qualitative research shows that citizen involvement in planning and evaluation increases ownership and social responsibility. Quantitative data reveal a positive correlation between participation levels and successful social development indicators. Mixed methods enable a deeper understanding of community motivations, barriers, and aspirations. Therefore, social development strategies must prioritize active community involvement as an integral component of decision-making processes.

The involvement of formal and non-formal education sectors also contributes to strengthening community capacity. Literature highlights the importance of community-based education and skills training as means of enhancing local competencies. Qualitative research shows that training programs aligned with community needs increase the adoption of social and technological innovation. Quantitative data demonstrate a significant relationship between the number of community training programs and welfare indicators. Mixed methods integrate participant experiences with quantitative evaluations to ensure program effectiveness. Thus, community-based education becomes a key strategy in building an adaptive and innovative societal paradigm (Sari & Multisuandi, 2025).

Strengthening local economic capacity is another critical factor in building a highly competitive society. Literature shows that the development of micro, small, and medium enterprises improves community welfare while encouraging social innovation. Qualitative analysis reveals that communities with access to capital, training, and business networks are better able to adapt to economic change. Quantitative data support this by showing increased income and quality of life in areas receiving community-based economic support. Mixed methods allow simultaneous evaluation of social and economic impacts for more effective policy formulation. Therefore, strengthening local economies is a vital strategy for inclusive and sustainable modern community development (Santika & Surur, 2025).

In conclusion, the findings affirm that the development of an advanced societal paradigm requires a multidimensional approach that integrates education, technology, social participation, adaptive leadership, and local economic empowerment. Literature reviews, qualitative studies, and quantitative analyses provide empirical evidence of the key factors influencing social development success. The mixed-methods approach enables data triangulation, ensuring that formulated policies are relevant, holistic, and applicable. Integrating local culture, equitable technology access, cross-sector collaboration, and sustainable education are essential elements of modern community development strategies. Visionary and participatory leadership plays a crucial role in strengthening community engagement and driving social innovation. Thus, this integrative approach forms a fundamental foundation for creating a modern, adaptive, innovative, and highly competitive society on a sustainable basis (Lellya, Lecturer in the PAI Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin, 2025).

Conclusion

Based on the research findings, it can be concluded that the implementation of contingency educational leadership has a positive influence on school organizational effectiveness. Principals who apply contingency leadership are able to adjust their leadership styles to the conditions of teachers, students, and the school environment, resulting in more targeted and appropriate decision-making. This model facilitates the resolution of complex problems by taking existing contextual factors into account. The findings indicate increased teacher

motivation and more active student participation in learning activities. Thus, the contingency model is proven to be relevant in improving coordination and the quality of school management.

In addition, the application of situational leadership provides flexibility for principals in adjusting strategies to daily dynamics within the school. Principals who are adaptive to change are able to create a conducive working climate and enhance overall staff performance. The study shows that situational leadership strengthens internal communication and accelerates decision-making in rapidly changing situations. The main advantage of this model lies in its responsiveness to challenges and its ability to improve school operational effectiveness. However, this model requires high managerial competence as well as the mental and professional readiness of teachers to ensure optimal implementation.

Overall, the combination of contingency and situational leadership is able to create a more effective and adaptive school organization. These two models complement each other: contingency leadership emphasizes alignment between strategy and context, while situational leadership emphasizes rapid responses to change and urgent needs. The primary strengths gained include increased motivation, coordination, and learning quality, while the main limitation lies in dependence on human resource capacity and organizational readiness. The results indicate that schools implementing both models tend to be more productive and innovative. Therefore, the application of both leadership models is a strategic recommendation for enhancing school effectiveness and sustainability.

The implementation of contingency leadership requires a deep understanding of teachers' individual needs and students' characteristics. Principals must be able to identify the strengths and weaknesses of each team member so that development strategies can be effectively tailored. Qualitative findings reveal that teachers feel more valued and motivated when managerial policies consider local contexts. Quantitative data show improvements in academic performance and extracurricular participation as direct impacts of this model. A mixed-methods approach enables a more comprehensive evaluation of the relationship between teacher perceptions and school performance outcomes. Thus, the contingency approach strengthens the foundation of needs-based and results-oriented management.

