

# Validity and Reliability of Questionnaire Problematics Leadership Beginner School Principals

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**Abstract:** Beginner school principals have their own challenges when entering new schools that they lead. Not infrequently problems arise that must be resolved by novice school principals, so that school organizations continue to move forward. These problems must be identified in such a way that the headmaster of a successful school leads the new school he leads. Therefore, there needs to be an instrument that helps the novice headmaster find various kinds of problems he faces in the new school. This article presents an analysis of the validity and reliability of the problematic questionnaire instrument for beginners. The research respondents were 41 beginner school principals. Test the validity of using the Product Moment Correlation formula developed by Pearson. Test reliability using the Cronbach's Alpha formula. The validity test results showed that of the 99 items developed, there were 56 valid items, with a value of  $\alpha \leq 0.05$ . The reliability test results were subject to 56 valid items, showing  $r_{\alpha} = 0.924 > r_{\text{table}} = 0.308$ ; and all Cronbach's Alpha if Deleted Items  $> 0.308$ . So, it was concluded that the instrument was reliable.

**Keywords:** validity, reliability, problematics, beginner school principals

## I. INTRODUCTION

Beginner school principals in carrying out their duties, require adjustments to the new institution he leads. The adjustment process is a separate matter for beginner school principals, and sometimes problems arise in leading a new institution. The problem of beginner headmasters in leading new schools is faced with new people, new school environments, new organizational systems, new school culture, and a new school work climate. New institutions require high adaptability for novice principals. And often new things require adaptation in order to understand the rhythm of new school work. And from this, arises the problems of school management faced by novice school principals.

Principal's leadership is a determining factor for school success (Lunenburg, 2010; Bafadal, et al., 2017; Gunawan, 2018). A beginner headmaster must understand his duties and responsibilities. The duties of a school principal are: (1) formulating the vision, mission, and goals of the school; (2) preparing a school strategic plan; (3) preparing school operational plans; (4) developing school work programs; (5) summarizing school rules; and (6) developing a school management system. In order to complete the task, the principal's conceptual ability becomes an important aspect for beginners to have (Gunawan, 2017a; Gunawan, 2017b; Sul-toni, et al., 2018; Bafadal, et al., 2018; Sobri, et al., 2018). Conceptual ability is related to the ability to reason, think, and develop a strategy for implementing a program.

Referring to the theoretical basis, it is necessary to have a valid and reliable instrument in measuring the problems of the beginner headmaster. The instrument can be used as a reference for beginner school principals to analyze the problems of school organizations when he starts working as a school principal. With the availability

of these instruments, the headmaster is expected to be able to adjust the new school climate, and be able to accelerate the work program in his new school. If this happens, then the induction program for beginner headmasters can run well.

## II. METHOD

This article presents the results of the validity and reliability of the beginner headmaster's problematic questionnaire. The questionnaire was composed of 99 statement items. The research respondents were 41 headmaster beginners, with details: 20 beginner headmasters from Pamekasan Regency, East Java, Indonesia; and 21 beginner school principals from Malang City, East Java, Indonesia. Test the validity using the Pearson Product Moment Correlation formula. Test reliability using Cronbach's Alpha. Test the validity and reliability using the IBM SPSS Statistics 20 program.

## III. RESULTS

Problems of beginner headmaster's leadership are measured using 99 statement items. Based on the results of the validity test, it is known that there are 56 valid items, with a value of  $\alpha \leq 0.05$ ; and there are 43 invalid items, with a value of  $\alpha > 0.05$ . The validity results are shown in Table 1. Referring to the results of the validity test, it can be concluded that there are 56 items out of 99 items that can be used to measure the problematic leadership of beginner school principals.

Furthermore, 56 valid items were tested for reliability. The reliability test results showed that the Cronbach's Alpha value of 0.924 as shown in Table 2; and Cronbach's Alpha if Item Deleted as shown in Table 3. The reliability test results show  $r_{\alpha} = 0.924 > r_{\text{table}} = 0.308$ ; and all Cronbach's Alpha if Deleted Items  $> 0.308$ . So, it

was concluded that the instrument was reliable. This means that the instrument can be referred to as an instrument that has a high level of consistency in measuring the problematic leadership of beginner principals.

