

A Pilot Study on The Influence Of Headmasters Leadership On Workload And Job Satisfaction Of Special Education Teachers In Johor, Malaysia

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Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

Abstract: Leadership is always seen as an important element in the management of an organization, whether it is small or large. Each of us expects a form of democratic leadership practice, values harmony and being able to negotiate in determining what is good for the organization. Schools are also no exception in discussing leadership. Leadership in schools is seen to be more towards comprehensive leadership because it involves human management at various levels such as children, adolescents, adults and even the elderly. When we talk about leadership in schools, our minds should be open to the management of the organization, students, teachers, parents, school staff, other school people as well as the management of non-living resources. In many branches of education, leadership is seen as more challenging in special education. In the face of this challenge, empirical studies need to be done. However, before it can be carried out, a pilot study must be carried out first. This pilot study is to ensure that the instruments that will be used in the actual study are accurate. It is hoped that the findings of this study can help future researchers in conducting research.

Keywords: pilot study, special education, educational leadership, job satisfactioc, task load

INTRODUCTION

Effective leadership is essential in managing an organization (Norazmi et al., 2019). This effective leadership is also the dream of every employee who serves in an organization (Fauziyana et al., 2020). Good and calm management conditions can help in creating a good and harmonious organizational climate (Zaid et al., 2020). However, there are some constraints that have made it difficult to maintain the harmony of an organization, which significantly comes from the leadership itself. Leadership that is unable to create a good work climate and journey, fundamentally indirectly weakens its own organization (Norazmi, 2020). This kind of situation also occurs in school organizations. With a relatively large number of staff, along with a large number of students, leadership should emerge with constructive as well as effective leadership (Fauziyana et al., 2021). The same situation occurs more severely in special education management (Zaid et al., 2021). Inefficient management as well as inefficient leadership practices have led to various problems in special education (Aminah et al., 2021). Among the problems that exist are lack of teacher motivation, inaccurate commitment, poor student development as well as unattainable job satisfaction (Azlisham et al., 2021). Therefore, a pilot study was constructed in determining this situation as well as assisting in reducing the impact on this issue.

In this pilot study, the researcher distributed a set of questionnaires to 30 respondents consisting of special education teachers in the district of Batu Pahat. The pilot study was conducted using a questionnaire constructed after review and expert validation. A pilot study is a small-scale study at an early stage aimed at investigating the urgent need for actual research such as the research process, research management and data sources. Polite, Beck and Hungler (2001) and Barbara (2015) explained that a pilot study is a preliminary study conducted on a small scale, with the aim of building measuring tools, improving researcher skills, estimating the implementation period of the study and so on. A pilot study is needed to test the questionnaire items, validate and check the reliability of the instruments in the study so that the best items can be obtained (Cohen & Swerdlik, 2002; Bond & Fox, 2007)

RESEARCH PROCEDURE

Respondents are part of the population and have similar characteristics, because according to Linacre (2005), Mohd Majid (2005) and Chua (2006), the number and selection are ideal. The researcher gathered all these respondents in one place, namely in the school where the researcher works. The next researcher describes briefly and concisely related to the study conducted. There were 115 questionnaire items in each set distributed. These items include topics related to school leadership, workload and job satisfaction of special education teachers. For each item, the researcher explained the meaning and intent of the question before the respondent answered the questionnaire. At the same time, if there are any questions, respondents are encouraged to ask. In addition, a suggestion column was also provided orally on the improvement of the questionnaire. The pilot study data were analyzed based on the Rasch Measurement Model using Winsteps 3.69.1.11 software, from the aspects of reliability, item polarity, item suitability and standardized residual correlation values.

FINDINGS

i) Reliability of the Questionnaire

In this study, the item reliability for headmaster leadership construct, PPKI teacher workload and PPKI teacher job satisfaction were tested. Reliability is a measure of the accuracy and stability of a measuring instrument in measuring a concept in a study (Creswell, 2012). Mohd Norazmi et al. (2021) explained the importance of reliability is to determine whether the item should be retained or dropped in the questionnaire. Bond and Fox (2007) explained that the reliability of an item of the questionnaire can be done by obtaining the value of the Cronbach Alpha score. Stephanie (2014) stated that acceptable items were those that obtained a Cronbach Alpha score of 0.7 and above, as in Table 1.

