



Hybrid Leadership Models In Education And Their Contribution To Organizational Learning And Institutional Resilience

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Abstract: *This study investigates hybrid leadership models and their contribution to organizational learning and institutional resilience at SMK PGRI 01 Tulungagung. The research addresses how hybrid leadership is practiced, how it supports organizational learning, and how it strengthens institutional resilience within a vocational education context. A qualitative case study design was employed to explore leadership practices in a natural institutional setting. Data were collected through semi-structured interviews, observations, and document analysis involving the principal, teachers, and administrative staff. The findings reveal that hybrid leadership integrates transformational, instructional, and distributed approaches, creating flexible leadership practices that align vision, collaboration, and instructional improvement. Organizational learning is developed through reflective practice, professional dialogue, and collaborative problem-solving embedded in daily activities. Institutional resilience is demonstrated through the school's capacity to adapt to challenges, maintain performance, and sustain coordinated responses to change. The study identifies a dynamic interaction where leadership practices facilitate learning, learning enhances adaptability, and adaptability strengthens resilience. These findings indicate that hybrid leadership plays a significant role in fostering sustainable development and responsiveness in vocational educational institutions.*

Keywords: *Hybrid Leadership, Organizational Learning, Institutional Resilience, Educational Leadership, Vocational School*

INTRODUCTION

Educational institutions operate within environments shaped by rapid technological advancement, transformation of knowledge systems, and evolving labor market expectations. Vocational schools are positioned at the intersection of education and industry, which places them under continuous pressure to produce graduates who demonstrate technical competence alongside adaptive and problem-solving abilities. These conditions require institutions to develop management systems that are responsive to change while maintaining consistency in achieving educational goals. Leadership becomes a determining factor in guiding institutional responses, as it shapes how vision is articulated, how resources are allocated, and how innovation is implemented in practice. Leadership influences not only structural processes but also the cultural environment in which teachers and staff operate. Research indicates that leadership approaches



that integrate multiple perspectives are more effective in addressing complex organizational challenges, particularly in dynamic educational contexts (Day et al., 2014). Hybrid leadership models emerge as an approach that combines transformational, instructional, and distributed leadership, enabling leaders to respond flexibly to situational demands while maintaining coherence in institutional direction (Gronn, 2009). Within this context, this study addresses how hybrid leadership models are practiced at SMK PGRI 01 Tulungagung and how these practices influence institutional processes.

Hybrid leadership reflects a shift from single-model leadership approaches toward integrative practices that draw on multiple leadership traditions. Transformational leadership contributes by providing vision and motivation that inspire teachers and staff to engage in institutional improvement. Instructional leadership focuses on enhancing teaching quality through supervision, guidance, and professional development. Distributed leadership emphasizes shared responsibility, allowing teachers and staff to participate actively in decision-making and organizational processes. The integration of these elements creates a leadership model that is both strategic and collaborative, enabling institutions to mobilize internal resources effectively. Teachers are not positioned solely as implementers of policy but as active contributors to institutional development. This participatory orientation strengthens engagement and supports the development of a shared sense of purpose. Empirical findings suggest that hybrid leadership practices enhance organizational capacity by combining strategic direction with collaborative engagement, resulting in improved institutional performance (Harris, 2013). Leadership becomes a dynamic process that adapts to contextual needs while maintaining alignment with institutional goals.

Organizational learning represents a critical dimension in enabling educational institutions to respond to change and sustain improvement over time. Schools are expected to function as learning organizations where knowledge is continuously generated, shared, and applied to improve practice. Organizational learning involves processes such as reflective practice, professional dialogue, and collaborative problem-solving, which allow teachers and staff to develop collective understanding of effective strategies. Leadership plays a central role in creating conditions that support these processes by fostering openness, trust, and collaboration. Hybrid leadership



contributes to organizational learning by integrating different leadership functions that support both individual and collective development. Teachers engage in discussions that allow them to share experiences, analyze challenges, and develop solutions that enhance instructional practices. These interactions create a knowledge-sharing environment where learning becomes embedded in daily activities. Studies show that schools that emphasize collaborative learning processes demonstrate higher levels of instructional improvement and organizational effectiveness (Kools et al., 2020). Based on this background, this study examines how hybrid leadership supports organizational learning at SMK PGRI 01 Tulungagung.

