Situational Leadership Skills of Foundation Heads in Human Resource Development for Early Childhood Education

Ahmad Matinul Haq*[1], Erny Roesminingsih[2]

[1][2] *Universitas Negeri Surabaya Indonesia*
e-mail: ahmadmatinul.22021@mhs.unesa.ac.id, ernyroesminingsih@unesa.ac.id.

ABSTRACT. This scientific article was written with the aim of analyzing and studying situational leadership skills that lead to the development of human resources in early childhood education institutions. This scientific article research method uses a systematic literature review with the PRISMA (Preferred Reporting Items For Systematic Review and Meta-analysis) model by implementing complete and detailed steps to conduct a literature review of journal articles. In this case, a literature search was carried out both in the form of national literature and international literature using the Scoopus, Emerald, and Google Scholar databases. In the initial stages of searching for articles, 150 articles were identified which were identified, then filtered or filtered and produced 85 articles. Then do the feasibility or eligibility and produce 45 articles. Then the last stage is carried out by producing as many as 22 articles. The results of this scientific article are that human resource development in early childhood education institutions or PAUD can be effective and efficient if it has been managed properly by the head of the foundation. There are 4 (four) skills which are the basic styles related to situational leadership theory, namely telling, selling, participating, and delegating. Ranging from leadership skills to the use of diagnostic skills, flexibility, and partnerships in an effort to maximize strategic steps in human resource development which include school management training, performance training, career training, and welfare training.

Keywords: *Situational Leadership Skills, Human Resource Development, Early Childhood Education.*

INTRODUCTION

Based on Law No. 20 of 2003, Article 1, Paragraph 14 states that "Early Childhood Education is an effort of development aimed at children from birth to six years of age, conducted through the provision of educational stimuli to assist physical and spiritual growth, so that children are prepared to enter further education." In line with (Maryatun, 2016), it is stated that Early Childhood Education, or PAUD, is a type of education that emphasizes analytical knowledge and serves as a mode of instruction and a tool to achieve long-term success in education towards higher levels of learning. This process is carried out by instructors using suitable methods and curriculum, enabling students to nurture and develop their energies through various disciplines, including music, dance, and interpersonal and intrapersonal interactions.

The actual goal of Early Childhood Education institutions is to develop the character and intelligence potential of Indonesian students competently and with high quality, in line with their talents and interests. This is similar to how a child grows and evolves according to their development, so that they have the ability to be optimally prepared to advance to higher levels of education beyond early childhood education and acquire new skills. Consequently, the ultimate aim

is to accumulate various potential assets in every child to enable them to protect themselves and develop their character. This helps children be ready for life and adapt to their surroundings. In connection with Law No. 23 of 2002, Article 9, Paragraph 1, which states that "Every child has the right to receive education and instruction for the purpose of personal development and the development of their intelligence in accordance with their interests and talents." This means ensuring that with the abundant human resources available, if this potential is maximized, it can become a significant force in advancing education. However, if not utilized effectively, the opposite may occur. Hence, there is a need for strategic efforts in optimizing the human resources development process through educational programs, particularly in the Early Childhood Education stage.