Table 1: Interpretation of Cronbach Alpha Scores (Stephanie, 2014)

Cronbach Alpha Score	Indicator
0.9-1.0	Very good
0.8-0.9	Good
0.7-0.8	Acceptable
0.6-0.7	Questionable
0.5-0.6	Weak
Below 0.5	Unacceptable

Table 2: Overall Evaluation of Pilot Study Questionnaire Items

TABLE 3.1 Kajian Rintis ZOU054WS.TXT Jul 8
 11:44 2019
 INPUT: 30 Person 137 Item MEASURED: 30 Person 137 Item 10 CATS
 WINSTEPS 3.69.1.11

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SUMMARY OF 30 MEASURED Person
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|          TOTAL          MODEL          INFIT          OUTFIT
|          SCORE          COUNT          MEASURE          ERROR          MNSQ          ZSTD          MNSQ
ZSTD |
-----
|-----|
| MEAN   900.6   137.0   .29   .06   1.02   -.5   1.04
|.5 |
| S.D.   154.1   .0   .46   .01   .56   4.1   .64
4.0 |
| MAX.   1171.0   137.0   1.24   .07   2.80   9.9   3.61
9.9 |
| MIN.   585.0   137.0   -.54   .05   .47   -5.8   .45
5.7 |
|-----|
| REAL RMSE .06 TRUE SD .45 SEPARATION 7.41 Person RELIABILITY
|.98 |
| MODEL RMSE .06 TRUE SD .45 SEPARATION 8.19 Person RELIABILITY
|.99 |
| S.E. OF Person MEAN = .08
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Person RAW SCORE-TO-MEASURE CORRELATION = .99
 CRONBACH ALPHA (KR-20) Person RAW SCORE RELIABILITY = .99

SUMMARY OF 137 MEASURED Item

ZSTD	TOTAL		MODEL		INFIT		OUTFIT
	SCORE	COUNT	MEASURE	ERROR	MNSQ	ZSTD	MNSQ
MEAN	197.2	30.0	.00	.12	1.03	-.2	1.04
S.D.	32.0	.0	.42	.01	.66	2.1	.77
MAX.	264.0	30.0	1.64	.17	4.43	8.2	5.10
MIN.	67.0	30.0	-1.15	.10	.29	-4.1	.29
REAL RMSE	.13	TRUE SD	.40	SEPARATION	3.09	Item	RELIABILITY
MODEL RMSE	.12	TRUE SD	.41	SEPARATION	3.46	Item	RELIABILITY
S.E. OF Item MEAN = .04							

UMEAN=.0000 USCALE=1.0000
 Item RAW SCORE-TO-MEASURE CORRELATION = -.99
 4110 DATA POINTS. LOG-LIKELIHOOD CHI-SQUARE: 14802.17 with 3936 d.f.
 p=.0000
 Global Root-Mean-Square Residual (excluding extreme scores): 1.5977

Referring to Table 2, the reliability value of the instrument through person raw reliability score is 0.99. The alpha value indicates excellent reliability because the minimum acceptable alpha score is 0.70 (Stephanie, 2014), based on Table 1. These findings indicate that the constructed instruments have high (excellent) and acceptable reliability.

Polarity Item

In this study, the implementation of this analysis is to determine the extent to which the items for each construct, namely the headmaster leadership construct, teacher workload and job satisfaction of PPKI teachers can move in parallel with each other. If the recorded PTMEA-CORR values are positive, then the items are acceptable, however if the recorded PTMEA-CORR values are negative, then the items need to be corrected or dropped (Bond & Fox, 2007). According to Bond and Fox (2007), item polarity can be assessed by identifying Point Measure Correlation (PTMEA-CORR). According to Linacre (2010), Item Polarity analysis can confirm the ability of an item in measuring a given construct. The analysis of item polarity is shown in Table 3

Table 3: Point Measure Correlation (PTMEA-CORR).

TABLE 26.1 Kajian Rintis ZOU054WS.TXT Jul 8 11:44 2019
 INPUT: 30 Person 137 Item MEASURED: 30 Person 137 Item 10 CATS
 WINSTEPS 3.69.1.11

Person: REAL SEP.: 7.41 REL.: .98 ... Item: REAL SEP.: 3.09 REL.: .91
 Item STATISTICS: CORRELATION ORDER

ENTRY	TOTAL	MODEL	INFIT	OUTFIT	PT-MEASURE
EXACT MATCH	SCORE	S.E.	MNSQ	ZSTD	CORR. EXP.
NUMBER	COUNT	MEASURE	MNSQ	ZSTD	CORR. EXP.
OBS% EXP%	Item				

