

The influence of situational leadership style on the work ethic of tahfidz instructors

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Abstract

The success of the Al-Qur'an memorization program is greatly influenced by the work ethic of the instructors in carrying out their mentoring duties consistently, with discipline, and with full responsibility. One factor that influences the work ethic of the tahfidz instructors is the leadership style applied by the institution's leaders. Situational leadership is considered relevant because it emphasizes the flexibility of leaders in adjusting their leadership style to the level of readiness and characteristics of their subordinates. This study aims to analyze the influence of situational leadership style on the work ethic of tahfidz instructors at the Baitul Qur'an Kendari Islamic Boarding School. This study uses a quantitative approach with a survey method. Data were collected through questionnaires distributed to tahfidz instructors, then analyzed using inferential statistical analysis techniques. The results show that situational leadership style has a positive and significant effect on the work ethic of tahfidz instructors, which is reflected in increased work motivation, discipline, responsibility, and commitment in mentoring students. This study concludes that the application of an appropriate situational leadership style can improve the work ethic of tahfidz instructors and support the success of the Al-Qur'an memorization program at the Baitul Qur'an Kendari Islamic Boarding School.

Keywords

Situational leadership style, Work ethic, Tahfidz mentor

Introduction

The Quran memorization program is a form of religious education aimed at developing a generation of Quran memorizers who are not only strong in memorization but also possess strong morals, discipline, and commitment [1]. The success of the Quran memorization program is largely determined by the role of the Quran memorization instructors as the spearhead of the student development process [2]. Quran memorization instructors are required to possess a strong work ethic, encompassing discipline, responsibility, perseverance, and a commitment to continuously mentoring students [3].

Published:
May 04, 2026

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Selection and Peer-
review under the
responsibility of the 7th
BIS-HSS 2025 Committee

However, in practice, the work ethic of Quran memorization instructors is not always optimal. Differences in educational background, experience, workload, and individual motivation can influence the work ethic of the instructors. In addition to internal factors, the leadership style adopted by the Islamic boarding school leadership also significantly influences the attitudes and work behavior of the Quran memorization instructors. Inappropriate leadership can result in low work motivation, weak discipline, and a decreased commitment to carrying out their duties.

Situational leadership is a leadership approach that emphasizes the leader's flexibility in adapting their leadership style to the level of readiness, ability, and maturity of their subordinates [4]. In the context of a tahfidz institution, this approach is considered relevant due to the diverse characteristics of tahfidz instructors, both in terms of competence, experience, and work motivation. By implementing a situational leadership style, Islamic boarding school leaders are expected to provide direction, support, and delegation proportionally according to the needs of the instructors.

Baitul Qur'an Kendari Islamic Boarding School, as a tahfidz educational institution, faces the challenge of maintaining and improving the work ethic of its instructors amidst the demands of quality guidance and student memorization targets. Therefore, an empirical study is needed to determine the extent to which a situational leadership style influences the work ethic of its instructors. This research is crucial for providing a scientific overview of the relationship between situational leadership and work ethic, while also providing a basis for developing effective leadership strategies in the management of an Al-Qur'an tahfidz institution.

Method

This study uses a quantitative approach with a survey method [5]. The survey method was chosen to obtain empirical data regarding the influence of situational leadership style on the work ethic of tahfidz instructors based on respondents' perceptions, which were measured in a structured manner.

The population in this study was all tahfidz instructors at the Baitul Qur'an Islamic Boarding School in Kendari. Given the population size of 60 people, the sampling technique used was saturated sampling (total sampling), meaning all members of the population were selected as respondents. Thus, the sample size was 60 respondents.

This study involved two main variables: Independent variable (X): Situational Leadership Style, which includes the following dimensions: Telling, Selling, Participating, Delegating. Dependent variable (Y): Tahfidz Instructor Work Ethic, which includes indicators of discipline, responsibility, work commitment, motivation, perseverance, and loyalty in carrying out the task of mentoring students.

Data collection was conducted using a closed-ended questionnaire structured based on the indicators of each variable and measured using a five-level Likert scale. The questionnaire was distributed directly to all respondents. Prior to use, the research

instrument was tested through validity and reliability tests to ensure the accuracy and consistency of the measurement tool.

The data obtained were analyzed using statistical software with the following steps: 1) Descriptive analysis, to obtain a general overview of the respondents' characteristics and the trends of each variable; 2) Prerequisite analysis tests, including normality and linearity tests; 3) Simple linear regression analysis, to examine the effect of situational leadership style on the work ethic of tahfidz instructors; 4) Hypothesis testing, conducted by comparing the significance value (Sig.) with the established significance level to determine the meaningfulness of the influence of variable X on variable Y.

Results

Respondent description

Based on the collected data, all respondents were active tahfidz instructors at Pondok Baitul Qur'an Kendari, with varying ages, length of service, and experience. The diverse characteristics of the respondents provide a representative picture of the condition of tahfidz instructors at the institution.

