

# The Assessment Design of Leadership Instructional Competence of Principal of Vocational High School

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## Abstract

Vocational High School (VHS) is intended to produce graduates who are ready to work in industry and the business world. This is a challenge for the headmaster of VHS in the 21st century, namely to produce graduates who are able to deal with the increasingly massive development of science and technology in the era of the industrial revolution 4.0. The instructional leadership competence of the VHS head is very important as school management to produce graduates who can be relied upon to face the industrial revolution 4.0. Thus, the Education Office in each province of Indonesia needs to select candidates for VHS heads who have instructional leadership skills so that VHS education goals can be achieved. In this regard, it is necessary to design an instructional leadership assessment to select someone who will serve as the head of VHS. The purpose of this research is to design the instructional leadership competence of the VHS Principal. The method in this research is the research and development of the Borg and Gall model which is planned for three years of research. This article is to report on the activities of the first year of research implementation. The results showed that the instructional leadership assessment of the head of VHS met the content aspect and was valid based on the assessment of competent experts in the field of education management. This article is to report on the activities of the first year of research implementation. The results showed that the instructional leadership assessment of the head of VHS met the content aspect and was valid based on the assessment of competent experts in the field of education management. This article is to report on the activities of the first year of research implementation. The results showed that the instructional leadership assessment of the head of VHS met the content aspect and was valid based on the assessment of competent experts in the field of education management.

**Keywords:** Assessment design, Leadership, Instructional Competence, Vocational high school

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## 1. Introduction

Education In Europe, Vocational High School (VHS) is a traditional education that has developed rapidly to produce and prepare graduates capable of working (C. R. Finch and J. R. Crunkilton, 1999, J. D. McNeil, 2014). VHS is required to produce graduates who are able to produce graduates who can support their future. To achieve this goal, VHS graduates are able to adapt and are ready to work to enter the industrial and business world. Ironically, data from the Central Statistics Agency stated that the highest open unemployment rate in Indonesia in 2019 was VHS graduates, which was 8.63% (Central Bureau of Statistics of Indonesia, 2019). This is a challenge for the head of VHS in the 21st century, namely to produce graduates who are able to face the increasingly massive development of science and technology in the era of the industrial revolution 4.0.

There are several skills that must be possessed by VHS, including instructional leadership skills. Because the principal plays an important role as instructional leadership (L. Beauchamp and J. Parsons, 2012). The VHS principal's instructional leadership ability is very important as school management to determine the success of school progress, because they are policy makers in the education system and produce graduates in accordance with educational goals (A. Walker, 2015, P. Campbell et al, 2019, M. G. Gulcan, 2012). Principals who have instructional leadership skills in effective school conditions and encourage school personnel to cooperate with one another, evaluate academic processes, and are trusted by the school and community communists (J.Hattie, 2015). Day, Gu, and Sammons (2016) said that based on empirical studies, school leaders have been shown to be one of the determinants for improving school performance. Hallinger et al (2018) in their research prove that in Asia only a few countries have developed leaders based on instructional leadership.

In Indonesia, the position of head of VHS is determined by the provincial education office. The determination of the VHS head position has not considered the instructional leadership aspect. This has resulted in many VHS graduates not meeting the needs of the industrial world and the business world as a result, VHS graduates have the highest unemployment rate. Thus, the Education Office in each province of Indonesia needs to select candidates for VHS heads who have instructional leadership skills so that VHS education goals can be achieved. In connection with these problems, it is necessary to design an instructional leadership assessment to select someone who will serve as the head of VHS.

Based on the results of an initial survey in several provinces in Indonesia, in general the VHS head lacks the ability to teach instructional leadership. This factor is because the determination to serve as head of VHS is

determined by the Education Office in the proven while the head of the agency lacks managerial knowledge and skills about education. The governor as the region in the province refers to the Office of Education with political nuances and often influences policy to determine someone to serve as head of VHS. The VHS head selection should meet several criteria, including having instructional leadership skills. Meanwhile, the Education Office does not yet have an instructional leadership assessment. Referring to the problem statement raised, the research question for research purposes is how is the assessment instrument model to determine the instructional leadership ability of the VHS head?