	22	119	30	.93	.11 4.43	8.2 5.10	8.9	-.17	.63
13.3	19.7	BT022							
	85	67	30	1.64	.14 3.03	4.6 4.38	5.1	-.17	.54
13.3	31.4	KK085							
	25	113	30	1.00	.11 3.58	6.7 4.30	7.6	.09	.63
10.0	19.3	BT025							
	18	187	30	.16	.11 1.41	1.5 1.54	1.9	.10	.60
16.7	23.4	BT018							
	24	124	30	.87	.11 3.67	7.0 4.13	7.6	.17	.63
3.3	20.2	BT024							
	84	225	30	-.36	.12	.97	.0 1.04	.2	.17
30.0	26.2	KK084							
	108	236	30	-.54	.13 1.04	.3 1.09	.4	.19	.52
33.3	27.4	KK108							
	121	195	30	.06	.11 2.35	3.9 2.44	4.2	.21	.59
10.0	23.8	KK121							
	27	117	30	.95	.11 2.64	4.9 3.34	6.1	.23	.63
16.7	20.0	BT027							
	21	237	30	-.56	.13 1.82	2.6 1.81	2.5	.24	.52
26.7	27.9	BT021							
	9	163	30	.44	.11 1.18	.8 1.23	1.0	.29	.62
16.7	22.6	BT009							
	8	204	30	-.06	.12 1.33	1.2 1.26	1.0	.29	.58
33.3	23.7	BT008							
	28	203	30	-.04	.12 1.55	1.9 1.56	1.9	.30	.58
13.3	24.0	BT028							
	94	246	30	-.73	.14 1.13	.5 1.10	.4	.31	.49
20.0	29.3	KK094							
	26	124	30	.87	.11 2.71	5.1 3.16	5.9	.32	.63
6.7	20.2	BT026							
	86	232	30	-.47	.13 1.68	2.2 1.51	1.8	.33	.53
30.0	27.1	KK086							
	74	157	30	.51	.11 1.09	.5 1.17	.7	.36	.62
16.7	22.7	KP074							
	44	193	30	.09	.11 1.57	2.0 1.42	1.5	.37	.59
36.7	24.0	BT044							
	47	238	30	-.58	.13 1.10	.5	.94	-.1	.40
33.3	27.9	KP047							
	20	170	30	.36	.11 1.61	2.2 1.59	2.1	.41	.61
20.0	23.8	BT020							
	23	155	30	.53	.11 2.43	4.3 2.50	4.5	.41	.62
20.0	22.3	BT023							
	87	211	30	-.15	.12 1.40	1.4 1.38	1.4	.42	.57
16.7	25.3	KK087							
	83	219	30	-.27	.12 1.80	2.6 1.67	2.2	.43	.55
23.3	25.7	KK083							
	7	162	30	.45	.11 1.28	1.1 1.30	1.2	.47	.62
23.3	22.6	BT007							
	19	192	30	.10	.11 1.60	2.1 1.64	2.2	.47	.59
20.0	24.0	BT019							
	45	162	30	.45	.11	.72	-1.2	.72	-1.2
36.7	22.6	KP045							
	102	229	30	-.42	.13	.97	.0 1.02	.2	.48
33.3	26.6	KK102							
	101	264	30	-1.15	.17 1.96	2.6 1.69	2.0	.49	.42
26.7	34.0	KK101							
	124	180	30	.25	.11 1.63	2.2 1.60	2.1	.49	.60
16.7	23.5	KK124							
	40	211	30	-.15	.12	.62	-1.6	.58	-1.9
23.3	25.3	BT040							
	3	146	30	.63	.10 1.02	.2 1.02	.2	.50	.63
26.7	21.0	BT003							
	6	179	30	.26	.11 1.41	1.5 1.39	1.5	.50	.60
23.3	23.5	BT006							
	64	222	30	-.31	.12 1.81	2.6 1.73	2.4	.50	.55
13.3	26.0	KP064							
	38	213	30	-.18	.12	.51	-2.2	.47	-2.5
40.0	25.5	BT038							

