Situational Leadership with the STIFIn Genetic Intelligence Approach

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ABSTRACT

This research is used to support the development of a situational leadership model that is well known to academics and practitioners in the field of human resource management. However, in its implementation, this model of leadership often finds difficulties that are naturally owned, especially in communication patterns, either by a superior or a subordinate due to a lack of understanding of each other. This is what in this study is improved by turning it into a mutual understanding through a biometric testing process that produces a form of intelligence that is genetically owned and at the same time becomes a person's personality. By using questionnaires and in-depth interviews with 11 principals and 41 teachers from 11 schools, five types of leadership situation models were produced based on the genetic intelligence of superiors and subordinates.

INTRODUCTION

Schools are the implementers of the National Education System Law, which are complex and unique organizations, where implementation requires high coordination and involvement of all its components. The principal as the highest leader is a clear example of moving the work activities of his subordinates. Principals who are diligent, careful, care about subordinates, will be different from principals who are indifferent, less communicative, let alone arrogant with subordinates and the various existing school communities.

Principals are faced with various problems owing to the leadership and organization in their schools. Ample evidence shows that successful school leaders are able to influence achievement through effective teacher support and development and the adoption of effective organizational practices (Davis et al., 2005).

According to Juharyanto, et al (2018), the position of the principal is very strategic because it is challenged to find effective leadership patterns. Principals are required to have adequate management and leadership skills in order to be able to take initiatives and initiatives to improve the quality of education in schools.

According to Mulyasa (2013) that management and leadership of school principals need to be emphasized more in coordination, communication, and supervision, because weaknesses and barriers to education often stem from a lack of coordination, communication and supervision, causing different perceptions among the implementing components in field, as well as the lack of socialization from the principal to all other education personnel. The leadership of the principal is related to the various tasks and functions that must be carried out in realizing an effective, productive, independent and accountable school. The leadership of school principals also affects teacher performance as the results of Sakerani's research (2019) where it was found that the direct influence of the principal in providing support

services in school governance, and indirectly affects the discussion of teacher salaries. In another study it was found that the leadership of the principal has a direct relationship to teacher performance (Rahmi et al., 2019).

Talks of the leadership will of course be attributed to the type or typology of leadership practiced by someone in the organization or institution. The leadership was according to Wayne K. Roy and Cecil G. Miskel *"the initiation of a new structure or procedure for accomplishing an organization's goals and objective or for changing an organization's goals and objectives"*. A new initiation structure or procedure to achieve or alter organizational goals and objectives (Fiedle, 1997).

According to Nurbaya (2015) That leadership style is a characteristic of a person to influence another person or organization, so that others want and are able to move and emulate their personal attitudes and disposition toward achieving their goals.

Muflihin (2008) Convey that in general this approach to leadership problems can be categorized into three types; (1) Theories of character traits or theories, (2) Theories of behaviouristic, and (3) Situational theory. From each of the theories above, certainly have different pressure of discussion. These three categories of theories explicitly require that the person's personality type be knew by a method that has an adequate level of accuracy.

One of them is the STIFIn method which is the synthesis of the findings of previous theories such as the Basic Function theory D.G. Jung, the Triune theory of Paul McLean's Brain, the Whole Brain concept of Ned Hermann, etc. (Poniman and Andi M, 2013). As one of the concepts of self-development, STIFIn can be implemented in various fields, including the field of leadership. For example, the research conducted by Arifin and Gunadi conducted in the School of PAUD/TK where obtained the research results that the teacher who is known personality type by the headmaster will be easily given the direction so that in doing the process Learning is much more effective than

teachers who are not aware of personality types through STIFIn (Arifin and Gunadi, 2017). While in terms of learning certain skills, research has been conducted in order to know the math skills of students using the STIFIn perspective. The study concluded that students with the dominant intelligence machine are on the left brain much higher in mathematical abilities than the dominant students in the right hemisphere or reptiles or the middle brain (Rafianti and Pujiastuti, 2017).

The STIFIn concept selection as a method used to discuss leadership because STIFIn is assessed to have the accuracy of concepts and assessment with relatively good instruments from other concepts and instruments as asserted by Farid Poniman As the inventor of this concept that STIFIn instrument equipment accuracy level can reach 94% (Poniman, 2015).

School Leadership

The word 'leadership' can be defined into individual traits, habits, ways of influencing others, interactions, positions in the organization and perceptions of legitimate influence and movements of other people's behaviour and performs in accordance with Expected (Nurbaya, 2015).

According Wahjosumidjo (2011), The term leadership can also be translated into traits, personal behaviors, influences on others, interaction patterns, interrole cooperative relationships, the position of one administrative position, and the perception of others on Legitimacy of influence.

Leadership style is the norm of behavior by someone at that time influenced the others. Wahyudi (2012) argues that leadership style is applied to the level of maturity or adulthood (mature) subordinate and goals to be achieved. Meanwhile in different studies, Burhanuddin (2019) reveals that organizational cultures that are situational factors influence the selection of leadership styles within an organization.

The headmaster in carrying out his leadership duties is heavily influenced by his subsequent perception of subordinates that will be determined by how they perform actions based on the leadership behaviour of the headmaster in terms of innovation and Improve school competitiveness (Arifin and Wahyudi, 2018).