The purpose of the study was to design a model of the instructional leadership assessment instrument for the head of the VHS. The results of this assessment instrument design will be used as a recommendation to the Education Office, especially in the province of Sulawesi in the context of selecting the VHS head.

## 2. Literature review

### 2.1. Duties of the Head of Vocational High School (VHS)

Evans, & Edwin (1978) stated that vocational education is part of the education system to prepare individuals to be able to work in a work group or field of work rather than in other fields of work. VHS is education that trains individuals to be ready to work in the industrial world and improve welfare (Bagale S, 2015, Mortaki S, 2012). According to Djojonegoro (1998) the characteristics of VHS include: (i) directed at preparing students to enter the workforce; (ii) to meet the needs of the world of work; (iii) emphasizing on mastering the knowledge, skills, attitudes and values required by the world of work; (iv) assessment of student success on performance in the world of work; (v) the key to the success of vocational education is a close relationship with the world of work; (vi) vocational education must be responsive and anticipatory to technological developments and advancements; (vii) modern facilities are needed in accordance with technological developments for practical activities; and (ix) vocational education requires more investment and operational costs than general secondary education (Djojonegoro W, 1998)

The duties of VHS principals are different from those of general secondary school principals. In the National Education System Law No. 20 of 2003 article 15 says that Vocational Secondary Education aims to prepare students to work in certain fields [National Education System Law no. 20 of 2003]. In connection with this goal, Bakrun said that students must become ideal human beings so that they can compete with workers from other countries to contribute to the nation's competitiveness considering that Indonesia must be able to compete with other countries which include services, production, preparing human resources. and can adapt to the industrial era 4.0 [Bakrun, 2018]. Thus, the head of VHS is tasked with producing graduate students who are able to work in certain fields.

### 2.2 Instructional Leadership Head of VHS

Effective instructional leadership that is directly involved in curricular activities and teaching can directly affect student academic achievement (Cotton K, 2003). The instructional leadership role involves other leaders such as supervisors, curriculum coordinators, and instructional coaches. Key instructional elements that prioritize teaching and learning and help select and implement teaching materials and monitor implementation (King D, 2002, Spillane J et.al, 2000). Hallinger and Wang said in general, the definition of instructional leadership is the strategies and actions taken by school principals and other leaders that support and strengthen to bring coherence in teaching and learning activities in schools (Hallinger P et.al 2015). *Instructional leadership* consists of three dimensions of leadership roles, namely determining the school's mission, managing teaching programs, and developing a positive school learning climate (Hallinger P et.al 2015, Hallinger P, 2011).

Research conducted by Day, Gu, and Sammons (2016) found empirical evidence of how successful principals directly or indirectly over time combine instructional leadership and transformational leadership. His findings suggest that understanding principals and diagnosing school needs can enhance and maintain effectiveness in the long term by applying values and combining articulated and applied education in organizations across all phases of school development with job and cultural enhancements to improve school achievement (M. G. Gulcan, 2012)

Principals who integrate instructional leadership and transformational leadership that are timely and relevant to goals. In this way principals progressively build individual and collective capacities with the commitment of teachers, students and the community. Principals analyze confirmatory factors based on survey responses to determine the direction of the school's organization, develop a staff of teachers to manage teaching and learning as well as beliefs and roles of personal qualities. These leadership strategies and actions will shape the teaching and learning process in the classroom to improve school conditions and produce better graduates (Hallinger P, 2014)

Due to the lack of empirical knowledge about the practice of school leadership in East Asia, seven countries consisting of Mainland China, Hong Kong, Taiwan, Singapore, Malaysia, Thailand, and Vietnam conducted substantial research on instructional leadership (Hallinger and Walker, 2017, Hallinger et.al, 2015, Qian H et.al,

2017). The research that has been carried out has resulted in a contemporary analysis that is understood by means of leadership that is applied by considering the cultural aspects involved [28]. Research conducted over the years has generated a substantial knowledge base on the nature and effects of instructional leadership (Sammson et.al 2014, Bush T 2013, Rigby JG 2014). The results of research that have been carried out generally agree that the nature and extent of instructional leadership have a clear understanding of the positive impact on schools, especially learning conditions for students (Hallinger et.al, 2015 Seashore et.al, 2010). Research on the instructional leadership model has been conducted in the United States (Djojonegoro 1998, Seashore et.al, 2010).