	41	206	30	-.08	.12	.70	-1.2	.67	-1.4	.51	.57
33.3	24.9	BT041									
	122	239	30	-.59	.13	1.18	.7	1.05	.3	.51	.51
23.3	27.9	KK122									
	15	205	30	-.07	.12	.99	.0	.91	-.3	.51	.58
30.0	24.5	BT015									
	110	197	30	.04	.11	.97	.0	.94	-.1	.51	.59
26.7	23.6	KK110									
	14	183	30	.21	.11	1.06	.3	1.01	.1	.51	.60
20.0	23.7	BT014									
	33	221	30	-.30	.12	.81	-.7	.72	-1.1	.51	.55
36.7	25.8	BT033									
	67	221	30	-.30	.12	.89	-.3	.88	-.4	.52	.55
30.0	25.8	KP067									
	103	237	30	-.56	.13	.65	-1.4	.62	-1.6	.54	.52
33.3	27.9	KK103									
	134	163	30	.44	.11	1.28	1.1	1.27	1.1	.54	.62
20.0	22.6	KK134									
	13	173	30	.33	.11	1.04	.2	1.04	.2	.55	.61
16.7	23.6	BT013									
	120	247	30	-.75	.14	.97	.0	.86	-.4	.55	.49
26.7	29.3	KK120									
	100	217	30	-.24	.12	1.51	1.8	1.50	1.8	.55	.56
23.3	25.3	KK100									
	135	205	30	-.07	.12	1.92	2.9	2.10	3.4	.55	.58
20.0	24.5	KK135									
	123	231	30	-.46	.13	1.37	1.3	1.17	.7	.56	.53
23.3	26.6	KK123									
	93	238	30	-.58	.13	.92	-.2	.81	-.7	.56	.51
36.7	27.9	KK093									
	1	197	30	.04	.11	.93	-.2	.90	-.3	.56	.59
23.3	23.6	BT001									
	69	254	30	-.90	.15	1.94	2.7	1.69	2.1	.56	.46
10.0	30.2	KP069									
	99	225	30	-.36	.12	1.20	.8	1.23	.9	.57	.54
26.7	26.2	KK099									
	2	193	30	.09	.11	.92	-.2	.87	-.5	.57	.59
36.7	24.0	BT002									
	71	224	30	-.34	.12	1.17	.7	1.12	.5	.57	.54
20.0	26.2	KP071									
	43	186	30	.17	.11	.53	-2.2	.54	-2.1	.58	.60
33.3	23.4	BT043									
	32	174	30	.32	.11	.70	-1.2	.70	-1.3	.58	.61
16.7	23.3	BT032									
	107	231	30	-.46	.13	.63	-1.5	.62	-1.6	.58	.53
26.7	26.6	KK107									
	130	221	30	-.30	.12	.93	-.2	.95	-.1	.59	.55
26.7	25.8	KK130									
	75	189	30	.14	.11	.79	-.8	.94	-.2	.59	.59
43.3	23.5	KP075									
	72	159	30	.49	.11	.83	-.7	.80	-.8	.59	.62
26.7	22.9	KP072									
	17	209	30	-.12	.12	.95	-.1	.93	-.2	.60	.57
26.7	25.2	BT017									
	127	225	30	-.36	.12	1.49	1.7	1.41	1.5	.60	.54
23.3	26.2	KK127									
	5	164	30	.43	.11	.75	-1.0	.73	-1.1	.60	.62
36.7	22.6	BT005									
	54	182	30	.22	.11	.97	.0	.96	-.1	.61	.60
23.3	23.3	KP054									
	115	218	30	-.25	.12	.77	-.9	.83	-.6	.61	.56
30.0	25.3	KK115									
	89	180	30	.25	.11	.98	.0	.94	-.2	.61	.60
26.7	23.5	KK089									
	117	197	30	.04	.11	.75	-1.0	.79	-.8	.61	.59
20.0	23.6	KK117									
	12	193	30	.09	.11	.82	-.7	.79	-.8	.63	.59
20.0	24.0	BT012									