According to Astuti (2018), Human Resource Management, or HRM, is a broad program with the primary focus on teaching students to read and write in schools as part of human resource development and enhancing performance and knowledge so that human resources can achieve their full potential (Astuti, 2018). In line with the perspective of Chairunnisa and Cobbie (2016), human resources are utilized to build a logical and comprehensive knowledge base with the aim of minimizing incapability by efficiently utilizing HRM governance for effective functioning. In this regard, it is necessary for leaders, such as foundation heads, to be involved as a cornerstone of institutional progress, much like in Early Childhood Education (PAUD), to construct and implement human resource development processes in school institutions.
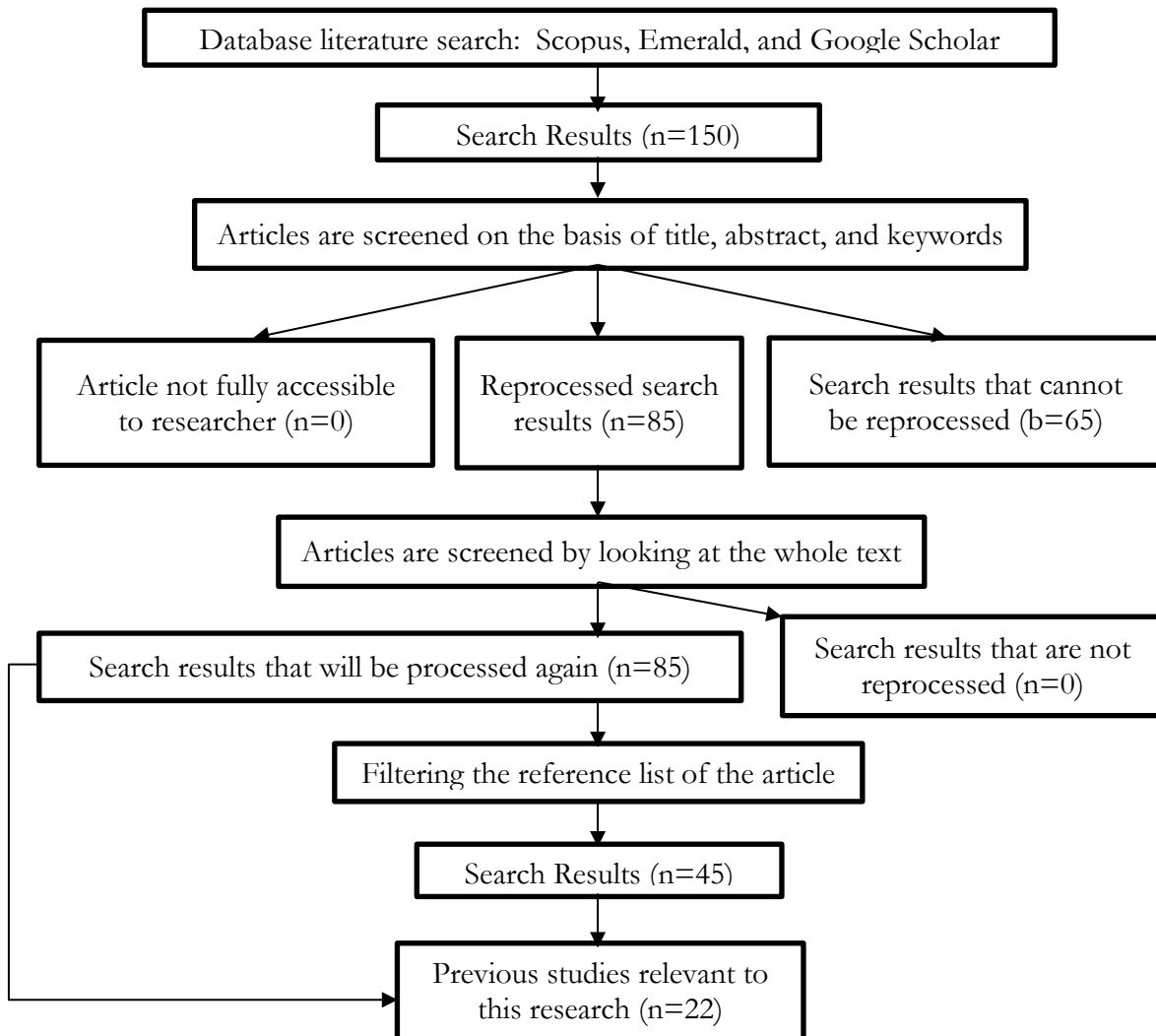
The head of the foundation in an Early Childhood Education (PAUD) institution is a leader responsible for and entrusted with the duty as an educational driver. This role involves structurally guiding the school's head, teachers/instructors, students, parents of the students, and various stakeholders or partnerships in the context of achieving the goals related to the activities and the implementation of PAUD learning (Utami, Raihana, & Wahyuni, 2020). Leadership is a composition to influence and provide direction to subordinates in order to achieve specific objectives. According to Awaludin (2020), the term "leadership" refers to the process of identifying and harnessing an individual's skills or activities to achieve specific goals. Furthermore, leadership is a strategy to achieve personal goals by enhancing one's own potential in relation to the potential of others, serving as a motivator and a force for good (Kartini, 2019). According to Kartini (2019), effective leadership with a high level of expertise and trustworthiness in carrying out leadership duties primarily focuses on goal achievement and performance through extensive needs assessment for the future. In line with the perspective presented by Santana & Wiyasa (2021), the term "leadership" refers to a process carried out by participating individuals in order to perform a task according to established criteria, such as setting standards for new or existing schools and evaluating various school components. According to both of them, this situation is characterized by the identification and resolution of various classroom and teacher program issues, depending on the context. This is because situational leadership within an institution has a positive impact on the improvement of performance, including school leadership, educators, educational staff, and others. This is due to the leadership skills of the foundation head and their focus on human resources and sensitivity to the school environment and leadership position.