The development of organizational learning is closely connected to the capacity of institutions to foster professional collaboration and reflective practice. Teachers who engage in collaborative activities are more likely to develop innovative approaches and respond effectively to diverse student needs. Leadership influences this process by providing structures and opportunities for collaboration, such as regular meetings, professional learning communities, and peer observation. Reflective practice enables teachers to evaluate their instructional approaches and identify areas for improvement, contributing to continuous development. This process is strengthened when leadership encourages open communication and values diverse perspectives. Organizational learning becomes a collective process where individuals contribute to shared knowledge and institutional improvement. Research highlights that collaborative learning environments enhance teacher effectiveness and support sustained innovation in educational settings (Vescio et al., 2008). The presence of hybrid leadership strengthens these conditions by integrating vision, support, and participation into a coherent system that promotes learning across the organization.

Institutional resilience represents another important dimension in understanding how educational institutions respond to change and uncertainty. Resilience refers to the ability of institutions to sustain performance, adapt to disruptions, and maintain their core functions and values in challenging conditions. Resilient institutions demonstrate flexibility in adjusting strategies, coordination in implementing actions, and capacity to learn from experience. Leadership plays a key role in developing resilience by creating structures and processes that support adaptability and continuous improvement. Hybrid leadership contributes to resilience by



combining strategic direction with collaborative engagement, enabling institutions to respond effectively to emerging challenges. Teachers and staff participate in decision-making processes that allow them to contribute insights and develop solutions, strengthening collective capacity to address problems. Evidence suggests that leadership approaches that emphasize adaptability and collaboration enhance institutional resilience by supporting responsiveness and innovation (Gu & Day, 2007).

The relationship between organizational learning and resilience reflects an interconnected process in which learning supports adaptation and adaptation strengthens resilience. Institutions that engage in continuous learning are better equipped to respond to changes in their environment, as they possess the knowledge and capacity to adjust their practices. Leadership influences this relationship by facilitating learning processes and ensuring that feedback from experience informs decision-making. Hybrid leadership creates a framework where learning, adaptation, and resilience are integrated into institutional practices. Teachers interpret leadership direction through their participation in collaborative activities, which influences how they implement instructional strategies and respond to student needs. Feedback from these practices provides valuable information that supports leadership refinement and organizational improvement. This interaction creates a dynamic system in which leadership, learning, and resilience are mutually reinforcing.

Understanding the interconnection between hybrid leadership, organizational learning, and institutional resilience requires attention to both structural and cultural dimensions within the institution. Structural elements include policies, planning mechanisms, and evaluation systems that guide organizational processes, while cultural elements involve shared values, beliefs, and norms that influence behavior and interaction. Leadership operates across these dimensions by aligning formal structures with collaborative and learning-oriented practices. Hybrid leadership ensures that institutional systems support participation, reflection, and adaptability, creating coherence between organizational processes and cultural values. Teachers and staff are more likely to engage actively in learning and adaptation when institutional practices reflect their professional commitments and provide opportunities for meaningful participation. This alignment strengthens motivation, enhances collaboration, and supports sustained institutional development.



Based on this perspective, this study addresses three main research questions that guide the investigation. The study explores how hybrid leadership models are practiced at SMK PGRI 01 Tulungagung, how hybrid leadership supports organizational learning within the institution, and how hybrid leadership, organizational learning, and institutional resilience are interconnected in shaping institutional development. These questions provide a framework for understanding how integrative leadership approaches contribute to the development of adaptive and resilient educational institutions.

