

## The Adaptability and Effectiveness of the Principals' Leadership Styles in Building Religious Tolerance at Senior High Schools in Manado City

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**Abstract:** *The quality of the school depends on how well the principal utilizes the sources in the school and adapts his leadership styles, which were applied effectively and efficiently to achieve the school's goal. Nowadays the school more focuses on the increasing of students' academics, less giving attention to the development of students' religious attitude and behavior so that the brawl happened out of school. The role of principal and teacher is very important in forming the religious attitude and behavior of students. The principal's leadership style which is adapted with the situation and the need of all members of school in building religious tolerance can create the harmonious situation in achieving the school's goal. This research aimed to describe and analyze the adaptability and effectiveness of the principals' leadership styles in building religious tolerance at Senior High Schools State in Manado City. The approach utilized mixed methods: quantitative and qualitative approaches with descriptive methods. The research findings showed that the adaptability and effectiveness of the principals' leadership styles in building religious tolerance at Senior High Schools State in Manado City were adaptable and effective. The conclusion was that the leadership styles applied by the principals at Senior High Schools State in Manado City in building religious tolerance were adaptable and effective to the situation, the need of teachers, staff, and students to run the religion activities in school according to their faith and beliefs. It was recommended that the principals increase the adaptability and effectiveness of their leadership styles to build the religious tolerance in schools harmoniously.*

**Abstrak:** Kualitas sekolah bergantung pada seberapa baik kepala sekolah memanfaatkan sumber daya sekolah dan mengadaptasikan gaya kepemimpinan yang diterapkan secara efektif dan efisien untuk mencapai tujuan sekolah. Saat ini sekolah lebih terfokus pada peningkatan akademik peserta didik, kurang memberi perhatian pada perkembangan sikap dan perilaku religius peserta didik sehingga terjadi tawuran di luar sekolah. Peran kepala sekolah dan guru sangat penting dalam membentuk sikap dan perilaku religius peserta didik. Gaya kepemimpinan kepala sekolah yang diadaptasikan dengan situasi dan kebutuhan semua warga sekolah dalam membangun toleransi beragama dapat

menciptakan situasi yang harmonis dalam mencapai tujuan sekolah. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis keadaptabilisan dan keefektifan gaya kepemimpinan kepala sekolah dalam membangun toleransi beragama di SMA Negeri Kota Manado. Pendekatan yang digunakan metode campuran: pendekatan kuantitatif dan kualitatif dengan metode deskriptif. Hasil penelitian adalah keadaptabilisan dan keefektifan gaya kepemimpinan kepala sekolah dalam membangun toleransi beragama di SMA Negeri Kota Manado adalah adaptif dan efektif. Kesimpulannya adalah gaya kepemimpinan yang diterapkan kepala sekolah di SMA Negeri Kota Manado dalam membangun toleransi beragama adalah adaptif dan efektif terhadap situasi, kebutuhan guru, staf dan siswa untuk menjalankan kegiatan keagamaan di sekolah menurut iman dan kepercayaan mereka. Direkomendasikan agar kepala sekolah meningkatkan keadaptabilisan dan keefektifan gaya kepemimpinan dalam membangun toleransi beragama di sekolah demi terciptanya keharmonisan.

## INTRODUCTION

The people are human religious who have a hope to live regularly, well-managed, and controlled life, and to have a well-directed life in order to live peace together with other people by following the right way of life based on God's will through the rules of religion that are implemented by worship ritual. Worship ritual is one of the human rights that can be exercised by all people according to their beliefs and religions that aims to strengthen their faith and belief to God.

Indonesian society has various religions and beliefs, including Christianity, Islam Catholicism, Hinduism, Buddhism, and Confucianism. Each religion carries out the ritual worship according to the rules of worship ritual practice arranged in religion's social organization and the Indonesian government's constitution.

The social life of communities accommodated the differences and diversities between human beings. One of these diversities related to the choice of people's faith. Therefore, every person in the life of a social community should be able to keep good relationships in communication with the members of the same religious community as well as with those others. That is why, the religious tolerance is a necessity

to guarantee social stability against unwanted ideological and even physical collisions in society. The social and religious lives cannot be separated from each other; they must be integrated.