	66	238	30	-.58	.13 1.21	.8 1.07	.3	.63	.51
20.0	27.9	KP066	30	-.27	.12 1.10	.5 1.29	1.1	.63	.55
	129	219	30	-.27	.12 1.10	.5 1.29	1.1	.63	.55
20.0	25.7	KK129	30	.20	.11 .81	-.7 .82	-.7	.64	.60
	73	184	30	.20	.11 .81	-.7 .82	-.7	.64	.60
23.3	23.7	KP073	30	-.27	.12 1.12	.5 1.11	.5	.64	.55
	131	219	30	-.27	.12 1.12	.5 1.11	.5	.64	.55
20.0	25.7	KK131	30	-.04	.12 1.05	.3 1.00	.1	.65	.58
	50	203	30	-.04	.12 1.05	.3 1.00	.1	.65	.58
40.0	24.0	KP050	30	.04	.11 .58	-1.8 .57	-1.9	.65	.59
	29	197	30	.04	.11 .58	-1.8 .57	-1.9	.65	.59
30.0	23.6	BT029	30	-.33	.12 .79	-.8 .69	-1.3	.65	.55
	92	223	30	-.33	.12 .79	-.8 .69	-1.3	.65	.55
33.3	26.4	KK092	30	-.04	.12 .58	-1.8 .57	-1.9	.65	.58
	116	203	30	-.04	.12 .58	-1.8 .57	-1.9	.65	.58
23.3	24.0	KK116	30	-.63	.14 .64	-1.4 .64	-1.4	.66	.50
	106	241	30	-.63	.14 .64	-1.4 .64	-1.4	.66	.50
20.0	28.4	KK106	30	-.31	.12 .89	-.3 .83	-.6	.66	.55
	70	222	30	-.31	.12 .89	-.3 .83	-.6	.66	.55
20.0	26.0	KP070	30	.07	.11 .81	-.7 .86	-.5	.66	.59
	113	194	30	.07	.11 .81	-.7 .86	-.5	.66	.59
23.3	23.8	KK113	30	-.67	.14 1.06	.3 1.02	.2	.66	.50
	132	243	30	-.67	.14 1.06	.3 1.02	.2	.66	.50
13.3	28.9	KK132	30	-.18	.12 .63	-1.5 .59	-1.8	.68	.56
	46	213	30	-.18	.12 .63	-1.5 .59	-1.8	.68	.56
33.3	25.5	KP046	30	.46	.11 .50	-2.4 .49	-2.5	.68	.62
	57	161	30	.46	.11 .50	-2.4 .49	-2.5	.68	.62
40.0	22.6	KP057	30	-.15	.12 .78	-.8 .78	-.8	.68	.57
	56	211	30	-.15	.12 .78	-.8 .78	-.8	.68	.57
40.0	25.3	KP056	30	-.08	.12 .85	-.5 .86	-.5	.68	.57
	16	206	30	-.08	.12 .85	-.5 .86	-.5	.68	.57
20.0	24.9	BT016	30	.14	.11 .76	-.9 .80	-.7	.69	.59
	114	189	30	.14	.11 .76	-.9 .80	-.7	.69	.59
30.0	23.5	KK114	30	-.51	.13 .84	-.6 .75	-.9	.69	.52
	126	234	30	-.51	.13 .84	-.6 .75	-.9	.69	.52
33.3	27.1	KK126	30	-.36	.12 1.12	.5 1.05	.3	.69	.54
	128	225	30	-.36	.12 1.12	.5 1.05	.3	.69	.54
30.0	26.2	KK128	30	.27	.11 .91	-.3 .91	-.3	.69	.61
	51	178	30	.27	.11 .91	-.3 .91	-.3	.69	.61
20.0	23.1	KP051	30	-.24	.12 1.06	.3 1.01	.1	.69	.56
	133	217	30	-.24	.12 1.06	.3 1.01	.1	.69	.56
26.7	25.3	KK133	30	-.51	.13 .82	-.6 .75	-.9	.69	.52
	118	234	30	-.51	.13 .82	-.6 .75	-.9	.69	.52
30.0	27.1	KK118	30	-.39	.13 .90	-.3 .84	-.5	.70	.54
	125	227	30	-.39	.13 .90	-.3 .84	-.5	.70	.54
23.3	26.1	KK125	30	.22	.11 .65	-1.5 .66	-1.4	.70	.60
	10	182	30	.22	.11 .65	-1.5 .66	-1.4	.70	.60
30.0	23.3	BT010	30	.58	.10 .58	-2.0 .58	-2.0	.70	.62
	55	151	30	.58	.10 .58	-2.0 .58	-2.0	.70	.62
33.3	21.8	KP055	30	-.10	.12 1.05	.3 .95	-.1	.71	.57
	48	207	30	-.10	.12 1.05	.3 .95	-.1	.71	.57
13.3	25.1	KP048	30	.04	.11 .75	-1.0 .72	-1.1	.71	.59
	49	197	30	.04	.11 .75	-1.0 .72	-1.1	.71	.59
43.3	23.6	KP049	30	.50	.11 .55	-2.1 .55	-2.2	.71	.62
	4	158	30	.50	.11 .55	-2.1 .55	-2.2	.71	.62
30.0	23.1	BT004	30	-.07	.12 .64	-1.5 .70	-1.2	.72	.58
	111	205	30	-.07	.12 .64	-1.5 .70	-1.2	.72	.58
33.3	24.5	KK111	30	-.10	.12 .53	-2.1 .58	-1.9	.72	.57
	97	207	30	-.10	.12 .53	-2.1 .58	-1.9	.72	.57
40.0	25.1	KK097	30	-.25	.12 .79	-.8 .78	-.8	.72	.56
	68	218	30	-.25	.12 .79	-.8 .78	-.8	.72	.56
30.0	25.3	KP068	30	.37	.11 .55	-2.1 .54	-2.2	.72	.61
	31	169	30	.37	.11 .55	-2.1 .54	-2.2	.72	.61
30.0	23.4	BT031	30	.10	.11 .68	-1.3 .67	-1.4	.72	.59
	91	192	30	.10	.11 .68	-1.3 .67	-1.4	.72	.59
53.3	24.0	KK091	30	-.41	.13 .58	-1.8 .59	-1.7	.73	.54
	95	228	30	-.41	.13 .58	-1.8 .59	-1.7	.73	.54
50.0	26.2	KK095							