METHOD

This study applies a qualitative case study design conducted at SMK PGRI 01 Tulungagung to investigate hybrid leadership models and their contribution to organizational learning and institutional resilience within a specific educational context. A qualitative approach enables the exploration of meanings, experiences, and interactions that shape leadership practices in natural settings. This approach is suitable for examining complex social phenomena where leadership, learning, and resilience are interconnected and influenced by contextual factors. The case study design focuses on a bounded system, allowing in-depth analysis of relationships among actors, structures, and practices within one institution. Such a design supports the development of rich and contextualized insights that reflect actual institutional dynamics (Merriam & Tisdell, 2016).

Participants consist of the principal, teachers, and administrative staff selected through purposive sampling. This sampling strategy emphasizes individuals who possess direct experience and active involvement in leadership practices, instructional processes, and institutional management. The principal serves as the primary informant, providing insights into leadership strategies, policy direction, and decision-making processes. Teachers contribute perspectives related to organizational learning, collaboration, and classroom practices, reflecting how leadership is interpreted and implemented at the instructional level. Administrative staff provide complementary information concerning coordination, institutional procedures, and support systems that sustain organizational processes. The inclusion of multiple participant groups allows the study to capture diverse perspectives and generate a comprehensive understanding of the



phenomenon. Purposeful sampling is widely recognized in qualitative research for selecting information-rich participants aligned with research objectives (Creswell & Poth, 2018).

Data collection was conducted through semi-structured interviews, observations, and document analysis to ensure depth and triangulation. Semi-structured interviews provide flexibility in exploring participants' experiences while maintaining focus on key research themes related to leadership, learning, and resilience. Observations were carried out to examine real-time practices, including leadership interactions, meetings, classroom activities, and collaborative discussions, enabling the researcher to capture authentic institutional behavior. Document analysis involved reviewing institutional plans, policies, and reports to understand formal structures and evidence of implementation. The use of multiple data sources enhances the credibility of findings by allowing cross-verification and reducing potential bias (Nowell et al., 2017).

Data analysis followed a thematic approach involving systematic stages of data reduction, coding, categorization, and interpretation. Data from interviews, observations, and documents were organized and coded to identify meaningful units related to hybrid leadership, organizational learning, and institutional resilience. Codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Trustworthiness was ensured through triangulation and member checking, where participants reviewed the findings to confirm their accuracy and relevance. These procedures strengthen credibility, dependability, and confirmability, ensuring that the study produces valid and reliable insights into leadership and institutional processes (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

Hybrid Leadership Practices in Educational Context

Hybrid leadership at SMK PGRI 01 Tulungagung is reflected in the integration of multiple leadership orientations that shape institutional practices in a flexible and responsive manner. The principal demonstrates a transformational dimension through the articulation of a clear institutional vision that emphasizes both academic achievement and vocational relevance. This vision is communicated consistently in meetings and daily interactions, creating a shared understanding



among teachers and staff regarding institutional direction. Teachers describe that leadership behavior inspires commitment and encourages them to align their professional practices with institutional goals. The presence of a strong vision functions as a guiding framework that supports coherence in organizational activities. Leadership that integrates transformational elements contributes to motivation and engagement by fostering a sense of purpose among organizational members (Leithwood & Sun, 2012).

Instructional leadership is evident in the principal's focus on improving teaching quality through supervision, mentoring, and professional development activities. Classroom observations are conducted not as evaluative control but as supportive processes that provide constructive feedback for teachers. Teachers report that leadership provides guidance on instructional strategies, encourages the use of innovative methods, and facilitates professional learning opportunities. This approach strengthens instructional capacity and ensures that teaching practices remain aligned with institutional expectations. Leadership attention to instructional processes creates a direct link between management practices and classroom implementation. Empirical evidence indicates that instructional leadership plays a significant role in enhancing teaching effectiveness and student learning outcomes by supporting teacher development (Hallinger & Wang, 2015).

Distributed leadership is practiced through the active involvement of teachers in decision-making processes and institutional planning. Teachers participate in committees, working groups, and planning sessions where they contribute ideas and perspectives related to school programs and policies. This participatory approach allows leadership responsibilities to be shared across the institution, creating a sense of collective ownership toward organizational goals. Teachers describe that their involvement in decision-making strengthens their commitment to implementing institutional programs. Leadership is not perceived as centralized authority but as a collaborative process that values contributions from different members of the institution. The distribution of leadership roles enhances organizational capacity by utilizing diverse expertise and experiences within the school (Spillane, 2006).