UNESCO stated that tolerance is the attitude of respecting each other, accepting each other, appreciating each other in the diversities of culture, freedom of expression, and human character (Michael Walzer, 1997). Tolerance does not just accept the difference, and convinces each other, opens the mind, and understands each other about the difference and it does not make the difference into a problem even though there are not the same ideas (Henry Thomas Simarmata, d.k., 2017).

Religious tolerance is the tolerance that consists of the faith problems in the human being related to the belief in divinity. People should be given freedom to believe and embrace religion that has been chosen by themselves, and they should respect others in practicing the doctrines that they believe or have faiths in (J. Cassanova, 2008).

Religious tolerance is a very important aspect in society that should be paid attention to by all people, such as the government, religion leaders, religion organizations, education institutions, and all members of different religions, in order to avoid the conflict caused by the difference in

doctrine among them that happened in some regions of Indonesia years ago. There were some conflicts that had backgrounds of religion, ethnicity, language, economy, and politics that were difficult to avoid (Rasimin, 2016).

To be well practiced of religious tolerance in order to achieve get along and peace live, it should be supported by broad knowledge, open mindedness, free sharing ideas, respect and appreciate others' opinions, accept the strength and weakness of others, stand on positive thinking and help one another, and maintain mutual understanding among others in running the society live.

The problem of religious tolerance often happened in Indonesia, and it was done not just by the adult people but also the youth, included the students. How important is the religious tolerance so it must be taught first in the family and school. School is the place where religious tolerance is implemented by the principal, teachers, staff, students, and all members of the school who have different religions.

Religious tolerance was taught first in the family and school. School is the place where religious tolerance is implemented by the principal, teachers, staff, students, and all members of the school who have different religions. Students get religion subjects to teach them not just in order to have knowledge about the religion, but more than that, they are expected to get skills about how to practice theories, and build good attitudes and behaviors so that they can know and practice them well in their lives. They also learn how to behave toward other students, teachers, principals, staff, and all members of the school as well as also to others outside of school as part of the implementation of religious tolerance.

Religious tolerance is applied in school based on the curriculum of the religion subjects and it is done in the form of worship ritual of all students, teachers, staff, workers, and securities according to their religion. These activities were done through intra-curricular and extra-curricular activities based on the school program.

However the reality in the field when the pre survey done by the researcher shows that the efforts done by the school to build religious tolerance more focuses on the increasing of students' academics aspect, especially in religion subject. All the activities applied related to worship ritual will be evaluated by the religion teachers, for example: taking attendance for all students who attended the activity and make a summary of sermon delivered by the preacher or religion teacher to be signed of her. After that the students' summary of sermon will be collected to be examined by religion teacher to give score.

The school pays less attention to the development of students' religious attitude and behavior. The students attend the worship ritual just to fulfill the demanding of curriculum not because of their awareness of spiritual needs. That is why the brawl between the students in different school happened out of school, although they are active enough in joining the ritual worship held by school routinely according to the schedule. The students are teenagers who have a labile attitude and they are easier to be influenced by other people outside of the school who do not have a moral responsibility to keep togetherness, brotherhood, harmony, and peace among members in school.

The responsibility to handle, monitors, evaluate and follow up the development of students religious attitude and behavior in and out of the school just religion teachers

and guidance and counseling teachers. Actually the principal, all teachers and staffs should have responsibility to handle this. The school should cooperate with parents to educate the students so that they will have good religious attitude and behavior.

The role of principal and teachers as model to be imitated by the students are very important to motivate them in forming the religious attitude and behavior of love, respect, appreciate, cooperate and accept the difference of ethnics, culture and religion one another. The principal's leadership style which is adapted with the need of all members of school in building religious tolerance can create the harmonious in achieving the school's goal.

The quality of religious tolerance value depends on the school system that is dynamic, flexible, future-oriented, and secularistic in order to be easier in adapting to the development and updating of education caused by the progress of knowledge and technology, and can be done efficiently, effectively, and sustainably.

Leadership is one of the factors that influence the success of school in achieving its goal, which is the mutual value of religious tolerance in school. A principal is a professional leader who has high intelligence, a strong personality, managerial skill, and a good personality should be able to coordinate the utilization of the sources in the organization as effectively and efficiently as possible.