The results of these studies are generally in learning activities carried out in schools. Several studies on instructional leadership have a positive impact on teaching activities and school performance. Mariani et al conducted research on the relationship between instructional leadership and learning climate. They found that the principal's role in promoting teacher professionalism was the main factor in creating a learning climate [34]. Yusof et al in their research found that there was a significant relationship between principal's instructional leadership and teacher capacity development (Yusof MM, et al, 2013)]. Harris and Jones (2015) say the principal's practice of instructional leadership is needed to explain precisely how to approach schools.

Halilinger & Murphy (1985) said school leaders are expected to have the ability to influence the behavior of teachers and students through teaching and learning activities by creating a reward system that will consolidate their achievements and productive efforts. This can be done to explain to students clearly, the school's expectations about teachers and students, the appropriate use of school time for teachers, undergo selection and implementation of programs in teacher professional development. Furthermore, based on the Halilinger & Murphy concept, there are three dimensions of the instructional leadership framework, namely defining the school's mission, managing the curriculum and teaching activities, and promoting the school's learning climate. Dimensions for managing instructional programs involve teacher activities to implement school curriculum and teaching implementation and school principals supervise and evaluate teaching activities in the classroom by making informal visits about learning materials about classroom practices in accordance with school goals, coordinating curriculum implementation so that staff teachers can work together and formalize the teaching standards that have been set and conduct academic achievement tests that have been prepared (Hallinger P and Murphy J, 1985). These explanations are indicators for conducting an assessment of the principal's instructional leadership.

### 3. Research Method

This research is to design and develop a measuring tool to assess the head of VHS about instructional leadership that will be used to determine the management ability of the head of the VHS. The development of research instruments was carried out based on the concept of an instructional leadership framework by [36] which are adapted to VHS academic activities which include teacher instructional activities in the classroom, laboratory, and practical skills training in workshops as presented in Table 1.

Table 1. Dimensions and description of instructional leadership assessment instruments

Dimension	description	Items
Define the school's mission	Designing the goals of school academic activities	3
	Spread the school's goals	3
Manage curriculum and instructions	Supervise and evaluate teacher instructional activities in classrooms, laboratories, and practice skills training in workshops:	4
	Coordinate curriculum to be applied in academic activities Monitor student progress	4
Promoting a learning climate in schools	Protect the time of teaching and learning activities in the classroom, laboratory, and practice skills training in workshops:	4
	Enriches professional development	3
	Maintain high visibility	4
	Provide incentives for teachers Provide incentives to learn	2

Adapted from Halilinger& Murphy, 2005 tailored to VHS academic activities.

The procedure for conducting the research was carried out as follows: (i) conducting a needs study and literature study; (ii) designing grids and instrument items based on theoretical concepts; (iii) validate the instrument to find out the items developed meet the valid requirements; (iv) implementing an instrument product to determine the practicality of the instrument to be used as a measuring tool to assess the instructional leadership ability of the VHS head; and (v) revise the instrument based on the results of implementation in the field; (vi) evaluate the results of the development and implementation of instruments in the context of collecting data on the instructional leadership capabilities of the VHS head.

### 4. Result and Discussion

To obtain accurate and reliable data, in the assessment design to determine the principal's instructional leadership,

it is necessary to test the validity and reliability. In this study, a practicality test was carried out, namely to determine whether the assessment that had been designed was practical to be used in the context of data collection.

To test the construct validity of the instrument content, three validators were carried out, namely education management experts on instructional leadership content, education measurement and evaluation experts, and linguists. The assessment uses a Likert scale, which is very good = 5; good = 4; enough 3; less 2; and very less = 1. The number of items to be tested for validity is 26 items (see Table 1). In Table 2, the criteria for testing the validity are presented. In Table 3, the results of testing the validity of the instrument are described.