Therefore, based on the exposition and explanations above, in the effort to develop human resources in Early Childhood Education (PAUD) institutions, maximum contribution from a foundation head is required. Additionally, in the context of human resource development, there is a need for leadership skills of the foundation head to be adapted to the specific conditions and requirements. This situational adjustment can be achieved by employing the foundation head's situational leadership skills, which are considered to be more flexible and aligned with the desired human resource development. Hence, the author conducted research titled "Situational Leadership Skills of Foundation Heads in Nurturing Human Resources in Early Childhood Education.

*Ahmad Matinul Haq*1, Erny Roesminingsih2*

METHODOLOGY

The method used in writing this article is the systematic literature review method, using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analysis) model. This type of research involves collecting data from sources related to the research topic. In this case, literature search was conducted, including both national and international literature, using databases such as Scopus, Emerald, and Google Scholar. The PRISMA model technique is presented in Table 1 below.

Figure 1
PRISMA Model Technique

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        │ Articles are screened on the basis of title, abstract, and keywords │
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│ Article not fully accessible │  │ Reprocessed search    │  │ Search results that cannot │
│ to researcher (n=0)          │  │ results (n=85)         │  │ be reprocessed (b=65)      │
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            │ Previous studies relevant to    │
            │ this research (n=22)            │
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(Sources: Moher D, Liberati A, Tetzlaff J, Altman DG, The PRISMA Group, 2009)

In the initial stage of article search, 150 articles were obtained, successfully identified using the keywords "Situational Leadership" and "Education Human Resource Management." Out of this total, a screening process was carried out, resulting in 85 articles. Subsequently, an eligibility assessment was conducted, yielding 45 articles. Finally, in the last stage, an inclusion process was performed, resulting in a total of 22 articles. The analysis of relevant research can be presented in Table 1 as follows:

Table 1. *Analysis of Situational Leadership by Foundation Heads in Nurturing Human Resources in Early Childhood Education.*
(Source Research Document)

Classification	Title	Relevancy
Situational Leadership	Marannu B. 2013. *Leadership creativity of the head of raudhatul athfal as-salam ambon city in improving religious education.*	Based on the exposure of the findings studied, which provides an overview of the situational leadership style, especially in creativity, it greatly affects the institution, discipline, information management to the evaluation system.
	Farich P & Rofi'atul I. 2021. *Leadership style Dr. Abd Azizi, M.Ag.*	Based on the research results, it is evident that the situational leadership of UNZAH's rector is highly positive and influential, especially in making policies that are tailored to the campus's situation and conditions.
	Imam W & Fanani A.Z. 2022. *Kiai Situational Leadership Skills (Study Analysis at Bustanul Falah Banyuwangi Islamic Boarding School)*	Based on the results of the study, it shows that between kiai situational leadership that leads to skills in leadership that are adjusted to the ability to commit and competence of the pesantren community.
	Ansor A.F. 2014. *Islamic education management about kiai leadership in tahfidz daarul qur'an boarding school in Cipondoh, Tangerang.*	Based on the exposure of the findings studied, namely the situational leadership form of the kyai in the boarding school requires several situational styles that are tailored to the needs and functions both in direction, exemplary, decisions, problem solving to coaching.
	Reza H.K, G. 2018. *The leadership style of the head of the boarding school in improving the emotional intelligence of ustadz and ustadzah at the modern arafah boarding school in Sungai Penuh City.*	Based on the exposure of the findings studied, namely the situational leadership of the head of the boarding school with the assumption that the implementation of leadership is adjusted to the situation and needs. Such as coordination with teachers, providing training, and supervision.
	Ruslan., Lian, B & Fitria, H. 2020. *The Influence of Principal's Situational Leadership and Teacher's Professionalism on Teacher's Performance*	Based on the exposure of the findings studied, which are analyzed, it shows that school leaders can foster the performance of their employees by fulfilling their needs and providing training.
	Maisyaroh., Imron, A., Burhanuddin., Juharyanto., Satria, R & Puspitaningtyas, I. 2019. *Implementation of Situational Leadership in Educational Organization*	Based on the exposure of the findings studied, namely the success of the application of situational leadership of the principal is the ability of the principal and the readiness of human resources to establish an effective relationship.
	Refsanjani, Marsidin, S & Hadiyanto. 2018. *Contribution of Principal Situational Leadership and School Climate to the Implementation of Teacher Task at Public Elementary School.*	Based on the exposure of the findings studied, namely if the situational leadership style along with the climate of the school institution is good, the achievement of teachers as educational human resources will be better.
	Nordin, M., Mustafa, M & Razzaq, A. 2020. *Headmaster Leadership Effect On Task Load Of Special Education Integration Program Teacher*	Based on the research, it can be found that there are several factors from leaders that can affect the performance of their subordinates, namely leadership style, attitude, knowledge, experience & qualifications.
	Arisman, T & Prihatin, E. 2020. *Situational Leadership Readiness: The Impact of 4th Dimensions in Elementary School*	Based on the research shows that the success of the situational leadership of the principal is the ability of the principal and the readiness of human resources to establish an effective

relationship.