The principal has an important role in increasing the quality of education. He holds the control and decides the direction of the school's vision and mission in order to achieve the school's goal. The success or failure of the school in implementing religious tolerance depends on the principal's influence on the work performance and the attitude of teachers and staff, students, and all

members of the school who have various religion. That is why the principal should be flexible in adapting the leadership style used to the demanding environment, and the needs of teachers, staff, students as individuals or groups, and he must be able to help them solve their actual problems.

The unique characters and the various variables of maturity of teachers and staff in doing the work in a situation need the ability of sensitivity and diagnostics of principal to be used as guidance to choose the suitable leadership style to be adapted to every need demanding of each situation, as an individual or group, especially by considering the maturity aspect of them. The process of adaptation is necessary because no one leadership style is effective in all situations. Therefore, the task structure will be well arranged and the leadership style that was adapted will result in an accurate target in distributing and implementing the task, creating a harmonious and enjoyable work relationship between the principal, teachers, staff, students, and all members of the school that will spontaneously grow the motivation and willingness to do the task well in order to get the work satisfaction and productivity they expected.

Leadership is an aspect of power, whereas the leader addresses themselves to the followers wants and needs as well as their own (Lippitt, 1982). Gilligan (in Cunningham, 2003) stated that "leadership is cares for and is sensitive to the needs of others and understands responsibilities and relationships." It is clear that the leadership leads to the maintenance that tends to fulfill the needs of others and cares for the responsibility and relationship between the components in the organization.

Davis and Newstorm (1989) said that "leadership is the process of encouraging and

helping others to work enthusiastically toward objectives". It is human factors that help a group identify where it is going and then motivate it towards its goals. Related to that opinion, Morphet (1982) stated that "leadership as the influencing of the action, behavior, beliefs, and goals of one actor in a social system by another actor with the willing cooperation of the actor being influenced."

According to House (in Yukl 2015), leadership is the ability of an individual to influence, motivate, and make other people contribute to creating an effective organization to achieve the goal. Leadership is a process through which individuals or groups intentionally influence each other in the development and attainment of group or organizational goals (Newell, 1978). According to Hersey and Blanchard (1977), "leadership is a process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation."

Based on some of the opinions stated above, it can be concluded that leadership is a process of influencing an individual or group in a fair way so that they will be willed to do the task with full responsibility and motivation, and they want to cooperate with one another in order to increase the achievement of the organization's goal.

The trait approach is one of leadership study that focusses on identification of mutual characters and unique, superior-qualified personalities that differentiate him as a leader from others who are not leaders. This opinion is based on the theory of "Great Man," which holds the point of view that people who was born as a leader will be a leader. Leader is born, not made, and his character does not need to be taught. The personality of a born leader spreads high

levels of interest, sympathy, respect, impression affection, enjoyment and other beautiful emotions towards his followers and is difficult to imitate by other people.

The behavior approach stressed on leadership which leads to behavior and its influence on prestige and the satisfaction of followers not the private character of the leader. That is why a leader should be taught and trained systematically through education and training programs. Davis (1989) stated that "successful leadership depends on appropriate behavior, skills, and actions, not personal traits."

According to Hasibuan (in Fahmi et al., 2017), leadership style is a norm that is derived by an individual when he tries to influence the attitudes of other people as he sees them. It is necessary for the professional leader to consider the suitable leadership style to be applied when he does the tasks and responsibilities so that it can increase the members' achievement and it will be easy to adapt to the situation in the organization. The professional directs someone who has a job or the performance of someone to achieve the performance according to his job (Anwar, 2018).

The situational approach is the leadership approach, in which is the leader understands the behavior and character of his members as well as the situation before using a certain leadership style. The leader should have the ability to be diagnostic in order to know the character and behavior of his members, and the situation facing them in order to be easy in choosing the leadership style that will be used. Therefore, it is said that the criteria for an an effective leader and a not effective leader are compatible with the types of his personality. Because the different types of leadership styles will result in different concepts and different behavior

types, too. The principal should show a fair and objective attitude and also have the same distance with the members in giving educational service (Dagli & Akyol, 2019).