Table 2. Valid criteria

Range score	Category
4.5	Very high
3.5 - 4.4	High
2.5 – 3.4	Enough
2.0 – 2.4	Less

Table 3 show valid test results. The overall of the assessment items are valid. Based on the criteria in Table 2, it shows that the assessment results from the development are valid. There are two items that are categorized as "very high" in items number 1 and 7. Those included in the "high" category are items numbered 2, 3, 4, 5, 8, 9, 10, 11, 12, 14, 16, 17, 19, 20, 21, 22, 23, 24, and 25. While those categorized as "enough" are items number 6, 13, 15, 18, and 26. The results of this analysis show that the assessment results designed in this study can be trusted to measure the ability principal's instructional leadership.

Table 3. Valid test results

Items	Coefficient	Category	Decision	Items	Coefficient	Category	Decision
1	4.7	Very high	Valid	14	3.6	High	Valid
2	4.3	High	Valid	15	3.3	Enough	Valid
3	4.0	High	Valid	16	4.3	High	Valid
4	4.3	High	Valid	17	3.6	High	Valid
5	4.0	High	Valid	18	3.3	Enough	Valid
6	3.3	Enough	Valid	19	4.0	High	Valid
7	4.7	Very high	Valid	20	3.6	High	Valid
8	4.0	High	Valid	21	4.3	High	Valid
9	3.3	High	Valid	22	4.3	High	Valid
10	3.6	High	Valid	23	4.0	High	Valid
11	4.3	High	Valid	24	4.3	High	Valid
12	4.0	High	Valid	25	3.6	High	Valid
13	3.3	Enough	Valid	26	3.3	Enough	Valid

Reliability testing used techniques Split Half Spearman Brown, the formula is

$$r_{11} = \frac{2r_{\frac{1}{2}\frac{1}{2}}}{1 + 2r_{\frac{1}{2}\frac{1}{2}}}$$

where: r11 = reliability coefficient.

Table 4. Valid criteria

Range score	Category
> 0.80	Very high
0.61 – 0.80	High
0.41 – 0.60	Enough
0.21 – 0.40	Less
< 0.20	Very less

Table 4 show the results of the reliability test using the equation Split Half Spearman Brown obtained reliability coefficient is 0.64 and very significant with 95% confidence level (= 0.05). The value of this reliability coefficient is categorized as "high". Thus the results of the assessment instrument design are reliable. This shows that this assessment can be relied upon to measure the principal's instructional leadership ability.

To test the practicality of the assessment instrument, one education management expert was involved, two principals who had experience leading schools for more than five years and a teacher with more than 25 years of teaching experience. The practicality assessment uses a Likert scale, which is very practical = 5; practical = 4; enough = 3; less practical = 2; and impractical = 1.

To assess the practicality of the instructional leadership assessment, the head of VHS used a Likert scale as follows: very practically; practically; enough practically; less practical; and very less practical. The practicality categories of the instrument are presented in Table 5.

Table 5. Categories of assessment practicality

Range score	Category
> 0.80	Very practical
0.60 – 0.79	High practical
0.40 – 0.59	Enough practical
0.20 – 0.39	Less practical
< 0.19	Not practical

Source from: Ponto, Tasiam, Wonggo.

The results of the practicality test obtained that the average is 3.8 showed in Table 6. This score is in the “practical” category (see Table 5). This shows that the assessment results from the practical design are used to collect data about the principal's instructional leadership skills.

Table 6. Practicality test results

Evaluator	Scoreory
A	4
B	4
C	4
D	3
E	4
Average	3.8

## 5. Conclusion

The assessment design meets the valid and reliable requirements to measure the principal's instructional leadership competence. The assessment results from the practical design are used to measure the principal's instructional leadership ability. The assessment of the design results in this study will be used as an instrument for data collection in further research on the principal's instructional leadership model in order to improve the quality of vocational technical schools in Indonesia.

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