The interaction between transformational, instructional, and distributed leadership elements creates a hybrid model that supports both stability and adaptability. Leadership practices are not



applied in isolation but are integrated into a coherent system that responds to situational needs. The principal adjusts leadership approaches based on context, focusing on motivation when guiding institutional vision, emphasizing instructional support when addressing teaching practices, and encouraging participation when engaging teachers in decision-making. This flexibility enables leadership to address diverse challenges effectively while maintaining alignment with institutional goals. Hybrid leadership reflects the capacity to combine different approaches in a manner that enhances organizational effectiveness and responsiveness (Avolio et al., 2009).

Teachers describe that leadership creates an environment characterized by collaboration, openness, and mutual respect. Regular meetings serve as platforms for dialogue where teachers can share experiences, discuss challenges, and propose solutions. These interactions strengthen communication patterns within the institution and reduce barriers between leadership and staff. Teachers feel that their perspectives are valued, which encourages active participation in institutional processes. This collaborative environment contributes to the development of trust and strengthens professional relationships among staff members. Trust functions as a foundation for effective collaboration, enabling individuals to engage in collective problem-solving and decision-making. Studies highlight that leadership practices that promote trust and collaboration contribute to improved organizational climate and performance (Bryk & Schneider, 2002).

Communication and coordination represent important dimensions of hybrid leadership practices within the institution. Leadership ensures that information related to policies, programs, and decisions is communicated clearly and consistently. Teachers report that explanations are provided regarding the rationale behind decisions, which supports understanding and reduces uncertainty. Clear communication enhances transparency and accountability, allowing teachers to align their actions with institutional expectations. Coordination mechanisms ensure that activities across different units of the institution are integrated and consistent with overall goals. This structured communication supports the effective implementation of programs and reduces potential conflicts arising from misunderstanding. Research indicates that effective communication in leadership practices strengthens organizational alignment and facilitates successful implementation of change initiatives (Men, 2014).



The integration of hybrid leadership practices also influences the organizational culture within SMK PGRI 01 Tulungagung. Leadership values such as collaboration, responsibility, and professionalism become embedded in daily interactions and institutional routines. Teachers demonstrate commitment to their roles, engage actively in institutional activities, and maintain professional standards in their work. This cultural environment supports both individual and collective development, creating conditions where continuous improvement is encouraged. Leadership behavior serves as a model for others, shaping norms and expectations that guide organizational practices. The development of a positive organizational culture contributes to institutional stability and supports long-term improvement. Evidence suggests that leadership plays a critical role in shaping organizational culture by establishing values and norms that influence behavior (Schein, 2010).

The findings indicate that hybrid leadership at SMK PGRI 01 Tulungagung functions as a dynamic system that integrates multiple leadership approaches into a coherent framework. This integration supports flexibility in responding to challenges while maintaining consistency in institutional practices. Leadership practices influence both structural processes and relational dynamics, creating alignment between vision, action, and outcomes. Teachers and staff respond to this leadership approach through increased engagement, collaboration, and commitment to institutional goals. The presence of hybrid leadership strengthens organizational capacity and supports the development of adaptive and responsive educational practices.

Hybrid Leadership and Organizational Learning

Organizational learning at SMK PGRI 01 Tulungagung is strengthened through leadership practices that emphasize collaboration, reflection, and shared professional responsibility. Hybrid leadership creates conditions where teachers are encouraged to engage in continuous dialogue regarding instructional practices and institutional challenges. Teachers participate in professional conversations that allow them to exchange experiences, analyze classroom situations, and develop strategies that improve learning outcomes. These interactions are not limited to formal meetings but extend into informal discussions that occur in daily institutional life. The presence of open dialogue contributes to the development of collective knowledge, where individual experiences are transformed into shared understanding that benefits the entire institution. Leadership plays a



central role in facilitating these processes by creating a supportive environment that values participation and knowledge exchange. Research indicates that organizational learning is enhanced when leaders promote collaborative cultures that enable knowledge sharing and collective reflection (Marsick & Watkins, 2003).