Arifin and Wahyudi (2018) confirmed that the success of a leader was determined by his subordinate support. Subordinates as an important element involved in achieving the objectives have a difference in the ability, needs and personality, so that the approach of the leader will be adjusted to the maturity level of subordinates. When a leader has a specific type, he or she can adapt to the situation faced in carrying out his leadership. Meanwhile Danim & Sudarwan (2012) Sharing leadership in three types is: 1) autocratic leader, 2) Democratic leader, 3) leader "permissive". The form of leadership in a school will support teachers in developing their personal abilities. Because one of the most important factors in the leadership of the organization is the communication pattern between the leader and subordinate. Organizational communication is a very important activity in organizing, and most of the time that one has is more used to communicating. Aligned with it, Stephen Covey (2009) Confirming that leadership is clearly communicating the value and potential of people so that they are inspired to see it for themselves.

If people who work together at work certainly need their communication. The flow of communication that occurs in an organization is the top down communication, the bottom up communication, and between individuals known as horizontal communication. The better the communication is carried out, the better the possibility of cooperation. It is in harmony with Wibowo (2013) *that explains that, "internal Communications contributes of 49.5% against the formation of teacher performance. This shows that the more effective internal communication, then the higher the performance of teachers".*

Meanwhile, the success of the learning process is largely determined by how to reveal that organizational culture which is a situational factor influences the selection of an organization's leadership style. The process between the principal and the teacher takes place, which in turn the process of effective communication also takes place between the teacher and students in learning at school. With good communication, an organization can run smoothly and successfully, and vice versa will be disharmony and even divisions in the organization. To avoid this, organizational leaders need to understand and improve the communication skills of each individual in the organization to be effective. So in this study, it examines communication in educational organizations and in particular the relationship of communication between the principal and subordinates (teachers) which are important components in school education.

In addition, the principal also has a strategic position and role to improve teacher performance. Therefore, principals are required to have good communication skills in influencing and inviting teachers to achieve school goals. However, communication between the principal and the teacher does not always go harmoniously. Sometimes there are conflicts that can cause a break in relationship harmony. This is caused by misunderstanding in communicating between the two as a result of misunderstanding with each other.

The role of communication in School

A good leader should be able to convey his ideas briefly and clearly, and in the right way. Ideas that are conveyed easily understood by others so that it does not cause misunderstood (Fauzi et al., 2015). Organizational communication is also an interhuman communication that occurs in the context of.

The theory of the role of communication in the organization by (Fayol, 2008) mention that communication in the Organization make a Groove cut in order to make communication more effective than structured communication, so communication organization can create relationship antarindividu in an organization be more meaningful.

In the Groove communications include communication organization vertically and. According to (Ronald, H. A., 1987) explain vertical communication flow is sending and receiving messages between the level of a hierarchy that is downward communication and upward communication. Downward communication took place when the boss on an organization sends a message to his subordinates in this study i.e. from principals who deliver a message to the teacher. Upward communication happens when a subordinate to send messages to his superiors, namely teachers to the school principal related to the duties and responsibilities of employment. Whereas, the current horizontal communication is the sending and receiving of messages between individuals within the same level in a hierarchy. Hhorizontal communication took place between the subordinate that has an equivalent position that is a fellow teacher. The success of the organizational

communication occurs when the Organization's communication effectiveness between principals and teachers are able to exert influence on performance of teachers at that school. The communication process will run effectively if all parties, both the principal and the teacher, have a deeper understanding of each other's character. So that in this process each other will treat their communicating opponents according to the characters that characterize each of them. However, what happens now is that the principal / leader cannot directly recognize the character of subordinates, so it takes a long time to recognize the potential of subordinates. Likewise with fellow teachers / subordinates, not all are able to know each character exactly so that often mistakes or inaccuracies occur in treating their communicative opponents. Meanwhile, as the leader of a formal institution, the mission is not easy, a school principal is required to be able to control the human resources which are his responsibility in the school environment. In addition, teachers and education personnel also do not correctly recognize the character of the principal, so what often happens is ineffective communication and interaction patterns. The ineffectiveness of these communications and interactions, which is the result of the lack of understanding with each other, has an impact on the leadership models and styles that are carried out by the principal in leading. So the key to all of that is how all the parties involved in the school can recognize each other, so that problems in communicating and interacting can be avoided and solutions are found.

Then, what is the process of knowing and understanding as intended above? Recognizing each other is not just knowing their name and physical form, but more than that. A person can be recognized by recognizing his habits, daily behavior, basic characteristics and so on. This is what is considered important by researchers, because this will distinguish the leadership model and style that will be carried out in an organization called a school. The mutual understanding between the two parties also relates to their respective potentials, especially teachers and education personnel, which can still be developed and aimed at achieving individual performance and school performance. So it is hoped that through this research, a leadership model will be found that can be used in many schools that will make use of it. As it is also known that, a leadership model that is based on various conditions and situations is a situational leadership model. Situational leadership is an approach to leadership which states that leaders understand their behavior, the characteristics of their subordinates, and the situation before using a certain leadership style. This approach requires the leader to have diagnostic skills in human behavior.