**Table 1**  
**Test Results of Problematic Validity of Beginner Principal Leadership**

Item	Statement	Pearson Correlation	Sig. (2-tailed)	Note
1	I have initiatives, ideas, or ideas for school development	.307	.051	Invalid
2	I am positive with all the conditions at school	.210	.188	Invalid
3	I collaborate on all ideas, ideas, or initiatives with teachers and school members	.014	.932	Invalid
4	I feel I can understand all the conditions that exist in the school I just lived	.045	.778	Invalid
5	I see that the school community has many ideas, and I feel I can manage them	.055	.735	Invalid
6	Together and sharing for me many ideas and aspirations in developing schools	-.035	.830	Invalid
7	I think that being together with the teacher and staff at school can increase my concentration of thought	.362	.020	Valid
8	I believe that my experience as a teacher is an inspiration that I must trust and follow in developing the school	.250	.116	Invalid
9	As the principal, associating with teachers and staff must be done for things that are useful	.126	.126	Invalid
10	Interacting with student parent, in my opinion is very important for the freedom of school development	.070	.663	Invalid
11	Being a school principal is a challenge for me, especially since I really want to be a school principal	.479	.002	Valid
12	Since I was appointed as a school principal, I felt I was already a part of the school community	.154	.336	Invalid
13	I feel that I am the right person to be a principal	.325	.038	Valid
14	As a new headmaster, I realized that I could take care of all the schoolwork well	.244	.124	Invalid
15	I understand the duties of the principal, including as a principal I must also be able to teach	.253	.111	Invalid
16	For me, the important thing is that my work is complete and of good quality and does not need to be bound by complicated mechanisms	.333	.034	Valid
17	Completing the work of the principal is far more important than the existing complicated mechanism	.229	.150	Invalid
18	Many things made sense to me when I was doing my job, especially my job as a principal	.282	.074	Invalid
19	I believe that achievement and ability factors are decisive in carrying out tasks	.235	.138	Invalid
20	In terms of carrying out my duties so far, I have experienced many events that made sense that helped my success	.212	.184	Invalid
21	I am very confident that this school will get better under my leadership	.536	.000	Valid
22	I realize that with the ability and experience that I have, this school will be more successful	.562	.000	Valid
23	My experiences of success can be followed and applied by my teachers and staff	.308	.050	Valid
24	As a school principal who has many achievements and successes, my ideas and ideas deserve to be supported by all school members	.434	.005	Valid
25	If one day there is a failure for the school, then the main cause is my leadership	.298	.058	Invalid
26	As a principal who is quite successful, I will carry out many strategies so that the school community follows my bright ideas	.431	.005	Valid
27	Schools that do not succeed are schools led by school principals who are firm and strict in supervision	.169	.291	Invalid
28	All school affairs must be completed according to a flexible structure	.363	.020	Valid
29	Completion of tasks and work of teachers and staff, must really be done properly and perfectly	.590	.000	Valid
30	I was able to guide students to take part in the Math Olympiad	.241	.130	Invalid
31	I was able to guide students to take part in the IPA Olympics	.380	.014	Valid
32	I was able to guide students in art festivals	.284	.072	Invalid
33	I was able to guide students in participating in religious competitions	.254	.110	Invalid
34	I was able to guide students in scouting activities	.359	.021	Valid
35	School management is getting heavier because of the high administrative burden, especially with regard to curriculum administration.	.211	.186	Invalid
36	The activities of principals were mostly used to deal with financial administration	.143	.371	Invalid
37	I am able to understand education policies which are quite confusing	.296	.060	Valid
38	I was able to implement an education policy that was quite confusing	.083	.605	Invalid
39	The policies issued by the education office and school principals are ambiguous	.005	.974	Invalid
40	The various policies implemented are overlapping with other policies	.038	.811	Invalid
41	The regulations made by the education office and school principals have been replaced by other education policies	-.141	.379	Invalid
42	Every day the headmaster faces many problems, especially those related to professional practice	-.042	.796	Invalid
43	The problems faced by school principals are complex and take up a lot of time	.171	.286	Invalid
44	The success of the performance evaluation of the principal is determined by the element of personal closeness	-.080	.618	Invalid
45	Low quality teachers can cause learning that is less fun	.231	.146	Invalid
46	The quality of teachers who are less qualified can result in weak interaction between subjects	.396	.010	Valid
47	Learning outcomes carried out by low quality teachers produce learning that is not contextual in nature	.421	.006	Valid
48	Teachers who cannot contextualize the results of their learning in class cause ineffective learning	.588	.000	Valid
49	Unprofessional teachers cannot empower the potential of each student in their class	.302	.055	Invalid
50	Learning done by teachers who have low quality results in not achieving the goals and curriculum targets that have been set	.344	.028	Valid
51	I care about the ethics of the human resources at school	.229	.149	Invalid
52	I uphold ethics in every relationship	.437	.004	Valid
53	I hold firm the secrets of the profession	.212	.184	Invalid
54	I have never taken someone else's theory without writing down the source	.106	.511	Valid