The encouragement of reflective practice represents another important dimension of hybrid leadership in supporting organizational learning. Leadership provides opportunities for teachers to evaluate their instructional approaches through structured and informal reflection. Classroom observations are conducted as part of a developmental process, allowing teachers to receive constructive feedback that informs their practice. Teachers describe that feedback sessions are conducted in a manner that emphasizes improvement and professional growth, rather than control. This approach supports the development of reflective practitioners who are capable of analyzing their teaching and identifying areas for enhancement. Reflection enables teachers to connect theory with practice, examine the effectiveness of their strategies, and adjust their approaches based on student responses. The presence of reflective practice contributes to the development of adaptive teaching strategies that respond to diverse learning needs. Studies highlight that reflective practice is a key component of organizational learning, as it enables individuals to transform experience into knowledge that supports improvement (Schön, 1983).

Leadership practices also support organizational learning through the creation of structured opportunities for collaboration. Activities such as joint lesson planning, peer observation, and collaborative evaluation sessions provide platforms for teachers to work together in improving instructional practices. Teachers report that collaborative planning allows them to align their teaching strategies with institutional goals while addressing classroom challenges. Peer observation enables teachers to learn from each other's practices, gaining insights into alternative approaches that can be adapted to their own contexts. These collaborative processes contribute to the development of professional learning communities within the institution, where teachers engage in ongoing learning and mutual support. The presence of professional collaboration strengthens consistency in instructional practices and enhances the overall quality of teaching. Evidence suggests that collaborative professional learning communities contribute to improved



teacher performance and student outcomes by fostering shared responsibility and collective efficacy (DuFour & Eaker, 1998).

Organizational learning at the institution is not confined to formal professional development programs but is embedded in routine practices and everyday interactions. Teachers engage in continuous learning through their involvement in institutional activities, discussions, and reflective processes. This embedded nature of learning ensures that knowledge development is sustained over time and integrated into daily practice. Leadership supports this condition by recognizing learning as an ongoing process rather than a discrete event. Teachers demonstrate willingness to experiment with new instructional strategies, evaluate their effectiveness, and refine their approaches based on feedback and reflection. This process contributes to the development of adaptive practices that enhance educational quality. The integration of learning into daily routines strengthens the institution's capacity to respond to changing conditions and emerging challenges. Research indicates that organizations that embed learning into routine practices are more capable of sustaining improvement and innovation (Argote, 2013).

The role of hybrid leadership in organizational learning is also reflected in its ability to connect individual learning with institutional development. Leadership ensures that insights gained from teacher experiences are shared across the institution and used to inform decision-making processes. Teachers contribute to discussions that influence policy development and program design, allowing learning outcomes to shape institutional direction. This connection between individual and organizational learning creates a system where knowledge flows across different levels of the institution. Leadership facilitates this process by providing structures and opportunities for knowledge exchange, ensuring that learning is not isolated but contributes to collective improvement. The alignment between individual learning and institutional goals enhances coherence and supports sustained development. Studies show that leadership that integrates learning processes into organizational systems strengthens institutional capacity and effectiveness (Crossan et al., 1999).

The findings demonstrate that hybrid leadership at SMK PGRI 01 Tulungagung plays a significant role in fostering organizational learning through collaborative engagement, reflective practice, and the integration of learning into daily activities. Leadership practices create conditions



where teachers actively participate in knowledge sharing and professional development, contributing to the development of a learning-oriented culture. Organizational learning becomes a collective process that supports adaptation and continuous improvement within the institution. The presence of hybrid leadership ensures that learning is aligned with institutional goals and integrated into organizational practices, strengthening the capacity of the institution to enhance educational quality and respond to changing demands.