Education Human Resource Management	Purnama, B. 2016. *Optimizing Human Resource Management in School Quality Improvement Efforts*	The results of the study show that in terms of HRM the principal has duties including providing debriefing, utilizing, building and developing
	Astuti. 2018. *Human Resource Development Management in Schools*	Based on the exposure of the findings studied, namely HR is a vital component, therefore it needs to be managed professionally.
	Sakban., Nurmal, I & Ridwan, R. 2019. *Human Resource Management*	Based on the exposure of the findings studied, namely school leaders play an important role as managers of human resources in schools.
	Ningrum, E. 2019. *Human Resource Development for Education*	Based on the results of the study, it can be seen that education requires quality human resources and efforts are needed in developing human resources.
	Hasnadi. 2019. *Education Human Resource Planning*	Based on the results of the study, it shows that with planning, HR management becomes more effective.
	Nurochim. 2017. *The Innovation of Human Resource Management in Education to Improve School Quality*	**Based on the research results, it can be** It is known that HRM of education is very important for an educational organization, it needs special management including methods, strategies and types of HRM.
	Rustandi, A. 2018. *Implementation of Strategies for Improving the Performance of Education Personnel by Principals at State Senior High School 1 Banjarsari, Ciamis Regency*	Based on the exposure of the findings studied, namely performance improvement is not only carried out to tendik but also given the same treatment to administrative staff or education personnel in schools.
	Yuliani, T & Kristiawan, M. 2016. *The Principal's Leadership Role in Fostering Social Competence (Excellent Service) of School Administrators*	Based on the exposure to the findings studied, namely in fostering the competence of school administrative staff, the willingness to be fostered and the desire to develop from administrative staff is crucial.
	Ezeugbor, C & Victor, A. 2018. *Administrator's Managerial Competencies for Sustainable Human Resource Management in Secondary Education in Enugu State, Nigeria*	**Based on the research results, it can be** It is known that educational HRM must also be emphasized to educational administrators.
	Hendraswari, M., Fadhilah, S & Rintayati, P. 2018. *Management of Human Resource Development Educationin Elementary School*	**Based on the research results, it can be** It is known that HRM of education is very important for an educational organization, it needs special management including methods, strategies and types of HRM.
	Hamdani, A & Sagala, H. 2017. *Innovative Human Resource Management Model in Vocational High School*	**Based on the research results, it can be** It is known that education requires quality human resources and efforts are needed in developing human resources.

Arop, O., Owan, J & Madukwe, C. 2019. *Human Resource Management and Teachers' Job Performance in Secondary Schools in Akamkpa Local Government Area of Cross River State, Nigeria*	Based on the research findings, it can be observed that in order to create a conducive school climate, one of the key factors is the need for good interpersonal relationships between human resources and school principals.

RESULT AND DISCUSSION

Research Results

The literature study results were compiled by reviewing all relevant journals and various reference sources related to the literature review. The researcher used the literature study method to generate new findings.

Situational Leadership

There is no one leadership style that is always effective in every situation; instead, a leader must be able to adapt to different contexts and needs. The research results (Baso Maranau, 2013) using a quantitative approach indicate that the leadership model practiced by the Head of RA As-Salam demonstrates situational leadership with a combination of several school institution successes, particularly in the form of creative leadership that influences curriculum development, discipline, information governance, extracurricular programs, and evaluation systems. This demonstrates effective quality of management and educational services. These findings are supported by research conducted by Nuntupa, Farich Purwantoro, and Rofi'atul Islamiyah (2019) using a qualitative descriptive approach, which shows that there is no one-size-fits-all leadership style that can be applied in all situations. In reality, the application of a leadership style is effective if it aligns with the situation, and the leadership style is in line with the conditions of the followers.