Based on this, this study aims to (1) determine the relationship of interaction and communication between principals and teachers; and (2) provide theoretical-practical models of situational leadership based on genetic intelligence. in school organizations.

REVIEW OF THE LITERATURE

Leadership style is a pattern of behavior (words and actions) of a leader is perceived by others (Hersey and Blanchard, 2002). Leadership style is the behavior or manner chosen and used leaders in influencing the thoughts, feelings, attitudes and behavior of the members of his organization (Hadari Nawawi, 2003). According to Thoha (2004) generally leadership style is the norm of behaviour used by someone when he or she tries to influence other people's behaviour.

Situational Leadership

Of the various leadership styles that exist, situational leadership is the most widely used. Situational leadership theory is an approach to leadership which states that leaders understand their behavior, the characteristics of their subordinates, and the situation before using a certain leadership style. This approach requires leaders to have diagnostic skills in human behavior. The situational approach or contingency approach is a theory that seeks to find a middle ground between the view that says there are universal principles of organization and management, and the view that argues that each organization is unique and has different situations so that it must be faced with a leadership style. certain. From various theories that have developed, the following will describe the four most researched situational leadership models in recent years. Three situational factors determine whether a person has the opportunity to become an effective leader, namely: (a) Leader-member relationship which refers to the level of belief, trust, respect of followers for the leader concerned. This variable reflects the acceptance of the leader; (b) Task structure is a limitation where there are standard operating procedures for completing tasks, a detailed description of the finished product or service, and objective indicators of how well the task is carried out, where this dimension includes the following components: (1) clarity of objectives, (2) problem solving, (3) verifying the decision, and (4) detailing the decision; (c) Position power, namely a situation factor designed to determine how much power a person has who does a particular job. Situational Leadership became very supportive of adaptive style that generally appears in the workplace (Goodson et al., 1989). Goodson proposes that if at least one element of situational leadership behaviour that should be regarded as "best", then the element is very supportive behavior, such as in the style of leadership situational supporting and coaching. Despite the dominance of supporting and coaching style is associated with the preferences of Australia work culture at work, that preference persisted after situational leadership training (Avery, 2001).

(Avery and Gayle C, 2002) also explain that in situational leadership available framework for managing people, relevant, usable, intuitive, and fits in with common sense. Situational leadership is a model that is simple to use and relevant to the role of principal as Manager. Situational leadership is also used for the management of staff, and carry out various other management tasks such as counselling, performance assessment, team development, conflict resolution, and initiate new staff. The developer is very situational leadership in anticipation of wider application (Hersey and Blanchard, 1988). Therefore, the role performed by a leader of a different way as well as shown in the figure 1.
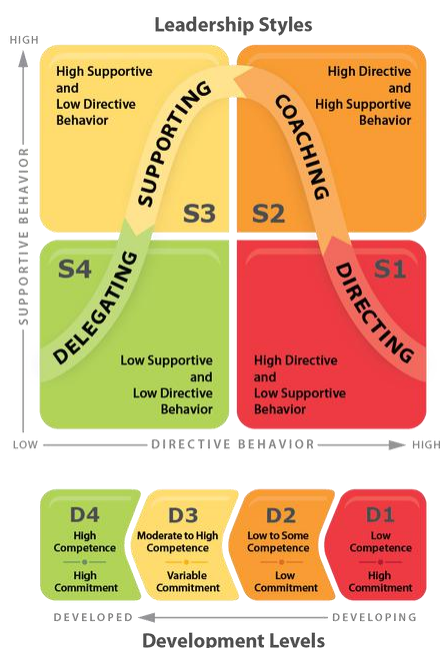
Figure 1 Leadership Style
Source: (Nguyen, 2020)

The Basic Model of Situational Leadership
Teori is a development of the situational leadership theory of leadership trait and behavior that is considered failed to explain the best leadership model for the situation. The key to the effectiveness of leadership is seen by some in the contingency theory by choosing the right style of leader. This style depends on the interaction of internal and external factors of the Organization. The basic model of situational leadership, is: (a) Levels of guidance and direction provided by the leader (task behavior); (b) The levels of socio-emotional support provided by the leader (relationship behavior); (c) The level of readiness or maturity shown by members in carrying out their functions and duties in achieving specific objectives.
Four models of leadership situational the much researched in the last years, i.e. as follows.
1)   Fielder Contingency Model Of Leadership
Fielder Contingency theory is the relationship between the orientation of the leader or the style and performance of the different groups under the condition of circumstantial. This theory is based on the: (a) Determination of orientation of the leaders (or tasks); (b) The elements of the situation (relations with members of the leader, the task structure, and the powers of the leader); (c) Orientation leaders who determined the most effective because the situation changed from low to medium to high controls.
This leadership model, Fielder found that task-oriented leaders are more effective if it is in a situation of low and moderate control, whereas relationship-oriented managers more effectively in situations of moderate control.
2)   Vroom-Yetton Model of Leadership
Establish decision-making procedures are most effective in a given situation. Leadership styles recommended are autokratis and consultative style, and style-oriented decisions together. In developing this model Vroom and Yetton makes some assumptions i.e.: (a) This model must provide styles that can be worn in any situation where the leader.; (b) There is not one style that can be worn in all