Description of situational leadership style variables

The descriptive analysis results indicate that the situational leadership style applied by the leadership of Pondok Baitul Qur'an Kendari is in the high category. The most dominant dimensions of situational leadership perceived by respondents were participatory and selling styles, demonstrated through the involvement of mentors in decision-making, open communication, and leadership support in carrying out tahfidz mentoring tasks.

Meanwhile, the telling and delegating styles were also applied proportionally according to the level of preparedness and experience of the tahfidz mentors.

Description of the work ethic variable of tahfidz instructors

The descriptive analysis of the work ethic variable indicates that the work ethic of the tahfidz instructors is high. This is reflected in indicators of discipline in implementing the training schedule, responsibility for student memorization targets, commitment to mentoring students, and consistent perseverance and work motivation. Respondents generally demonstrated a positive work attitude and an awareness that the task of tahfidz guidance is a religious mandate that must be carried out professionally and responsibly.

Prerequisite analysis test results

The results of the normality test indicate that the data for the situational leadership style and work ethic variables are normally distributed. Furthermore, the results of the linearity test indicate a linear relationship between the two variables, thus meeting the requirements for simple linear regression analysis.

Simple linear regression analysis results

The results of a simple linear regression analysis indicate that situational leadership style has a positive and significant effect on the work ethic of tahfidz instructors at Pondok Baitul Qur'an Kendari. The positive regression coefficient indicates that the better the implementation of the situational leadership style, the higher the work ethic of the tahfidz instructors.

The results of the significance test (t-test) showed that the significance value was less than the established level of significance ($\alpha = 0.05$), thus the research hypothesis stating that situational leadership style influences the work ethic of tahfidz instructors was accepted.

Contribution of situational leadership style to work ethic

The results of the coefficient of determination analysis indicate that situational leadership style makes a significant contribution to the variation in the work ethic of tahfidz instructors. Meanwhile, the remaining influence is influenced by factors other than the research variables, such as intrinsic motivation, work environment, welfare, and the organizational culture of the Islamic boarding school.

Discussion

Situational leadership style in the context of tahfidz institutions

Based on the results of a descriptive analysis of 60 respondents, the situational leadership style applied by the leadership of Pondok Baitul Qur'an Kendari is in the high category. This indicates that the leadership is able to adapt its leadership style to the level of readiness, experience, and characteristics of the tahfidz instructors. This finding aligns with Hersey and Blanchard's situational leadership theory, which emphasizes the importance of leader flexibility in applying directing, selling, participating, and delegating styles according to the conditions of subordinates [6].

In the context of a tahfidz institution, leadership flexibility is particularly relevant because instructors have diverse backgrounds and levels of work maturity. The dominant application of a participatory and supportive style creates a conducive work environment and increases instructor involvement in carrying out their coaching duties.

The influence of situational leadership on the work ethic of tahfidz instructors

The results of the regression analysis indicate that situational leadership style significantly influences the work ethic of tahfidz instructors. This positive influence is reflected in the instructors' increased discipline, responsibility, motivation, and commitment to their work in carrying out their duties as student instructors. This finding reinforces the view that an appropriate leadership style can shape positive work attitudes and behaviors in religious educational institutions.

Practically, tahfidz instructors who receive direction, support, and trust tailored to their needs tend to demonstrate a higher work ethic. Situational leadership allows leaders to

exert control over instructors who still need guidance, while simultaneously granting trust and delegation to instructors who have matured professionally.

Work ethic as a reflection of religious values and professionalism

The strong work ethic of Quran memorization instructors is influenced not only by managerial aspects but also by the religious values inherent in the task of Quran memorization. The research results show that situational leadership can strengthen instructors' awareness that their duties are a religious mandate that must be carried out professionally. This demonstrates the synergy between a modern leadership approach and spiritual values in shaping the work ethic of Quran memorization instructors.

Conclusion

Based on the results of a survey of 60 Quran memorization instructors at the Baitul Qur'an Islamic Boarding School in Kendari, it can be concluded that a situational leadership style has a positive and significant impact on the work ethic of Quran memorization instructors. The application of a flexible and adaptive leadership style, tailored to the level of readiness and characteristics of the instructors, has been shown to improve discipline, responsibility, motivation, and work commitment in implementing Quran memorization guidance. The dominant situational leadership style applied by the institution's leaders is in the high category, particularly in terms of participatory and supportive aspects. This fosters harmonious working relationships, effective communication, and a sense of ownership of the institution, which ultimately contributes to an improved work ethic of Quran memorization instructors. Thus, this study confirms that a situational leadership style is a relevant and effective leadership approach in the context of Quran memorization educational institutions. Consistent and sustainable application of situational leadership can be an important strategy for improving the quality of human resources and the success of the Quran memorization program at the Baitul Qur'an Islamic Boarding School in Kendari.

Acknowledgement

The author expresses his deepest gratitude to the leadership of the Baitul Qur'an Islamic Boarding School in Kendari for providing permission, support, and facilitation during the implementation of this research. He also expresses his gratitude to all 60 tahfidz instructors who served as research respondents for their participation, openness, and willingness to provide invaluable data for the success of this research.

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