In line with the article above, research conducted by Iman Wahyono and Ahmad Aziz Fanani (2022), a qualitative study, revealed that the leadership skills of the Kiai are used to diagnose how the potential of tests is utilized by the residents of pesantren to achieve abilities and cooperation. There are many types of leadership based on the competence and professionalism of the community. Consequently, leadership skills are adapted to include methods for communicating with others and building relationships with them. As a result, a study was conducted at the Tahfidz Daarul Qur'an Islamic Boarding School in Tangerang, Banten. In accordance with this, according to Sofan Ansor (2014), his research findings indicated that situational leadership of the Kiai differs from formal leadership, which encompasses high religious knowledge, popularity, and charisma. Furthermore, this research employs a qualitative method. On the other hand, research by Reza Hardianti R (2018) demonstrates that efforts made through situational leadership involve teacher training and that supervision, as a result, has a psychological dampening effect on the institution. Conversely, research conducted by Maisyaroh et al. (2019) using a literature review method indicates that there are many perspectives on situational leadership, including personal aspects, subordinates, the organizational environment, and even external organizations.

Then, according to Ruslan et al. (2020), their research, conducted through a qualitative study, reveals that apart from a leader who can contribute to the growth and development of employee performance, a leader who can also contribute to employee growth and development has the ability to understand the situation faced in the workplace according to the followers' situation and conditions. There are many other factors that can influence the performance of subordinates. First, leaders meet their subordinates' needs regarding effective job performance. Furthermore, leaders equip their employees with training, guidance, and developed support. In line with this, further research by Nordin et al. (2020), based on a qualitative approach, shows a correlation between the quality and situational factors of five trustworthy leadership abilities according to their

human resource capabilities: leadership, attitude, knowledge, experience, and quality control are examples of it.

The results from the research in the various sources above have shown that there is no single leadership style that is always effective in all situations. Rather, the success of leadership depends on the leader's ability to adapt to different contexts and needs. Overall, the findings from these various studies support the idea that situational leadership plays a crucial role in achieving leadership effectiveness and desired outcomes.

Education Human Resource Management

Human Resource Management (HRM) in an educational context is an approach to managing staff, educators, and educational personnel effectively within an educational environment. It involves processes that include planning strategies, recruitment, development, performance evaluation, and conflict management to support educational effectiveness and quality. Effective performance management is a cornerstone of human resource management in education. Furthermore, the aspects of globalization and diversity should also be considered in managing human resources in the increasingly complex and diverse field of education.

Research by Purnama (2016), using a qualitative method, showed that in Education Human Resource Management (HRM), leaders have the responsibility to accomplish tasks in the following five categories, including: 1) Providing for the welfare of employees, 2) Trained human resources, and 3) training and development of human resources. This finding is also supported by research conducted by Sakban et al. (2019), which used a qualitative approach to demonstrate that a knowledgeable, skilled, and creative leader should be able to help people understand and provide solutions to various challenges they face. This means that the conclusions can be drawn as follows: 1) individual or personal factors, such as motivation, knowledge, or a high sense of responsibility; 2) the creation of a conducive and familial environment, and 3) the influence of a strong work ethic.

Research by Ningrum (2019) using a qualitative study method indicates that there are five main areas in human resource development in education, namely: professionalism, functional skills, competitiveness, consistency, and participation. The process of obtaining these areas requires controlled management to achieve quality improvement or total quality control (TQC). Additionally, an integrated education and training program is required to achieve effectiveness as a means of human resource development. The research above is also reinforced by the study conducted by Astuti (2018), using a qualitative approach, which indicates that Education Human Resource Management aims to enhance the interests of teachers and education in developing and empowering the competence of educators and education to the maximum extent.

Furthermore, research by Hasnadi (2019) using a qualitative method indicates that human resource planning is an essential step in human resource development. Educational human resource planning is a process that outlines the human resource needs of an educational organization/institution for the future, making it easier to plan for the next stages to ensure that needs are met. HR planning offers many benefits, serving as a guide for the future, determining where and when educational human resources are obtained, and what type of development and training is required for human resources. Additionally, the results of research by Ezeugbor & Victor (2018), using a quantitative approach, show that in schools, it's not only teachers who need to enhance their competence, but also administrative staff/school administrators need to balance their competencies. Therefore, specialized training is required for school administrative staff. Based on research by Nurochim (2017) using a qualitative literature review, it is evident that educational human resource management is crucial for an educational organization, necessitating specialized management methods, strategies, and development types. Furthermore, according to Arop et al. (2019), in their research using a quantitative method, the implementation of human resource development in a formal context involves delegation or task assignment and responsibility. When

done correctly, this can enhance the competence, abilities, and daily performance of human resources.