	137	243	30	-.67	.14	.71	-1.1	.69	-1.2	.73	.50
30.0	28.9	KK137									
	11	200	30	.00	.11	.56	-2.0	.57	-1.9	.73	.58
26.7	23.9	BT011									
	112	211	30	-.15	.12	.55	-2.0	.61	-1.7	.73	.57
36.7	25.3	KK112									
	136	226	30	-.37	.13	1.06	.3	.99	.1	.73	.54
23.3	26.2	KK136									
	36	183	30	.21	.11	.54	-2.1	.54	-2.1	.73	.60
50.0	23.7	BT036									
	119	245	30	-.71	.14	.60	-1.6	.57	-1.8	.73	.49
36.7	29.3	KK119									
	88	205	30	-.07	.12	.62	-1.6	.63	-1.6	.74	.58
40.0	24.5	KK088									
	42	176	30	.29	.11	.52	-2.3	.51	-2.3	.74	.61
36.7	23.3	BT042									
	63	159	30	.49	.11	.79	-.8	.80	-.8	.74	.62
23.3	22.9	KP063									
	81	197	30	.04	.11	.59	-1.8	.56	-2.0	.75	.59
23.3	23.6	KP081									
	90	174	30	.32	.11	.62	-1.7	.60	-1.8	.75	.61
20.0	23.3	KK090									
	30	183	30	.21	.11	.71	-1.2	.68	-1.3	.75	.60
23.3	23.7	BT030									
	65	185	30	.19	.11	.75	-1.0	.75	-1.0	.76	.60
33.3	23.4	KP065									
	37	174	30	.32	.11	.40	-3.1	.41	-3.0	.76	.61
26.7	23.3	BT037									
	61	176	30	.29	.11	.81	-.7	.82	-.7	.76	.61
26.7	23.3	KP061									
	52	164	30	.43	.11	.90	-.3	.91	-.3	.77	.62
30.0	22.6	KP052									
	35	178	30	.27	.11	.56	-2.0	.56	-2.0	.77	.61
40.0	23.1	BT035									
	82	200	30	.00	.11	.50	-2.3	.49	-2.4	.77	.58
30.0	23.9	KK082									
	96	230	30	-.44	.13	.45	-2.5	.49	-2.3	.78	.53
43.3	26.6	KK096									
	79	203	30	-.04	.12	.55	-2.0	.53	-2.2	.79	.58
30.0	24.0	KP079									
	109	204	30	-.06	.12	.70	-1.2	.71	-1.2	.79	.58
16.7	23.7	KK109									
	59	170	30	.36	.11	.39	-3.1	.39	-3.2	.80	.61
43.3	23.8	KP059									
	53	170	30	.36	.11	.67	-1.4	.67	-1.4	.80	.61
40.0	23.8	KP053									
	98	237	30	-.56	.13	.68	-1.2	.61	-1.6	.81	.52
46.7	27.9	KK098									
	105	196	30	.05	.11	.87	-.5	.85	-.5	.81	.59
23.3	23.5	KK105									
	39	168	30	.38	.11	.29	-4.0	.29	-4.0	.82	.61
40.0	23.4	BT039									
	80	203	30	-.04	.12	.38	-3.1	.37	-3.2	.83	.58
33.3	24.0	KP080									
	104	198	30	.02	.11	.80	-.8	.77	-.9	.83	.58
30.0	23.6	KK104									
	76	197	30	.04	.11	.54	-2.0	.51	-2.3	.84	.59
33.3	23.6	KP076									
	60	146	30	.63	.10	.29	-4.1	.31	-3.9	.84	.63
40.0	21.0	KP060									
	78	202	30	-.03	.11	.30	-3.7	.30	-3.8	.84	.58
43.3	24.3	KP078									
	58	172	30	.34	.11	.45	-2.7	.48	-2.5	.84	.61
33.3	23.5	KP058									
	77	186	30	.17	.11	.30	-3.8	.29	-4.0	.84	.60
46.7	23.4	KP077									
	62	170	30	.36	.11	.65	-1.5	.66	-1.5	.86	.61
30.0	23.8	KP062									

	34	192	30	.10	.11	.38	-3.2	.36	-3.3	.87	.59	
33.3	24.0	BT034										
	MEAN	197.2	30.0	.00	.12	1.03	-.2	1.04	-.2			
27.8	24.7											
	S.D.	32.0	.0	.42	.01	.66	2.1	.77	2.2			
9.4	2.2											

Based on the analysis conducted in Table 3, there are only two items that recorded negative polarity, namely items BT022 and KK085. Both of these items with negative polarity values were discarded in order to maintain items capable of measuring constructs and moving in parallel with other items (Linacre, 2010).