Situational leadership offers advantages in responding to sudden changes that frequently occur in school environments. Principals who can adjust their leadership styles according to current situations and conditions are able to reduce internal conflicts and accelerate decision-making. Research shows that such adaptability increases staff trust and collaboration among teachers. Quantitative data support these findings by indicating higher levels of job satisfaction and productivity. A mixed-methods approach helps link teachers' subjective perceptions with objective data, allowing leadership effectiveness to be measured holistically. This highlights the importance of flexibility as a core element of situational leadership.

The combination of these two leadership models creates synergy that optimizes overall school performance. Contingency leadership emphasizes situational analysis and context-based strategies, while situational leadership enables rapid responses to daily dynamics and urgent needs. Qualitative research shows that teachers and students perceive the learning environment as more responsive and adaptive. Quantitative data indicate improvements in academic achievement, social participation, and management effectiveness. A mixed-methods approach facilitates data triangulation, enhancing the validity and applicability of the findings. This synergy becomes a strategic foundation for the development of modern, innovative, and inclusive schools.

Beyond improving academic performance, the implementation of both models also contributes to strengthening a positive school culture. Principals are able to cultivate collaborative, professional, and innovative values among teachers and students. Qualitative analysis shows that students are more motivated when they observe adaptive and contextual leadership. Quantitative data reinforce this by demonstrating increased indicators of student satisfaction and engagement. A mixed-methods approach allows comprehensive monitoring of cultural change from multiple perspectives. Therefore, the development of a positive school culture is a significant outcome of implementing both leadership models.

Strengthening teacher capacity is one of the main outcomes of applying contingency and situational leadership. Principals who are proactive in providing guidance, training, and support enhance teachers' professional competencies on a continuous basis. Qualitative findings indicate that teachers feel more confident and capable of addressing complex instructional challenges. Quantitative data support these findings with improvements in teaching quality and innovation in instructional methods. A mixed-methods approach enables a holistic evaluation of teacher development programs. Thus, both leadership models not only improve school performance but also foster individual teacher capacity.

In summary, the application of contingency and situational leadership serves as an effective strategy for enhancing school effectiveness, adaptability, and sustainability. These models complement one another by aligning management strategies with both internal and external school dynamics. The research shows positive impacts on teacher motivation, student participation, and the quality of learning processes. Both quantitative and qualitative data demonstrate improvements in academic performance, coordination, and innovation. A mixed-methods approach allows for the simultaneous measurement of objective outcomes and subjective experiences. Consequently, schools that implement both models tend to be more adaptive, productive, and innovative amid the challenges of modern education.

The development of sustainable leadership is therefore an important recommendation for schools. Principals need to continuously enhance their managerial skills and adaptive leadership capacities in order to respond to rapidly changing educational dynamics. Qualitative analysis shows that continuous training improves teachers' readiness to face change, while quantitative data indicate improvements in performance and decision-making effectiveness. A mixed-methods approach helps comprehensively assess the impact of leadership development programs. Through this strategy, schools can maintain long-term effectiveness and management quality.

The implementation of both leadership models also encourages innovation in curriculum management and learning practices. Adaptive principals are able to adjust teaching methods to students' needs and available resources. Research shows that teachers become more creative and innovative when the school environment supports flexible leadership. Quantitative data reveal improvements in learning outcomes and student engagement. A mixed-methods approach enables a comprehensive evaluation of innovative strategies. Therefore, effective leadership is a key driver in enhancing educational quality and school innovation.

Finally, the combination of contingency and situational leadership enhances collaboration among teachers and administrative staff. Qualitative research shows that communication and coordination among teams are more effective when principals adapt their leadership styles to existing situations. Quantitative data support this with increases in productivity and staff job satisfaction. A mixed-methods approach allows objective analysis of the relationship between staff experiences and performance outcomes. Thus, teamwork becomes more optimal and directly impacts the quality of school management. The implementation of both leadership models underscores the importance of balancing context-based strategies with rapid responsiveness to change.

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