The research above is supported by research from Hendraswari et al. (2018), who used a qualitative method to demonstrate that human resources can be utilized in both formal and informal settings. HR management must be carried out formally to achieve compliance with the institution's internal regulations or those initiated by individual members of the organization. However, HR management must also be conducted informally to achieve the goal of training and developing individual group members and their strong desire and diligent efforts in relation to achieving competence that is consistent with their targets, through reading and studying literature related to their qualifications.

The findings from the research in the various sources above indicate that human resource management in education involves a complex process and various aspects, including the role of leaders, human resource development, competence enhancement, and both formal and informal implementation. The emphasis on improving the quality and creativity of leaders and efforts to meet the needs of high-quality human resources are crucial in enhancing the quality of education.

Discussion

Human Resources in Early Childhood Education Institutions

Educational institutions, such as schools, are powered by various resources that are often complex when it comes to implementing educational programs. Essentially, educational resources within school institutions, like in Early Childhood Education (ECE) institutions, can be categorized into several groups based on Hermawan's (2010) perspective, including (1) non-human resources, such as curricula, various school programs, and others; (2) Human Resources (HR) consist of the school principal, educators/teachers, educational staff, students, parents or guardians, and the community with an interest in education; (3) Physical Resources (PR), including school buildings, equipment, rooms, educational aids, schedules, and the physical aspects of the school institution; (4) Financial Resources (FR), comprising the budget for managing the school, whether from government funding or community contributions. The abundance of resources that a school possesses should be balanced with effective management by the foundation head, who acts as the main institution manager, to utilize them optimally for the institution's development towards improvement. This is in line with Hasibuan's (2005:244) perspective, which suggests that among various resources, human resources are the individual's ability to combine mental and physical abilities. In educational institutions like ECE (PAUD), human resources encompass the school principal, educators/teachers, and educational staff. Additionally, there are supporting components, including students, parents or guardians, and the community that contributes to the development of the institution's human resources.

Meanwhile, Jones, J.J. & Walters, D.L. (2008) argue that in educational administration, the management of human resources is crucial. They point out that this demonstrates the service actions that the institution must provide, within which there is a governance structure performing activities aimed at facilitating learning activities. This emphasizes that human resources are the most critical component for the operational success of the school institution itself. Based on the explanations above, the conclusion is that in educational institutions like ECE (PAUD), the human resources can provide maximum benefits and succeed when the foundation head manages their human resources with the concept of an institution manager, collaboratively with the school principal, educators/teachers, and educational staff, inclusively and effectively. In line with the research above, there is also relevant research by Rustandi (2018), using a qualitative approach, which indicates that leaders must also describe development strategies to the administrative staff so that administrators can be more integrated in improving their performance. Furthermore, in a qualitative study conducted by Yuliani & Kristiawan (2016), it is shown that besides various factors influencing the development of administrative staff performance, there are also critical aspects that administrators

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at schools naturally do, including having a strong willingness to learn and grow (Fauzi & Kartiko, 2023; Sutrisno et al., 2023).

Overall, the explanations emphasize that human resources (HR) play a crucial role in the success of educational institutions, and effective management and approaches are essential to ensure the optimal development of educational institutions. Effective management approach means that there is a process undertaken to achieve efforts to enhance human resources as the main resource and other resources through a planned social process to ensure cooperation, participation, intervention, and involvement of all parties in effectively achieving specific goals set through the actions of planning, organizing, actuating, and controlling (George R. Terry, 1972:10).

Situational Leadership in Human Resource Development

There are various leadership styles, and their application plays a significant role in the management and development of HR. This is because the leadership style can help analyze and accommodate various needs and create a conducive working environment for its followers. One of these leadership styles is situational, which means the component of actions reflected by a leader in carrying out their leadership and their ability to influence behavior in every activity of their members, both as individuals and as an organization.

There are four (4) leadership styles from the perspective of Hersey and Blanchard (Thoha, 2003:65). According to the assessment, situational leadership styles can be analyzed in four forms: 1. Telling: This is when the leader behaves as an "instructor." One of the things that comes to mind is a task-oriented approach based on the total number of days the average person has experienced. The relationship between the leader and the followers is not necessarily personal. As part of the responsibility, a leader must apply fundamental principles to educate their subordinates about what, when, why, and how various programs and assignment fulfillments can be achieved and used. This style provides a clear form of leadership behavior to be directive in nature. 2. Selling: This is when the leader behaves as a "coach." The leader employs two-way communication, actively engaging with their followers to instill confidence and high motivation. This coaching aligns with what the head of the foundation would do to encourage their followers to perform various tasks and responsibilities according to guidance. It also includes sharing knowledge and experiences in the mentoring process conducted by the foundation head. 3. Participating: This involves leadership behavior that supports or participates in task guidance for followers. The reason for this involvement is that the leader initiates their followers to actively participate in every program and even in the decision-making process. 4. Delegating: This is when the leader behaves as a "delegator." In certain situations where task direction is minimal, the leader gives limited guidance. In this case, the leader is not heavily involved in the programs, only providing guidance to their followers. This leadership style can only be employed by followers who have high abilities and responsibilities, for example, the foundation heads to the school principal to manage the school. This can be done because the school principal possesses high competence and readiness to carry out their duties and responsibilities (B et al., 2023; Kango et al., 2023).