The Tri-Dimensional leadership model stresses the dimension model of task behavior and relationship behavior as central to leadership style (Hersey and Blanchard, 1977). Then Reddin (in Hersey and Blanchard, 1977) added it with the dimension model of effectiveness as the third dimension related to the effective leader principle that depends on the relationship between the style of leader and the demanding situation of the specific environment where the leadership style is operated. The situational theory of Lippitt (1982) showed that “there are certain traits and capacities that are crucial for effective leadership in one situation and not in another. They indicated that there is a need for flexibility in the selection and training of leaders for different situations.”

Situational approach applied effective leadership that was suited to the situation and condition because in one effective leadership situation, success achieved but is not necessarily success in another situation. Effective leadership does not depend on a trait (character), behavior, or certain capacity; but it is more about how suitable the character, behavior, or capacity; is to the demanding situation. The flexibility of the leader is needs to adapt the leadership style that will be used to the situation and the need of the members.

Adaptability style is the style used by the leader in conducting the organization, and it is successful in being adapted the situation and the needs of the members. Leader Effectiveness and Adaptability Description (LEAD) is used to examine the adaptability and effectiveness of the leadership style. LEAD is used to measure the three aspects of

leader behavior: style, range of style, and adaptability of style, so that the leader can know how to behave as a leader toward the members. The research of Korman (in Hersey and Blanchard, 1977) used questioners LOQ and LBDQ to examine whether there is one best leadership style that can be used by the leader in all situations. The research result showed that when facing different situations, the leadership style should be different, too.

This research aimed to describe and analyze the adaptability of the principals' leadership styles in building religious tolerance at Senior High Schools State in Manado City and the effectiveness of the principals' leadership styles in building religious tolerance at Senior High Schools State in Manado City.

## RESEARCH METHOD

The method used in this research was mixed method, it was a descriptive quantitative analysis method with a quantitative approach and a descriptive qualitative analysis method with a qualitative approach.

The data was collected by using the LEAD (Leader Effectiveness and Adaptability Description) questioner from Hersey and Blanchard as the research instrument to have the first piece of data needed as descriptive quantitative taken from the principals as one of some respondents.

Descriptive qualitative data in this research were documents, reports, pictures, photos, and field notes, which were taken by using participation observation techniques, deep interviews, documentation studies, and grammatical techniques, like conversation, as supporting data to complete the first data. The researcher was the key instrument to

collect the main data, beside the LEAD questioner.

The subjects of this research were the principals of senior high school state in Manado City, vice principals, teachers, staff, students, and the school committee. The subject was chosen by using purposive sampling, then it was developed to snowball sampling until it reached the level of redundancy, completeness, or saturation (Creswell, W. John, 2012).

The procedures of collecting data were: (1) literature analysis and pre-survey; (2) distributing LEAD questioners to the respondents to be filled; (3) quantification of the respondents' answers to LEAD questioners; (4) participating observations; (5) having in-depth interviews; (6) documentation studies, and (7) field notes.

The procedure of data analysis in this research was (1) descriptive quantitative analysis to know the adaptability level of leaders' leadership styles: a. Analyzing the data that was taken from the answers to the questionnaire LEAD, was consisted of 12 situations and 4 alternatives action, b. That data was transferred into table 1 in order to determine the personal perception of leadership style and the style range, c. counting the amount of alternative action in each column to get a rational score, d. Transferring the rational score on table 2 in order to get the total score to determine the adaptability level of a leaders' leadership styles. The adaptive area was on score +1 to +24. Where the un-adaptive area was on a score -1 to -24; (2) descriptive qualitative analysis: data was collected from the result of the interview by using the statements in the questionnaire LEAD, which was changed into questions. The result of the analysis was transferred into table 1 and then table 2 to see whether the alternative actions are in the number of situations from 1 to 12. The level

of adaptiveness depended on the amount of alternative action in 12 situations; (3) descriptive quantitative analysis to know the effectiveness level of leaders' leadership styles: the score got from table 2 was transferred into the basic style of The Tri-Dimensional Leader Effectiveness Model for Self-Scoring LEAD. It was effective if the score was on +1 to +24; (4) descriptive qualitative analysis: data was collected from the result of the interview by using the statements in questionnaire LEAD, which was changed into questions related to effectiveness leadership styles. The result of the analysis was transferred into table 1 and then table 2 to see whether the alternative actions are in the number of the situations from 1 to 12.