situations.; (c) The main focus should be made on the issues that will be faced and the situations where this problem occurs.; (d) The leadership style used in one situation may not restrict style used in other situations.; (e) Some of the processes of social influence on the level of participation of the subordinates in problem solving.
3)   Goal Theory Of Leadership
Leaders to be effective because of the positive effect they provide against the followers of motivation, performance, and satisfaction. This theory is considered a path-goal due to focus on how leaders affect the perception of his followers about the purpose of the work, self-development, and tujuaan line is needed to achieve the objectives (Ivancevich, 2007).
Path goal leadership model proclaims the importance of influence leaders toward subordinate perceptions regarding the purpose of the work, the goal of self-development, and the achievement of the objectives. The basis of this model is a theory of motivation of experimental. This leadership model was popularized by Robert House that attempted to predict the effectiveness of leadership in a variety of situations.
4)   Situational Leadership Hersey–Blanchard Model.
This theory by Blanchard and based on research, business OSU (Ohio State University) who developed this leadership style 4, i.e.,: (a) Telling, that leader assign roles that are required to perform a task and ordered his followers what, where, how and when to perform the task; (b) Selling, that leader provide structured instruction, but also purely supportif; (c) Participating, that leader and his followers bersamasama decide how best solve a job; (d) Delegating, that not many leaders give a clear and specific directives or personal support to his followers.
The appropriateness of applying the leadership style will depend on the group or individual led. Situational Leadership Hersey-Blanchard theory identify four levels of maturity, i.e.: (a) When employees who have no special skills required for the job, unable and unwilling to do or take responsibility for the job or task; (b) When a subordinate who cannot take responsibility for the tasks performed, yet they are willing to work on a task with enthusiasm and motivation; (c) When employees are experienced and able to perform the duties but does not have the will or the confidence to take charge; (d) When experienced employees on task, and are confident in its ability to work well and be more accountable.
Leadership Attributes
a.   Personality traits and leadership
Robert Hogan on (Hughes and R.C, 2012) emphasize that the term personality has two meanings that are very different. First, the emphasis on the individual's social reputation and not just reflect the description but also the evaluation of a person from the point of view of others. Second, more emphasis on the structure of the invisible and the underlying process in someone who explains why we behave as we do – the reason everyone's behavior tends to be relatively equal in the situation which has developed many theories to explain how an invisible structure can cause the individual to act with the characteristics of a person. The structure is not visible, it can cause the individual to act with the characteristics of each individual. Research on personality and leadership that is based on the successful approach to nature. Nature refers to the regularity of repeating someone's behavior or tendencies. Personality traits is a concept used to explain

why people act consistently from one situation to the next situation (Hughes and R.C, 2012).

b. Personality Type

Trait is not the only way to describe typical behavior. Personality typology is a description of the form of behavior differences between individuals. Scholars such as Freud view personality as a biology-mechanistic process, while Adler is one of the pioneers of the creative ego. The ego is a highly personified subjective system which interprets and makes the experience of organisms meaningful (Alwisol, 2009).

c. Intelligence and leadership

The relationship between intelligence and leadership emerged around 1115 BC in China, when dynasties used standardized tests to determine citizens who would play a key leadership role in the institutions they had to form to run the country. Intelligence as all the effectiveness of one's activities directed by the mind (Hughes and R.C, 2012).

In the relationship between intelligence and leadership, Stenberg revealed the Theory of Intelligence Triories, which consists of: (1) analytic intelligence, which is a general problem-solving ability and can be assessed with standardized mental abilities tests; (2) practical intelligence or "street intelligence" where someone with this intelligence knows how to adjust, or choose new situations to meet their needs; and (3) creative intelligence, namely the ability to produce new and useful work.

Genetic Intelligence STIFIn

a. Basic Theory of Genetic Intelligence

The birth of personality theories is inseparable from the life history of the discoverer in which there is a component of experienced empirical experiences. Personality is a form of individual self-image that emerges through a permanent and consistent pattern of traits and characteristics in individual behavior. The trait itself is a factor that causes differences between individuals in their behavior, consistent behavior from time to time and the stability of behavior in various situations. The characteristics that appear are the qualities inherent in the individual, such as temperament, physicality and intelligence. In history, what happened to the psychoanalytic character Sigmund Freud who was a doctor. His experience using cocaine made him feel tremendous comfort and freed him from the depression he suffered. He argues that sex drive and aggression are the most important in his theory, that they are the result of his experiences with a number of patients, his analysis of his own dreams and his extensive reading of science and humanities. Freud has never used a research method that can be said to be a scientific method, but until now his theory is still the grip of most psychological scientists and psychologists. So was the case with Alfred Adler, who used personal experience as his theoretical foundation in

individual psychology. Adler was a student of Freud who later declared himself a theorist who was at odds with Freud's theory. The same thing happened to Carl Gustav Jung, the founder of the theory of analytical psychology. Jung's life experience is the basis for his theory that everyone has emotional experiences that are inherited from their ancestors which he calls the "collective unconsciousness" which develops into archetypes. The archetype itself is the idea that self-realization can only be achieved through the existence of a balance between opposing personality drives and having separate functions. Jung's view later became one of the references to the STIFIn concept. Found a correlation between Carl Gustav Jung's theory of the basic functions of the single intelligence of static and the theory ofhemisphere Ned Herrmann's, brain stratum Triune Paul's MacLean, the concept of dynamic constructive field theory and neuroscience which he later compiled into the STIFIn concept. Meanwhile, other theories are references at the stage of development. And it turns out that there are dozens of other theories that increasingly affirm the conclusions and applicability of the STIFIn concept.