Therefore, situational leadership styles can be considered a good guideline for developing human resources in PAUD institutions. This leadership model demonstrates efficiency and effectiveness in enhancing the competencies of all members of the institution through the efforts of the foundation head in human resource development by integrating situational leadership styles. The implementation process of human resource development in educational institutions can be achieved by enhancing the competencies of school principals, teachers, and educational staff. Performance is implemented after obtaining the elements of input, process, and output. Unlike the previous pattern, each element has a unique correlation with one another. The input elements consist of financing, facilities, and curriculum. The process elements are based on leadership, management patterns, assessment, and classroom management. The last element, output, is related to the institution's achievements, its principal, teachers, and students, as indicated by Trihantoyo (2015:92).

From this perspective, it can be understood how crucial human resource performance is. The development of the performance of school principals, teachers, and educational staff can be elaborated as follows: 1. Involving human resources in various training programs, whether implemented within the educational institution (in-house training) or external training programs. 2. Providing references and books to support the competencies of school principals, teachers, and administrative staff. 3. Offering support and facilities to school principals to participate in various competence-enhancing forums for school principals throughout Indonesia. The aim is to provide access to information and knowledge that can be retained and implemented in institutions. Additionally, teachers and administrative staff can participate in peer tutoring through subject teacher meetings or, for guidance counselors, attend Guidance and Counseling Teacher Meetings, both at the school and national levels (Yamin et al., 2023).

Furthermore, the development of school human resources can be achieved through career development for school principals, teachers, and administrative staff, where the foundation head provides support, assistance, and facilities for human resources to advance in their careers. In more detail, the foundation head can ensure successful human resource development in the following ways: 1. Intensify knowledge enhancement through career development in education for school principals. 2. Link achievement to the promotion of teachers/administrative staff, both structurally and functionally. 3. Provide assistance to teachers in promotion based on the Credit Points Determination (PAK) proposal. 4. If there are no vacant positions in the school, the foundation head can assist school principals, teachers, and administrative staff with notable achievements in applying to schools or educational institutions at a higher level.

Additionally, an essential program is the well-being of school principals, teachers, and administrative staff. Well-being can encompass both material and non-material aspects related to job satisfaction. The foundation head can ensure the well-being of school principals, teachers, and administrative staff by: 1. Providing what is rightfully due to school principals, teachers, and administrative staff. 2. Showing appreciation to those who have achieved excellence or fulfilled their responsibilities effectively. 3. Promoting harmonious family relationships among school principals, teachers, and administrative staff and their families, which is non-material well-being. 4. Offering opportunities and facilities for school principals, teachers, and administrative staff to express their ideas and proposals for school programs and implement them if they align with the school's objectives. 5. If feasible, consider material well-being initiatives within the School Income and Expenditure Budget (APBS) as long as they comply with existing regulations.

School principals, teachers, and administrative staff, as the frontline of successful educational implementation, must always receive support and facilitation from the foundation head as the leader and owner of the institution to carry out their tasks, obligations, and responsibilities optimally. School principals and teachers, who are the driving forces and educators, can perform effectively when they are nurtured and developed to their full potential. School principals and teachers can provide optimal results and contribute to the achievement of educational goals. This will have a positive impact on the success and realization of the expectations of all parties involved. In addition to school principals and teachers, administrative staff also play a crucial role in educational provision, particularly in assisting educators and fulfilling other needs. They are involved in administrative tasks, secretarial work, library management, inventory control, laboratory utilization, maintenance, and more. Therefore, as explained above, it can be concluded that administrative staff are equally essential in supporting the efficient and effective implementation of learning.

From the explanations provided, it can be inferred that the foundation head, as the leader and owner of the educational institution, must exert maximum effort in managing, developing, and nurturing institutional human resources, especially school principals, teachers, and administrative staff. This effort will enable them to contribute to the school's goals through the successful achievement of school programs.