Interconnection Between Leadership, Learning, and Resilience

The relationship between hybrid leadership, organizational learning, and institutional resilience at SMK PGRI 01 Tulungagung reflects a dynamic and interconnected process in which each element continuously influences and reinforces the others. Hybrid leadership provides a flexible framework that integrates vision, collaboration, and instructional focus, creating conditions that enable learning to occur across the institution. Leadership practices shape how teachers and staff engage in professional activities, while organizational learning processes influence how the institution responds to internal and external challenges. This interaction forms a system where leadership and learning operate together in strengthening institutional resilience. Teachers perceive that leadership behavior encourages openness, participation, and reflection, which supports their engagement in learning processes. Research indicates that leadership that integrates multiple approaches enhances organizational adaptability and strengthens resilience through continuous learning (Day & Sammons, 2016).

Leadership vision is translated into practice through structured and collaborative activities that connect planning, teaching, and evaluation processes. At SMK PGRI 01 Tulungagung, the principal communicates institutional goals that emphasize both instructional quality and adaptability to changing conditions. Teachers interpret this vision through their involvement in collaborative planning sessions and professional discussions. These activities allow teachers to align their instructional strategies with institutional objectives while responding to classroom realities. Instructional practices become more adaptive as teachers integrate new methods, adjust learning strategies, and respond to student needs in real time. Students demonstrate increased engagement and participation in learning activities, indicating that adaptive practices contribute positively to educational outcomes. The alignment between leadership direction and instructional



implementation creates coherence within the institution, ensuring that leadership vision is not only articulated but also enacted in daily practice. Studies show that leadership effectiveness is closely linked to the ability to connect vision with classroom implementation through collaborative processes (Leithwood et al., 2020).

Organizational learning plays a central role in mediating the relationship between leadership and resilience. Learning processes enable teachers and staff to develop knowledge, refine practices, and respond to challenges with informed strategies. Teachers engage in reflective practice, analyze their experiences, and share insights with colleagues, contributing to the development of collective knowledge. This shared learning supports the institution's ability to adapt to changing conditions, as teachers are equipped with the skills and understanding needed to adjust their approaches. Leadership facilitates this process by providing opportunities for collaboration and reflection, ensuring that learning is integrated into institutional routines. The presence of organizational learning strengthens resilience by enabling the institution to respond effectively to disruptions and maintain performance. Evidence suggests that organizations characterized by strong learning cultures are more capable of sustaining resilience in the face of uncertainty (Senge, 2006).

Feedback mechanisms represent a key component in sustaining the interconnected relationship between leadership, learning, and resilience. Feedback is generated from various sources, including teacher reflections, student performance, and institutional evaluations. Teachers engage in reflective discussions where they analyze the outcomes of instructional practices and identify areas for improvement. These reflections provide valuable insights that inform both individual practice and institutional decision-making. Leadership utilizes feedback to evaluate the effectiveness of policies and adjust strategies accordingly. This process creates a feedback loop where learning outcomes inform leadership practices, and leadership decisions shape future learning activities. The presence of continuous feedback ensures that the institution remains responsive and capable of adapting to emerging challenges. Research highlights that feedback-informed leadership enhances organizational resilience by supporting continuous improvement and adaptive decision-making (Weick & Sutcliffe, 2015).



The interaction between leadership, learning, and resilience also contributes to the development of institutional adaptability. Hybrid leadership encourages flexibility by allowing leaders to adjust their approaches based on situational needs. Teachers demonstrate willingness to experiment with new instructional strategies and refine their practices based on feedback and reflection. This adaptability ensures that the institution can respond effectively to changes in educational demands while maintaining stability in its core functions. Organizational learning supports this adaptability by providing a foundation of knowledge and experience that informs decision-making. The integration of leadership and learning processes enables the institution to navigate complexity and uncertainty with greater confidence. Studies indicate that adaptive leadership combined with organizational learning enhances institutional resilience by promoting responsiveness and innovation (Uhl-Bien & Arena, 2018).