Item Fit

Based on Table 4, there are 52 items that are out of range and they need to be repaired or dropped. After discussing with the supervisor, the researcher decided to drop 11 items, namely items BT023, BT027, BT040, KP069, KK083, KK085, KK086, KK101, KK121, KK124 and KK135. While the remaining 41 items were improved, namely items BT004, BT011, BT018, BT019, BT020, BT021, BT022, BT024, BT025, BT026, BT028, BT029, BT031, BT034, BT035, BT036, BT037, BT038, BT039, BT043, BT044, KP046, KP055, KP057, KP058, KP059, KP060, KP064, KP076, KP077, KP078, KP079, KP080, KP081, KK082, KK095, KK096, KK097, KK100, KK116 and KK119. According to Linacre (2010), the examination of item fit is very important because it will determine whether an item constructed is suitable or not to measure a given construct. In this study, the researcher referred the matching of items for the headmaster leadership construct, teacher workload and job satisfaction of PPKI teachers by using Chi-Square statistical analysis of infit and outfit mean square (MNSQ). The accepted index values for the Likert Scale are in the range of 0.6–1.4 (Bond & Fox, 2007).

Table 4: Item Matching Analysis

TABLE 10.1 Kajian Rintis ZOU054WS.TXT Jul 8
 11:44 2019
 INPUT: 30 Person 137 Item MEASURED: 30 Person 137 Item 10 CATS
 WINSTEPS 3.69.1.11

Person: REAL SEP.: 7.41 REL.: .98 ... Item: REAL SEP.: 3.09 REL.: .91

Item STATISTICS: MISFIT ORDER

ENTRY	TOTAL		MODEL	INFIT	OUTFIT	PT-MEASURE							
EXACT MATCH			S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.				
NUMBER SCORE COUNT MEASURE													
OBS% EXP% Item													
	22	119	30	.93	.11	4.43	8.2	5.10	8.9	A	-.17	.63	
13.3	19.7	BT022											
	85	67	30	1.64	.14	3.03	4.6	4.38	5.1	B	-.17	.54	
13.3	31.4	KK085											
	25	113	30	1.00	.11	3.58	6.7	4.30	7.6	C	.09	.63	
10.0	19.3	BT025											
	24	124	30	.87	.11	3.67	7.0	4.13	7.6	D	.17	.63	
3.3	20.2	BT024											
	27	117	30	.95	.11	2.64	4.9	3.34	6.1	E	.23	.63	
16.7	20.0	BT027											
	26	124	30	.87	.11	2.71	5.1	3.16	5.9	F	.32	.63	
6.7	20.2	BT026											
	23	155	30	.53	.11	2.43	4.3	2.50	4.5	G	.41	.62	
20.0	22.3	BT023											
	121	195	30	.06	.11	2.35	3.9	2.44	4.2	H	.21	.59	
10.0	23.8	KK121											