b. The Basic Concept of STIFIn

As has been described previously in which concepts, STIFIn try synthesizes from earlier theories. Furthermore, it should be outlined in advance about (1) the machine intelligence, and (2) the genetic Intelligence (genetic intelligence) as follows:

(1) Machine intelligence

Basically, the word STIFIn is an acronym for Sensing-Thinking-Intuiting-Feeling-Instinct. These five intelligence machines represent the type of intelligence as well as one's character. Everyone has everything, but only has one of the most dominant, namely: (a) Sensing (Limbic left), (b) Thinking (the Neo-cortex of left), (c) Sensing (Neo-cortex right), (d) Feeling (Limbic right), (e) Instinct (Reptile).

(2) Genetic Intelligence

The existence of an intelligent machine will not be able to function optimally when there is no driving force. Likewise with the five intelligence machines where there is a drive that will drive the machine. There are two drives which are the layers of the brain in the human head, first, called introvert (i), which is the white inner layer that has the largest density of brain cells. Second, extrovert (e) which is the gray layer of the brain and is located outermost. These two drives drive the intelligence machine to work, and have their own characteristics. Introverts work from the inside to the outside, while extroverts work from the outside to the inside (as opposed to introverts). This different process of working will determine the behavior and character / intelligence of the humans who have it. So that if the machine intelligence and the drivework, it becomes genetic intelligence. This is the true form of a person's personality and intelligence. Then it can be described as in the table below.

Table 1. Genetic Intelligence

Mesin kecerdasan	Drive	Personality Genetic	The location in the brain
S	i	Si	Left Limbik
	e	Se	Left Limbik
T	i	Ti	Left Neo-Cortex
	e	Te	Left Neo-Cortexi
I	i	Ii	Right Neo-Cortex
	e	Ie	Righ Neo-Cortex
F	i	Fi	Right Limbik

	e	Fe	RightLimbik
In	--	In	Reptil

c. The Implementation of The Concept of STIFIn

The one that became the flagship of the concept of STIFIn is a field, meaning that the concept of this STIFIn can be used for a wide range of fields, including one that will be examined are in the areas of Principal Leadership. Of synthesis that is present in the concept of STIFIn the one that became the focus of the discussion and to examine areas of leadership is the theory of the relationship between genetic correlation/intelligence.

There are two types of relationships that are known in the concept of STIFIn, namely (1) the relationship that supports, and (2) the relationship of the CONQUERED. Both types of these relationships are each like it looks in the picture 2.
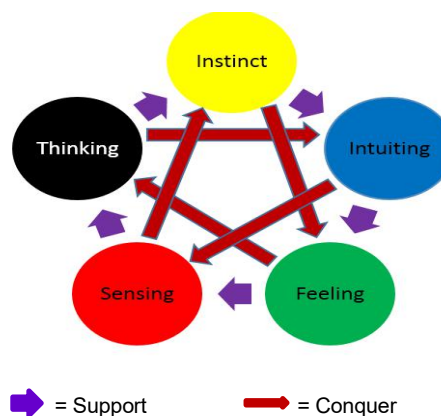

= Support   = Conquer

Figure 2. The Theory Of Circulation STIFIn
Source: (Poniman, 2015)

Further, each of the above equivalence relation can be described as following table.

Table 2. Relationship between machine intelligence

	S	T	I	F	In
S	-	Support	conquered	Be Support	conquer
T	Be Support	-	conquer	conquered	Support
I	conquer	conquered	-	Support	Be Support
F	Support	conquer	Be Support	-	conquered
In	conquered	Be Support	Support	conquer	-

Source: (Poniman and Andi M, 2013)

METHOD
This study used a qualitative approach with a multisite study design at 11 (eleven) SMA and SMK in Madiun City, East Java Province. The method of data collection is done through (1) test through biometric fingerprint scanning to determine the kind of intelligence and personality type of survey respondents, (2) in-depth interviews, and (3) questionnaire.The biometric test method was chosen to provide more authentic results. Meanwhile, the use of psychometric methods is carried out through observation, observation, interviews and filling out questionnaires. Respondents and informants in this study were Principals and Deputy Principals of six SMA and five SMK in Madiun City. The data analysis was done with the design induction analytic method modified. Based on the concept of Genetic Intelligence, a relationship model approach is carried out in each different situation and condition between the Principal and the teacher who holds the position of Deputy Principal.

RESULT
Research done at 11 and 41 principal teachers of 11 secondary school high school. By using a detailed questionnaire and interview methods to the principals and teachers who first performed testing biometric (fingerprint scanning) on respondents (principals and teachers) in each school, obtained the following data.