## **RESEARCH RESULT AND DISCUSSION**

Descriptive quantitative data taken from LEAD questionnaires were as follows:

Situation 1, alternative action chosen A  
Situation 2, alternative action chosen A  
Situation 3, alternative action chosen D  
Situation 4, alternative action chosen B  
Situation 5, alternative action chosen C  
Situation 6, alternative action chosen B  
Situation 7, alternative action chosen B  
Situation 8, alternative action chosen B  
Situation 9, alternative action chosen C  
Situation 10, alternative action chosen B  
Situation 11, alternative action chosen C  
Situation 12, alternative action chosen A.

To determine personal perceptions of leadership style and the style range, data was transferred to the table, which can be seen below:

Table 1.  
Determining the Personal Perceptions of  
Leadership Styles and the Style Range

Situation	(Style Range)			
	Alternative Action			
	1	2	3	4
1	A	C	B	D
2	D	A	C	B
3	C	A	D	B
4	B	D	A	C
5	C	B	D	A
6	B	D	A	C
7	A	C	B	D
8	C	B	D	A
9	C	B	D	A
10	B	D	A	C
11	A	C	B	D
12	C	A	D	B
	1	2	3	4

The analysis result on table 1 showed that column 1 had 6 alternative action chosen, column 2 had 4 alternative action chosen, column 3 had 2 alternative action chosen, column 4 had no alternative action chosen. In order to determine the adaptability level of a leaders' leadership styles, it is necessary to find out the rational score of the data in table 1, then transfer the rational score to table 2 so that the total score is as follows:

Table 2. Deciding the Adaptability of Styles

Situation	Alternative Action			
	A	B	C	D
1	+2	-1	+1	-2
2	+2	-2	+1	-1
3	+1	-1	-2	+2
4	+1	-2	+2	-1
5	-2	+1	+2	-1
6	-1	+1	-2	+2
7	-2	+2	-1	+1
8	+2	-1	-2	+1
9	-2	+1	+2	-1
10	+1	-2	-1	+2
11	-2	+2	-1	+1
12	-1	+2	-2	+1
SubTotal	+3	-2	+3	+2
Total	+3	+ -2+	+3 +	+2 = 6

The alignment of a +2 to a -2 based on situational leadership theory. Leaders' attitude toward the possibility of the most successful alternative presented in the situation was always on the alignment a +2. Whereas the leaders' attitude with the possibility of the lowest success was in alignment a -2. The second-best alternative was in alignment a +1 and the third-best alternative was in alignment a -1. The analysis result on table 2 was the score result that was gotten from each column, with the subtotal score was: Column A = +3, column B = -2, column C = +3, Column D = +2. The total score was  $(+3) + (-2) + (+3) + (+2) = +6$ . The percentage was 0. 25. The adaptive area was in score +1 to + 24. The total score which was got +6, it was in the adaptive area.

The conclusion was that the leadership styles that were applied by the principals in building religious tolerance at Senior High Schools State in Manado City were adaptive.

The descriptive qualitative data taken from observations and interviews result as follows:

The principals as leaders in school had applied the function of management such as: planning, organizing, actuating, controlling and evaluation. They used all the schools' resources as the effort to achieve the school's goal. In facing the various religions, educational background, age, social level, and work experiences of teachers and staff, the principals applied the various leadership styles which were adapted with situation and the need of teachers, staffs, students and all members of the school.

The principals attended all religious rituals held by each religion of the schools' members which were different among others. The principals gave motivation and



supported to the schools' members always stressed on how important were the unity of all schools' members to achieve the schools' goal. The principals asked the schools' members to keep religious tolerance by practicing get along, peace live, respect and appreciate others' beliefs, faiths, and religious ritual, stand on positive thinking, help one another, maintain mutual understanding and have good communication among others in achieving the schools' climate harmoniously.

The principals applied directive leadership style to increase the productivity of teachers and staffs, where as to maintain the work achievement which were achieved by them. The principals gave good support and kept the friendly relationship with the teachers and staffs.

In facing the situation when the work performance of teachers and staffs dropped drastically because of the high work performance achieved by them was not balance with the rewards, incentives or bonus accepted, the principals applied the same procedures when the teachers and staffs achieved the optimal work performance before. The principal guided them and considered the award, bonus or incentive to be given to teachers and staffs based on the resulted of diagnostics of situation, need, maturity, education, skill, and their experiences.