Alignment among leadership, learning, and resilience emerges as a critical factor in sustaining institutional effectiveness. Leadership provides direction through vision and values, organizational learning translates this direction into knowledge and practice, and resilience reflects the institution's capacity to sustain performance under changing conditions. Teachers demonstrate a shared understanding of institutional goals, which strengthens collaboration and supports consistent implementation of strategies. This alignment ensures that institutional practices remain coherent and responsive, enabling the institution to achieve its objectives while adapting to challenges. The presence of a coherent system where leadership, learning, and resilience are interconnected supports long-term sustainability and continuous improvement. Research suggests that alignment between leadership practices and organizational learning processes is essential for building resilient educational institutions (Gu & Day, 2013).

The findings indicate that hybrid leadership at SMK PGRI 01 Tulungagung functions as a driving force that connects organizational learning and institutional resilience within a continuous cycle of development. Leadership fosters collaborative and reflective learning processes, learning enhances adaptability in instructional and organizational practices, and adaptability strengthens resilience in responding to challenges. This cyclical interaction supports sustained improvement and institutional stability. Teachers and staff play an active role in this process by engaging in learning activities, implementing adaptive strategies, and contributing to feedback mechanisms



that inform leadership practices. The relationship highlights that resilience is not a static condition but a dynamic outcome of continuous interaction between leadership and learning. Hybrid leadership ensures that this interaction remains effective by integrating multiple leadership approaches that respond to institutional needs.

CONCLUSION

Hybrid leadership at SMK PGRI 01 Tulungagung demonstrates a significant contribution to shaping effective and responsive educational practices through the integration of multiple leadership orientations. The combination of transformational, instructional, and distributed leadership creates a flexible system that enables leaders to respond to institutional challenges while maintaining clarity in vision and direction. Leadership practices are not limited to formal authority but are enacted through interaction, collaboration, and shared responsibility among teachers and staff. This condition strengthens organizational cohesion and ensures that institutional goals are understood and implemented consistently. Teachers engage actively in leadership processes, contributing ideas, participating in decision-making, and aligning their practices with institutional expectations. The presence of hybrid leadership establishes a foundation for adaptive and value-oriented institutional development.

Organizational learning emerges as a central outcome of hybrid leadership practices within the institution. Leadership creates conditions that encourage continuous learning through reflective practice, professional dialogue, and collaborative engagement. Teachers participate in discussions that allow them to share experiences, analyze challenges, and develop strategies for improving instructional practices. Learning is embedded in routine activities, ensuring that knowledge is continuously developed and applied in daily work. This process strengthens professional competence and supports the development of innovative teaching approaches. The integration of learning into institutional culture contributes to sustained improvement, as teachers refine their practices based on feedback and reflection. Organizational learning becomes a collective process that enhances both individual and institutional capacity.

Institutional resilience is closely connected to the presence of organizational learning and hybrid leadership practices. The institution demonstrates the ability to adapt to changing



conditions, maintain performance, and respond effectively to challenges through coordinated action. Teachers and staff engage in adaptive practices that reflect their capacity to respond to student needs and contextual demands. Leadership supports this process by facilitating communication, coordination, and continuous evaluation of institutional activities. Feedback from experiences is used to refine strategies and improve future practices, creating a cycle of continuous development. Resilience is not understood as a static condition but as a dynamic process that evolves through learning and adaptation. The integration of leadership and learning processes strengthens the institution's ability to sustain performance over time.

The relationship between hybrid leadership, organizational learning, and institutional resilience reflects an interconnected system that supports sustainable institutional development. Leadership provides direction and creates conditions for learning, learning processes enhance adaptability, and adaptability strengthens resilience. This interaction forms a continuous cycle where each element reinforces the others, ensuring that institutional practices remain responsive and effective. Teachers and staff play an active role in sustaining this system through their participation in learning activities and implementation of adaptive strategies. The findings highlight that hybrid leadership is essential in developing educational institutions that are capable of responding to complexity and change while maintaining stability in achieving their goals. This study underscores the importance of integrating leadership flexibility, collaborative learning, and adaptive capacity as key components in strengthening resilience in vocational education contexts.

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