Table 3. STIFIn Test Results

No	School	principal	Teacher_1	Teacher_2	Teacher_3	Teacher_4
1	A	In	Fi	Si	In	Te
2	B	In	Ti	Ii	Si	Fi
3	C	Te	Si	In	Fe	Fe
4	D	Te	Ii	Ii	Se	-
5	E	Ii	Se	Ie	Ii	In
6	F	Ie	Ie	Fe	Ti	TI
7	G	In	Ie	Fe	-	-

8	H	Ii	Fi	Ii	Si	Ie
9	I	Ie	Ie	Fi	Fe	Fe
10	J	Se	Ii	Si	Se	Ti
11	K	Se	Ie	Fe	In	Ti

Table 4. Distribution of Data Research Results

QUIZ Number	THE RESPONSE OF THE PRINCIPAL		THE RESPONSE OF SCHOOL TEACHER	
	YA	TIDAK	YA	TIDAK
1	18%	82%	43%	57%
2	27%	73%	38%	62%
3	18%	82%	40%	60%
4	36%	64%	43%	57%
5	18%	82%	38%	62%
6	18%	82%	43%	57%
7	27%	73%	43%	57%
8	45%	55%	57%	43%
9	9%	91%	36%	64%
10	18%	82%	52%	48%
11	27%	73%	38%	62%
12	45%	55%	40%	60%
13	45%	55%	29%	71%
14	36%	64%	52%	48%
15	36%	64%	33%	67%
16	55%	45%	52%	48%
17	73%	27%	52%	48%
18	55%	45%	62%	38%
19	45%	55%	38%	62%
20	55%	45%	19%	81%
21	36%	64%	45%	55%
22	36%	64%	38%	62%
23	18%	82%	24%	76%
24	55%	45%	60%	40%
25	9%	91%	24%	76%
26	27%	73%	26%	74%
27	27%	73%	21%	79%
28	36%	64%	29%	71%
29	27%	73%	24%	76%
30	45%	55%	55%	45%
31	45%	55%	52%	48%
32	27%	73%	29%	71%
33	18%	82%	24%	76%
34	45%	55%	14%	86%
35	36%	64%	29%	71%
AVERAGE	34%	66%	38%	62%

From these data, it is apparent that there are 66% of school principals felt the process was not effective leadership, and school staff of 62%. That means between the principal (the boss) and school staff (subordinates) there are problems in communication-interaction pattern between the two. Next will be reviewed further on top of each response, either the principal or the school staff.

Principal's Perspective

From the results of research, can be found the response of each of the principal as the following data.

Table 5. The Principal Response Based on Gender

QUIZ Number	Men Principal		Women Principal	
	Yes	No	Yes	No
1	22%	78%	0%	100%
2	33%	67%	0%	100%
3	22%	78%	0%	100%
4	44%	56%	50%	50%
5	22%	78%	50%	50%

6	22%	78%	0%	100%
7	33%	67%	50%	50%
8	56%	44%	0%	100%
9	11%	89%	0%	100%
10	22%	78%	0%	100%
11	33%	67%	50%	50%
12	56%	44%	50%	50%
13	56%	44%	0%	100%
14	44%	56%	50%	50%
15	44%	56%	50%	50%
16	67%	33%	50%	50%
17	89%	11%	100%	0%
18	67%	33%	100%	0%
19	56%	44%	50%	50%
20	67%	33%	50%	50%
21	44%	56%	50%	50%
22	44%	56%	100%	0%
23	22%	78%	50%	50%
24	67%	33%	100%	0%
25	11%	89%	0%	100%
26	33%	67%	0%	100%
27	33%	67%	0%	100%
28	44%	56%	0%	100%
29	33%	67%	0%	100%
30	56%	44%	100%	0%
31	56%	44%	50%	50%
32	33%	67%	100%	0%
33	22%	78%	100%	0%
34	56%	44%	50%	50%
35	44%	56%	0%	100%
AVERAGE	42%	85%	40.00%	62%

The table above shows that the principal-sex males tend to be more assertive (85%) declares the ineffectiveness of his leadership than the principal women (60%). This means that leadership by men is more problematic than women.

In a review of the response of each of the principal, as Table 2.4, it can be concluded that in general the principal declared 58% have not been effective running the leadership at the school.

Table 6. Principal's perspective on the issue of school leadership

PRINCIPAL'S	ANSWER/RESPONSE	
	Yes	No
Bapak 1	46%	54%
Bapak 2	83%	17%
Bapak 3	11%	89%
Bapak 4	26%	74%
Bapak 5	57%	43%
Bapak 6	9%	91%
Bapak 7	46%	54%
Bapak 8	34%	66%
Bapak 9	66%	34%
Ibu 10	46%	54%
Ibu 11	34%	66%
AVERAGE	42%	58%

50%-80% have 6 people or 55%. While stating below 50% there are 3 person or 27%. From there it looks that most of the principal declares the ineffectiveness in carrying out his leadership.