The principals helped the teachers and staffs when they met the work problem. The principals discussed together with them and tried to find out the solution. The principals made changing to do the innovation, supported by the teachers and staffs by giving ideas, thought, and opinions needed to make changing. But before the principals made changing, they made observation and comparison study to the others famous school.

In making decisions the principals involved all the teachers and staffs through held meeting, discussed, shared ideas, thoughts, and opinions before making decision. To keep good relationship with all members of the school, the principals applied open communication by making direct participation to teachers and staffs to develop the change to achieve the optimal goal of the school.

The principals had the high self confidence in applying the policy of school to the teachers and staffs, and all members of the school because the principals have competence, skills and experiences, in other side the principals had less of self-introspection toward their weakness.

The principals delegated the task to the vice principals or teaches when it was needed but they controlled. The action done by the principals when the work performance of teachers and staffs changed from diligent became lazy, the principals introduced to then about the standard of work should be done and motivated them to be back to have self -confidence to do the work and monitored them.

In facing the new situation in the job, the principals collected many information, data needed to be learned and analyzed them to be used in the work program, as the foundation to do the task of teachers and staffs, arranged the structures and work relationship between the principals and the schools' members.

The principal let the teachers and staffs to solve their work problem by themselves because the principals knew that they were competence enough to find out the solution. But if the principal saw that they could not solve it, the principal analyzed the problem together with them in order to get the solution.

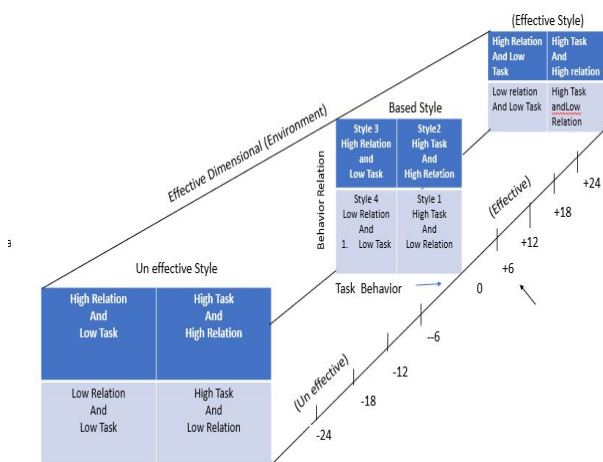
The result of the observation and interview were transferred into table 1. The research resulted by using the descriptive qualitative showed that the adaptability of leadership styles that were applied by the principals in building religious tolerance at senior high schools state in Manado City was based on alternative action in situation number 1, 2, 3, 5, 7 dan 9 of 12 situations. It meant that the adaptability percentage of principals' leadership styles in building religious tolerance at senior high schools State in Manado City was 0,50.

The conclusion was that the leadership styles that were applied by the principals in building religious tolerance at Senior High School State in Manado City could be adapted to the situation, and the needs of teachers, staff and students.

The research resulted by using descriptive quantitative analysis to know the effectiveness level of leaders' leadership styles: a total score +6 or a percentage of 0,25 was on the effective dimension line. It can be said that the leadership styles applied by the principals in building religious tolerance at senior high schools state in Manado City among teachers, staff and students were effective. It showed on picture 1 as follows:

Picture 1.

The Tri Dimensional Leader Effectiveness Model for LEAD Private Score



The research result by using descriptive qualitative data to know the effectiveness level of principals' leadership styles was on the alternative action in situations 1, 2, 3, 5, 7 and 9 or 6 of 12 situation. The effectiveness percentage was 0.50. It meant that the leadership styles applied by the principals in building religious tolerance at Senior High School State in Manado City were effective.

## DISCUSSION

The leadership style applied by the principals was one of the factors that determined the success of school in achieving the goal. The higher the adaptation level of leadership styles applied by the principals to the situations, and the needs of teachers, staff, and students, the higher the effectiveness level of the principals' leadership styles to achieve the school's goal.

According to Hersey and Blanchard (1977:101), "the more managers adapt their style of leader behavior to meet the particular situation and the needs of their followers, the more effective they will tend to be in reaching personal and organizational goals".

