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Situational Leadership of Catholic Secondary School Principals in Enhancing School Achievement in Manokwari, West Papua: Contributing to SDG 4

Immanuel Tenau*, Erny Roesminingsih, Karwanto

Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

Objective: To analyze and describe the situational leadership styles of boarding school principals in improving school achievement at Senior High School Katolik Villanova and Senior High School Katolik Santo Arnoldus Janssen, focusing on how principals adapt leadership practices to the readiness of teachers and educational staff. **Method:** A qualitative approach with a multi-site study design was employed. Data were collected through in-depth interviews, participatory observation, and documentation, and analyzed using an interactive model of data reduction, data display, and conclusion drawing. Data validity was ensured through source, method, and time triangulation. **Results:** The findings revealed that principals implemented flexible situational leadership styles, including directing, coaching, supporting, and delegating, based on the competence and readiness of teachers and staff. Leadership extended beyond academic improvement to emphasize character formation, discipline, faith development, and communal life. Strategies such as strengthening teacher professionalism, school culture, student mentoring, and dormitory management contributed to improved academic and non-academic achievement and fostered a positive school climate. **Novelty:** Proposing a spiritual-oriented situational leadership model distinctive to Catholic boarding schools in West Papua by integrating faith formation, moral exemplarity, and pastoral practices into school leadership. The model contributes to SDG 4 (Quality Education) by promoting holistic student development through academic achievement, character formation, and spiritual growth.

INTRODUCTION

Education in West Papua still faces various challenges, including low educational quality, high dropout rates, limited numbers of professional teachers, and difficulties in fostering students' character development (Fiharsono et al., 2024). The Government of West Papua Province has stated that the school dropout rate remains high and has become a serious concern for the local government (Ananda & Prasetyia, 2024; Parker & Sudiby, 2024). Data from 2022 indicate that approximately 4,618 children in West Papua did not continue their education from elementary through senior high school. In this context, the situational leadership style of boarding school principals has become one educational model considered capable of shaping students' discipline, character, spirituality, and learning culture more intensively. Catholic boarding schools possess advantages because they emphasize not only academic aspects but also the formation of faith, character, leadership, and social responsibility (Grace, 2002).

These educational challenges are closely related to Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In regions facing educational disparities, effective school leadership plays a crucial role in improving educational quality, strengthening student character, and creating supportive learning environments. Therefore, understanding how principals adapt their leadership practices in Catholic boarding schools may offer valuable insights for promoting holistic education that aligns with the aspirations of SDG 4.