Item	Statement	Pearson Correlation	Sig. (2-tailed)	Note
55	I conduct research and studies to produce intellectual work	.395	.011	Invalid
56	I monitor the electronic activities of human resources	.349	.025	Valid
57	I do not do eavesdropping on electronic human resources activities	.252	.111	Invalid
58	I use data at school as a supporter of main tasks and functions	.356	.022	Valid
59	I use school data in accordance with existing procedures	.466	.002	Valid
60	I use information and technology media responsibly	.517	.001	Valid
61	I use information and technology media correctly and well	.508	.001	Valid
62	I care about the political developments in this country	.573	.000	Valid
63	I am not involved in practical politics in every election activity	.521	.000	Valid
64	I am a trusted school principal	.630	.000	Valid
65	I easily believe the words and deeds of human resources at school	.188	.239	Invalid
66	I apply the division of main tasks and functions according to the existing structure in the school	.526	.000	Valid
67	I do school development work as a team	.597	.000	Valid
68	I treat human resources like family	.383	.014	Valid
69	I made a policy of involving all school members	.360	.021	Valid
70	I implement policies fairly	.587	.000	Valid
71	I made the school environment a vehicle for socialization and learning	.495	.001	Valid
72	I believe that a good school environment is very important for the progress of the school	.448	.003	Valid
73	I uphold the ancestral values in everyday life	.412	.007	Valid
74	I adjust customs to where I work	.607	.000	Valid
75	I treat human resources as a team	.554	.000	Valid
76	I believe that team cohesiveness will influence the progress of the school	.307	.051	Invalid
77	I put the interests of groups first so that groups are always compact	.260	.101	Invalid
78	I have fair competition with other schools	.433	.005	Valid
79	I use the same facilities as other school residents	.403	.009	Valid
80	I give the same freedom in utilizing the facilities available at the school for all school residents	.543	.000	Valid
81	I use school network partners to build mutually beneficial cooperation	.506	.001	Valid
82	I maintain and care for school network partners so they can work together on an ongoing basis	.430	.005	Valid
83	I approached the community around the school	.531	.000	Valid
84	I ask for support and assistance to the community around the school	.475	.002	Valid
85	I utilize human resource data in accordance with applicable regulations	.383	.013	Valid
86	I use human resource data as a support in developing schools	.458	.003	Valid
87	I protect every human resource data according to good security procedures	.438	.004	Valid
88	I treat human resource data as something very valuable	.315	.045	Valid
89	I use digital media safely	.461	.002	Valid
90	I believe that every education policy expended by the government is to advance education	.469	.002	Valid
91	I think positively of human resources about the policies issued by the government	.351	.025	Valid
92	I do not discriminate between men and women	.362	.020	Valid
93	I believe that school progress is not determined by the gender of human resources	.359	.021	Valid
94	I do not discriminate in making policies	.281	.075	Invalid
95	I believe that school progress is not determined by race from human resources	.358	.022	Valid
96	I do not discriminate age in giving assignments	.162	.310	Invalid
97	I believe that school progress is not determined by the age of human resources	.322	.040	Valid
98	I believe that school progress is not determined by differences in the level of education of human resources	.164	.305	Invalid
99	I do not discriminate the socio-economic conditions of every school citizen in providing services	.254	.109	Invalid

**Table 2**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.924	56

**IV. DISCUSSION**

Even before becoming a school principal, a person receives the training of the principal, usually at the beginning of the term of office, the headmaster of a beginner's school faces problems related to the management of the new school he leads. So, the beginner headmaster usually takes about 4 months to adjust to the work culture of the new school he is leading.

The usefulness of the beginner headmaster's problematic questionnaire instrument is to help the novice headmaster identify the problems he faced when he took office. Accelerated understanding of beginner school principals to school problems will increase the level of adaptation of beginner school principals to schools. In addition, it will be considered by the novice headmaster in

preparing the school's strategic plan in his leadership year. The principal has the responsibility to improve teacher performance (Gunawan, 2015).

Teacher performance will not develop if it is not accompanied by supporting programs. So, the principal needs to design programs to improve teacher performance. Teacher performance can be seen from the learning activities carried out by the teacher.

Teacher performance in learning activities is the ability of teachers to create an atmosphere of educational communication between teachers and students that includes a cognitive, affective, and psychomotor atmosphere as an effort to learn something based on planning through evaluation and follow-up in order to achieve teaching objectives.