Research Results

Based on Situational Leadership theories and models that have been described above, then it can be described based on situational leadership model of genetic intelligence with the patterns in the following situations.

b. Situation A – Partnership

If the principal has the same intelligence machinery with the teacher. So the approach that must be made by the head of the school is partnering with patterns. That is, the principal makes teachers as partners by building equality in carrying out the programs of the school.

The case in communicating. Principal more involved teachers in providing consideration and decision-making. Command given by head of School tend to invoke the opinions and suggestions of the teachers. Examples of sentences that can be used in this situation, among other things: *"Please help me to see the letter from the Office of the Department"*.
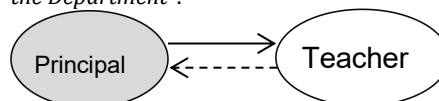

Figure 3. Diagram of The Relationships of Equality

c. Situation B – Mentoring

In this situation if the machine intelligences teacher "endorsing" the principal intelligence engine. Thus, the principal role of its function as a teacher (mentor) for teachers.

Communication that wakes up in the relationship between mentor and mentee (trainer subject) more instructional in

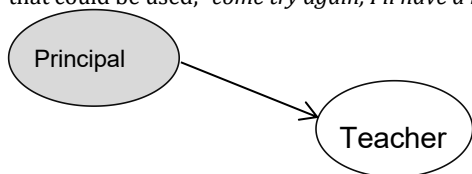nature directly and forcefully. For example, a sentence that could be used, *"come try again, I'll have a look!"*

Figure 4. Diagram of The Relationships of Instructional
d. Sitation C – Coach

This situation if the principal intelligence engine "conquered" machine intelligence guru. Then the school principal as a leader doing the role as a trainer (coach) for teachers. This approach is more correctly referred to as relationship of empowerment.

In this situation it takes a communication pattern that is serving the teacher by the principal as leader. In this case, the principal more provides opportunities to teachers to make considerations and take decisions independently by staying in the accompaniment. For example, using the phrase: *"Let's do as I've taught!"*.
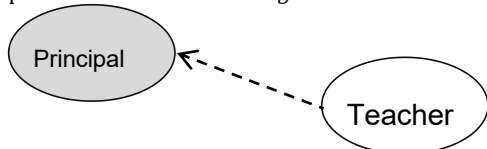

Figure 5. Diagram of The Relationships of Empowerment
e. Situation D – Motivating

The pattern can be used if the principal intelligence engine "in favor of" machine intelligence guru. The role to be taken by the head of the school is as a Motivator for teachers. The pattern of communication that is done on the condition/situation must be motivating the push and encourage teachers. Examples of sentences that are appropriate to motivate, among others: *"it's like you are the right person to be able to solve the problem of grade 4"*.
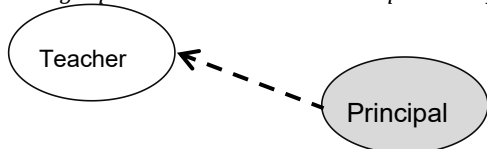

Figure 6. Motivational Relationship Diagram
f. Situation E – Facilitating

In conditions where the principal intelligence engine "conquered" by machine intelligence guru. Then the most appropriate role is giving them the victory or facilitating teacher (Facilitator).

Thus, patterns of communication awaken must look much more for teachers to be able to handle fully and get reasonable facilities to be able to finish his work. An example of a sentence that matches that can be used, among other things: *"Please father/mother use this space for programs that want to run ..."*, or *"father/mother can use empty time to plan the activities of father/mother"*.
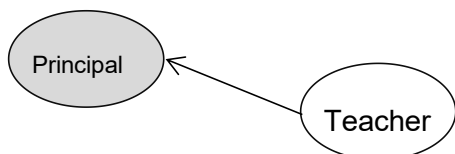

Figure 7. Facilitating Relationship Diagram

Situational Leadership Model implementation in schools

By using the concept of a leadership model as in the findings of these studies, then they can be implemented as follows.

a. School A

With the Intinct (In) personality type in the Principal, and the teachers, respectively Feeling Introverted (Fi), Sensing Introverted (Si), Instinct (In), and Thinking Extroverted (Te). So, the approach taken is as in the following table:

Table 7. Approaches in schools A

Principal In	Teacher	Approach
	Fi	Provide mentoring teachers
	Si	Facilitate, give way
	In	Partnerships
	Te	Coaching and give instructions

b. School B

Personality types of Principal Instincts (In) and teachers respectively Thinking introverted (Ti), Intuiting introverted (Ii), Sensing introverted (Si), and Feeling introverted (Fi), as the following table:

Table 8. Approaches in schools B

Principal In	Teacher	Approach
	Ti	Coaching and give instructions
	Ii	Give the motivation of teachers
	Si	Facilitate, give way
	Fi	Provide mentoring teachers

c. School C

Personality types Thinking extroverted (Te) and teachers Sensing extroverted (Se), Instinct (In), Feeling extroverted (Fe), and Thinking extroverted (Te), then the approach taken is according to the following table.

Table 9. Approaches in schools C

Principal Te	Teacher	Approach
	Se	Coaching and give instructions
	In	Give the motivation of teachers
	Fe	Facilitate, give way
	Te	Partnership

d. School D

In the personality type of Headmasters who are Thinking extroverts (Te) and Intuiting Introverts (Ii) and Sensing Extroverts (Te) teachers, the following approaches can be carried out.