The result of analysis showed that the total score that was got to determine the adaptability of principals' leadership style was +6 of the maximum score of +24, or the percentage was 0,25%. It was concluded that the leadership styles of the principals of senior high schools state in Manado City were adaptive. In other words, the leadership style that was applied by the principals in building religious tolerance at senior high school state in Manado City could be adapted to the situations, and the needs of teachers, staff and students.

The result of this research was supported by the research done by Felix

Anthony and Markus Remiasa (2019), the result was the situational leadership style applied by the leader of PT Future Food Wahana Industry was delegating, to the member with highest readiness (R4), to the member high readiness (R3), to the member average (R 2). It means that the leadership style applied by the leader was adapted with the level of members' maturity.

The result of descriptive qualitative analysis toward adaptability level of leadership styles of principals of Senior high school state in Manado City showed that for each alternative action to each situations which was started from situations 1 to 12, the alternative actions of the principals were on situations 1, 2, 3, 5, 7, 9, or 50 %.

The conclusion was that there were 12 alternative actions by the principals toward 12 situations 6 of them can be adapted to the situations, the needs of teachers, staff and students. Therefore, the percentage of adaptability of principals' leadership styles in building religious tolerance at senior high schools state in Manado City was adaptive.

The result of this research was supported by the research result done by Litwin and Stringer in Mercer, Barker, Bird (2010), stated that the experiment showed that the leadership styles could indeed influence the organizational climate, worker motivation, and organizational performance.

As the research done by Dicki Jhosep Sinaga and Mitro Subroto (2023) showed that the situational leadership style has an effect on job satisfaction. Most of the employee tends to prefer the situational leadership style because it can make it easier for the employee preventing unwanted things. In other words, the leadership style applied by the leaders should be adapted with the situation and the need of the employee.

The effective leader is the leader who has the ability to adapt the leadership style applied in situations, the needs of teachers, staff and students. Hersey and Blanchard (1977:101) stated that "effective leaders are able to adapt their style of leader behavior to the needs of the situation and the followers".

The result of descriptive quantitative research on the effectiveness of principals' leadership styles that were applied in building religious tolerance at Senior High Schools State in Manado City showed that score +6 was on the effective dimension line (effective area), because the effective was started from the lowest score of +1 to the highest score of +24. The percentage of effectiveness of the principals' leadership style was 0.25%.

The conclusion was that the leadership styles that were applied by the principals in building religious tolerance at senior high schools state in Manado City among the teachers, staff and students were effective.

The research done by Evi Supriyani Siregar (2023) and F Tarigan stated that the leadership style of the principal is effective because it is due to the school direction, principal was motivated to teach and pay attention to the availability of learning facilities including technology facilities in school.

The discussion of finding the descriptive qualitative research on the effectiveness of leadership styles of the principals of state senior high schools in Manado City was on alternative actions in situation 1, 2, 3, 5, 7, and 9. It meant that 6 of 12 situations, had a percentage of 0.50% the same as the percentage of its adaptability level. It was based on the leadership theory of Hersey and Blanchard (1977:101), stated that as the manager adapts the leadership style to the situations and the needs of the

followers, as higher effectively he achieves the goals of the organization.

Rugaya (2023) in her research stated that in doing their job the principals not just use one leadership style but they must use more leadership styles which were adapted with level of teachers' competence, maturity, and work motivation.

The research done by Hatari Marwina Siagian (2022) stated that the principals applied situational leadership style telling, selling, participating, and delegating. But the indicator is so dominantly applied by the principal was selling.

Based on the research done above it could conclude that the leadership styles applied by the principals in building religious tolerance at Senior High Schools State in Manado City among the teachers, staff and students were effective.

## CONCLUSION

Based on the research findings and discussion, it was concluded that:

1. The leadership styles applied by the principals in building religious tolerance at Senior High Schools State in Manado City were adaptive because they could be adapted in the situations, the need of teachers, staff and students to run the religion activities in schools according to their faith and beliefs.
2. The leadership styles applied by the principals in building religious tolerance at Senior High Schools State in Manado City were effective because they had been adapted to the situations, and the needs of teachers, staff and students to run the religion activities in schools according to their faith and beliefs.
3. It was recommended that the principals should more increase the adaptability and effectiveness of their leadership styles to

build the religious tolerance in schools harmoniously.

4. This research was limited on the certain variables so it was necessary to be continued with other variables in the next research.

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