Skills Required for Situational Leadership

In 2007, based on Blanchard's insights from his book titled "Leading at a Higher Level," situational leadership theory progressed significantly. The book explains essential aspects of becoming a situational leader, highlighting three effective aspects that lead to specific skills: 1. Diagnosing Skills: These are the leader's abilities to assess their followers based on competency and commitment development factors. In this context, the skills of a foundation head, as the leader of the institution, involve diagnosing to understand the competency and commitment structure of institutional members, especially school principals, teachers, and administrative staff. The diagnosis process is carried out in a professional and precise manner. 2. Flexibility Skills: When a leader or foundation head can use various leadership styles according to their followers' comfort, it signifies flexibility towards their team members. This approach yields increased efficiency and effectiveness in productivity. 3. Partnering and Collaboration Skills: Leaders execute their duties while continuously developing their institutions. Effective development is achieved by making followers partners and collaborating to enhance the quality and frequency of leader-follower conversations. This skill is crucial for fostering cooperation between the foundation head and various human resources, such as school principals, teachers, and administrative staff (Neliwati et al., 2023). Although early childhood education institutions belong to the foundation head, achieving the vision and mission may require shared responsibility. A sense of ownership and responsibility for the envisioned goals is felt when there is alignment in leadership partnerships between the foundation head and those being led.

The leadership style in the situational leadership model assists foundation heads in addressing challenges according to the circumstances faced by school principals, teachers, or administrative staff. The success of situational leadership depends on the leader's ability to determine their approach based on their followers' readiness (Arisman & Prihatin, 2021). A leader's approach may also be influenced by the complexity and urgency of a situation, as conveyed by Raza and Sikandar (2018). Situational leadership by foundation heads depends on the nature, complexity, and urgency of a situation, allowing the foundation head to exhibit consistent or differing behaviors depending on the situation at hand. Paul Hersey and Ken Blanchard's situational leadership model describes how a leader, by employing flexible skills and determining when to instruct, support, participate, or delegate, and how to act in a directive or supportive manner, can lead with ease and comfort in the leadership process.

The actualization of the situational skill style provides alignment with the implementation of effective management or management. According to (Usman, 2013, p. 3), Management is translated into Indonesian as management or management The word 'manage' in the dictionary is given the meaning: (a) To direct and control; (b) To treat with care; (c) To carry on business or affair; (d) To achieve one's purpose. Therefore, in the context of management application, situational skill style can be interpreted as an approach that helps lead, guide, supervise, and manage activities and problems in educational organizations. The principles of situational leadership, which include readiness diagnosis, flexibility, and partnership, have the potential to create an effective and efficient environment in an effort to maximize strategic steps in human resource development, which includes school management coaching, performance coaching, career coaching, and welfare coaching (Arista et al., 2023; Setyorini & Khuriyah, 2023; Zaini et al., 2023).

In other words, a situational leadership style that prioritizes adaptation to the conditions and readiness of individuals or groups in the organization can help in effective management. This approach allows the leader or manager to wisely direct, guide, and manage various aspects of the organization to achieve goals by treating things carefully, optimizing existing resources, and achieving harmony in achieving common goals. This is in accordance with the scope of education management based on the object of study according to Hikmat (2009: 155-156) on the aspect of HR development which if actualized consists of education and training programs, improving the

quality of leaders according to the ADART of educational institutions, managing supervision and instruction of institutional leaders both structurally and culturally.

CONCLUSION

Based on the literature review from several national and international articles conducted by the researcher, several key conclusions can be drawn as follows: Human Resources (HR) in early childhood education institutions encompass school principals, administrative staff, teachers, students, parents, and community members interested in the school. Effective and successful utilization of HR in early childhood education institutions depends on how well these resources are managed by the institution's leader, often the school's founder or director. There are four (4) fundamental leadership styles connected to the situational leadership theory proposed by Hersey and Blanchard, namely telling, selling, participating, and delegating. These basic leadership styles can be utilized as an approach to human resource development efforts. Human resource development in educational institutions can be achieved through performance coaching, career coaching, and well-being coaching. Situational leadership skills in developing early childhood education institutions can be harnessed through a needs analysis based on three essential skill sets: diagnostic skills, flexibility, and partnership for performance. All three are crucial components and serve as reference points for an approach that prioritizes the analysis of subordinates' characteristics. Their research findings also support the notion that assessing or analyzing subordinates is a sound basis for providing appropriate guidance and support in line with their readiness levels.

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