Table 10. Approaches in schools D

Principal Te	Teacher	Approach
	Ii	Provide mentoring teachers
	Ii	Provide mentoring teachers
	Se	Coaching and give instructions

e. School E

Whereas in Principal, Intuiting Introvert (Ii) personality type, and Sensing extrovert (Se), Introverting (Ie) Intuiting, Introvert (Ii), and Instinct (In) teachers, the following approaches are needed.

Table 11. Approaches in schools E

Principal Te	Teacher	Approach
	Se	Coaching and give instructions
	Ie	Provide mentoring teachers
	Ii	Provide mentoring teachers
	In	Give the motivation of teachers

f. School F

As for schools with the personality types of Principals who are Intuiting extroverts (Ie), and teachers who are Intuiting extroverts (Ie), Feeling extroverts (Fe) and Thinking introverts (Ti), the approach:

Table 12. Approaches in schools F

Principal Ie	Teacher	Approach
	Ie	partnership
	Fe	Give the motivation of teachers
	Ti	Facilitate, give way
	Ti	Facilitate, give way

g. School G

Schools with the type of principal Instinct (In), and Intuiting extrovert (Ie) and Feeling extrovert (Fe) type teachers used the approach:

Table 13. Approaches in schools G

Principal In	Teacher	Approach
	Ie	Give the motivation of teachers
	Fe	Provide mentoring teachers

h. School H

Schools with Principals with Intuiting Introvert (Ii) type and their respective teachers Feeling Introverted (Fi), Intuiting Introverted (Ii), Sensing Introverted (Si), and Intuiting Extroverted (Ie) carried out the following approaches.

Table 14. Approaches in schools H

Principal Ii	Teacher	Approach
	Fi	Give the motivation of teachers
	Ii	partnership
	Si	Facilitate, give way
	Ie	partnership

i. School I

Meanwhile schools with the Intuiting extrovert (Ie) Principal type and Intuiting extrovert (Ie), Feeling extrovert (Fe), Feeling introvert (Fi) and Thinking extrovert (Te) teachers used the approach:

Table 15. Approaches in schools I

Principal Ie	Teacher	Approach
	Ie	partnership
	Fe	Give the motivation of teachers
	Fi	Give the motivation of teachers
	Te	Facilitate, give way

j. School J

For schools with Principals of type Sensing extrovert (Se), and teachers who are Intuitung Introverted (Ii), Sensing Introverted (Si), Sensing Extroverted (Se) and Thinking Introverted (Ti) use the approach:

Table 16. Approaches in schools J

Principal Se	Teacher	Approach
	Ii	Facilitate, give way
	Si	partnership
	Se	partnership
	Ti	Give the motivation of teachers

k. School K

In schools with the personality type of Principal Se and Intuiting extrovert (Ie), Feeling extrovert (Fe), Instinct (In) and Thinking introvert (Ti) using the approach:

Table 17. Approaches in schools K

Principal Se	Teacher	Approach
	Ie	Give the motivation of teachers
	Fe	Coaching and give instructions
	In	Provide mentoring teachers
	Ti	Give the motivation of teachers

DISCUSSION

From the results of the research data above, it was found that the principal's achievement must be supported by the effectiveness of implementing organizational practices, where in the interaction and communication between leaders and subordinates, it is very important to determine the effectiveness of a leader in moving his subordinates. This is consistent in writing (Davis et al., 2005). In addition, the principal also has a very important role in mobilizing and harmonizing all educational resources available in schools and using them as needed. This means that the leadership of the principal is one of the factors that can realize the vision, mission, and goals of the school through planned and gradual programs. This study also answers and as a solution in the research of Juharyanto, et al (2018), where the position of the principal is very strategic because it is challenged to find effective leadership patterns. Principals are required to have adequate management and leadership skills in order to be able to take initiatives and initiatives to improve the quality of education in schools. The leadership of school principals also affects teacher performance as the results of Sakerani's research (2019) where it was found that the direct influence of the principal in providing support services in school governance, and indirectly affects the discussion of teacher salaries. In another study it was found that the leadership of the principal has a direct relationship to teacher performance (Rahmi et al., 2019). This study also strengthens Arifin and Gunadi's research conducted at PAUD / Kindergarten level schools where the results of the research show that teachers whose personality types are known by the principal will be easily given directions so that in carrying out the learning process it is far more effective than teachers whose personality types are not known through STIFIn (Arifin & Gunadi, 2017).

So that the selection of the STIFIn concept as a method used to discuss leadership is because STIFIn is considered to have relatively good conceptual and assessment accuracy with instruments compared to other concepts and instruments which further strengthens what Farid Poniman as the founder of this concept emphasized that the level of accuracy of STIFIn instruments can reach 94% (Poniman, 2015).

CONCLUSION

From research and studies can be concluded as follows.
a. Retrieved 5 Situational Leadership Model based genetic intelligence, the approach to the relationship

between the boss (Principal) and subordinate (teachers) that are based on each personality type.
b. In each of the schools studied, obtained by a variety of approaches to each individual at each school.

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