**Table 3**  
**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Note
it7	185.49	231.306	.373	.923	Reliable
it11	186.17	227.045	.381	.923	Reliable
it13	186.44	231.402	.257	.924	Reliable
it16	186.34	231.730	.263	.924	Reliable
it21	185.71	225.862	.520	.921	Reliable
it22	185.68	227.272	.561	.921	Reliable
it23	186.02	233.124	.289	.923	Reliable
it24	186.15	229.778	.407	.922	Reliable
it26	185.88	229.360	.402	.923	Reliable
it28	185.73	230.901	.340	.923	Reliable
it29	185.56	229.602	.589	.921	Reliable
it31	186.22	232.176	.330	.923	Reliable
it34	186.24	230.889	.345	.923	Reliable
it37	186.49	235.806	.138	.925	Reliable
it46	185.66	231.630	.360	.923	Reliable
it47	185.71	231.662	.395	.923	Reliable
it48	185.61	228.194	.577	.921	Reliable
it50	185.66	232.230	.354	.923	Reliable
it52	185.17	233.795	.493	.922	Reliable
it54	186.12	237.160	.042	.926	Reliable
it56	186.27	233.851	.232	.924	Reliable
it58	185.29	234.212	.338	.923	Reliable
it59	185.37	232.588	.424	.922	Reliable
it60	185.46	230.755	.521	.922	Reliable
it61	185.44	229.902	.529	.922	Reliable
it62	186.46	224.205	.582	.921	Reliable
it63	185.78	220.026	.519	.922	Reliable
it64	185.41	228.599	.617	.921	Reliable
it66	185.49	229.356	.555	.921	Reliable
it67	185.46	228.505	.611	.921	Reliable
it68	185.46	230.855	.429	.922	Reliable
it69	185.37	232.538	.383	.923	Reliable
it70	185.54	229.605	.589	.921	Reliable
it71	185.37	230.738	.498	.922	Reliable
it72	185.17	232.795	.487	.922	Reliable
it73	185.54	230.805	.351	.923	Reliable
it74	185.56	228.002	.585	.921	Reliable
it75	185.34	229.980	.623	.921	Reliable
it78	185.44	230.552	.489	.922	Reliable
it79	185.68	230.872	.404	.922	Reliable
it80	185.59	229.999	.473	.922	Reliable
it81	185.56	229.652	.491	.922	Reliable
it82	185.59	231.849	.401	.923	Reliable
it83	185.51	230.906	.504	.922	Reliable
it84	185.61	232.594	.395	.923	Reliable
it85	185.44	231.402	.483	.922	Reliable
it86	185.46	230.755	.521	.922	Reliable
it87	185.34	231.180	.536	.922	Reliable
it88	185.41	233.349	.356	.923	Reliable
it89	185.66	230.880	.469	.922	Reliable
it90	185.41	231.299	.496	.922	Reliable
it91	185.54	231.505	.421	.922	Reliable
it92	185.49	232.256	.323	.923	Reliable
it93	185.59	231.649	.295	.924	Reliable
it95	185.51	231.606	.333	.923	Reliable
it97	186.02	232.074	.246	.924	Reliable

Programs that can be designed by school principals in order to improve teacher performance are: (1) teacher scientific meetings; (2) teacher creativity contest; (3) outstanding teachers; (4) training; (5) motivational seminars; (6) discussion of subject teachers; (7) lesson study; (8) research grants; and (9) professional writing (Gunawan, 2015). Educational leadership is carried out at educational institutions, with the aim of influencing all school members to carry out their duties and work properly and correctly in accordance with their respective responsibilities, in order to achieve the educational goals

that have been set effectively and efficiently, and ultimately aim to develop all the full potential owned by students (Gunawan, 2016; Kusmintardjo and Gunawan, 2017; Pertiwi, et al., 2018b). Leadership becomes a determining factor for an organization's success in achieving its objectives effectively and efficiently. The role of a leader in the organization becomes important and crucial. The success and failure of an organization to achieve its goals are determined by its leaders.

Leaders and leadership carried out by a leader determine the wheels of the organization

(Kusumaningrum, et al., 2019; Sudharta, et al., 2017; Pertiwi, et al., 2018a). A good organization is led by a good leader, and vice versa. Quite often an organization that fails, turns into success when it is led by a good and qualified leader, and vice versa. Leadership in education also applies equally. A good educational institution is also led by a good and qualified leader. The quality of educational leaders is reflected in the nature and performance in leading educational institutions.

## V. CONCLUSION

The results of the validity analysis concluded that 56 items were valid for measuring the problematic of novice principals. The reliability test of the 56 items concluded a reliable instrument, with  $r_{\alpha} = 0.924$ . Principals, who are the main actors in improving school quality, need to master conceptual, technical, and human relations abilities. The third ability is the managerial ability of a leader in leading the organization.

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