	135	205	30	-.07	.12 1.92	2.9 2.10	3.4 I	.55	.58		
20.0	24.5	KK135									
	101	264	30	-1.15	.17 1.96	2.6 1.69	2.0 J	.49	.42		
26.7	34.0	KK101									
	69	254	30	-.90	.15 1.94	2.7 1.69	2.1 K	.56	.46		
10.0	30.2	KP069									
	21	237	30	-.56	.13 1.82	2.6 1.81	2.5 L	.24	.52		
26.7	27.9	BT021									
	64	222	30	-.31	.12 1.81	2.6 1.73	2.4 M	.50	.55		
13.3	26.0	KP064									
	83	219	30	-.27	.12 1.80	2.6 1.67	2.2 N	.43	.55		
23.3	25.7	KK083									
	86	232	30	-.47	.13 1.68	2.2 1.51	1.8 O	.33	.53		
30.0	27.1	KK086									
	19	192	30	.10	.11 1.60	2.1 1.64	2.2 P	.47	.59		
20.0	24.0	BT019									
	124	180	30	.25	.11 1.63	2.2 1.60	2.1 Q	.49	.60		
16.7	23.5	KK124									
	20	170	30	.36	.11 1.61	2.2 1.59	2.1 R	.41	.61		
20.0	23.8	BT020									
	44	193	30	.09	.11 1.57	2.0 1.42	1.5 S	.37	.59		
36.7	24.0	BT044									
	28	203	30	-.04	.12 1.55	1.9 1.56	1.9 T	.30	.58		
13.3	24.0	BT028									
	18	187	30	.16	.11 1.41	1.5 1.54	1.9 U	.10	.60		
16.7	23.4	BT018									
	100	217	30	-.24	.12 1.51	1.8 1.50	1.8 V	.55	.56		
23.3	25.3	KK100									
	127	225	30	-.36	.12 1.49	1.7 1.41	1.5 W	.60	.54		
23.3	26.2	KK127									
	6	179	30	.26	.11 1.41	1.5 1.39	1.5 X	.50	.60		
23.3	23.5	BT006									
	87	211	30	-.15	.12 1.40	1.4 1.38	1.4 Y	.42	.57		
16.7	25.3	KK087									
	123	231	30	-.46	.13 1.37	1.3 1.17	.7 Z	.56	.53		
23.3	26.6	KK123									
	8	204	30	-.06	.12 1.33	1.2 1.26	1.0	.29	.58		
33.3	23.7	BT008									
	7	162	30	.45	.11 1.28	1.1 1.30	1.2	.47	.62		
23.3	22.6	BT007									
	129	219	30	-.27	.12 1.10	.5 1.29	1.1	.63	.55		
20.0	25.7	KK129									
	134	163	30	.44	.11 1.28	1.1 1.27	1.1	.54	.62		
20.0	22.6	KK134									
	99	225	30	-.36	.12 1.20	.8 1.23	.9	.57	.54		
26.7	26.2	KK099									
	9	163	30	.44	.11 1.18	.8 1.23	1.0	.29	.62		
16.7	22.6	BT009									
	66	238	30	-.58	.13 1.21	.8 1.07	.3	.63	.51		
20.0	27.9	KP066									
		BETTER FITTING OMITTED			+-----+	+-----+					
	75	189	30	.14	.11	.79	-.8	.94	-.2	.59	.59
43.3	23.5	KP075									
	126	234	30	-.51	.13	.84	-.6	.75	-.9	.69	.52
33.3	27.1	KK126									
	115	218	30	-.25	.12	.77	-.9	.83	-.6	.61	.56
30.0	25.3	KK115									
	72	159	30	.49	.11	.83	-.7	.80	-.8	.59	.62
26.7	22.9	KP072									
	12	193	30	.09	.11	.82	-.7	.79	-.8	.63	.59
20.0	24.0	BT012									
	118	234	30	-.51	.13	.82	-.6	.75	-.9	.69	.52
30.0	27.1	KK118									
	33	221	30	-.30	.12	.81	-.7	.72	-1.1	.51	.55
36.7	25.8	BT033									
	114	189	30	.14	.11	.76	-.9	.80	-.7	.69	.59
30.0	23.5	KK114									

63 159 30 .49 .11 .79 -.8 .80 -.8 .74 .62
23.3 22.9 KP063
104 198 30 .02 .11 .80 -.8 .77 -.9 .83 .58
30.0 23.6 KK104
68 218 30 -.25 .12 .79 -.8 .78 -.8 .72 .56
30.0 25.3 KP068
92 223 30 -.33 .12 .79 -.8 .69 -1.3 .65 .55
33.3 26.4 KK092
117 197 30 .04 .11 .75 -1.0 .79 -.8 .61 .59
20.0 23.6 KK117
56 211 30 -.15 .12 .78 -.8 .78 -.8 .68 .57
40.0 25.3 KP056
65 185 30 .19 .11 .75 -1.0 .75 -1.0 .76 .60
33.3 23.4 KP065
49 197 30 .04 .11 .75 -1.0 .72 -1.1 .71 .59
43.3 23.6 KP049
5 164 30 .43 .11 .75 -1.0 .73 -1.1 .60 .62
36.7 22.6 BT005
45 162 30 .45 .11 .72 -1.2 .72 -1.2 .48 .62
36.7 22.6 KP045
137 243 30 -.67 .14 .71 -1.1 .69 -1.2 .73 .50
30.0 28.9 KK137
109 204 30 -.06 .12 .70 -1.2 .71 -1.2 .79 .58
16.7 23.7 KK109
30 183 30 .21 .11 .71 -1.2 .68 -1.3 .75 .60
23.3 23.7 BT030
32 174 30 .32 .11 .70 -1.2 .70 -1.3 .58 .61
16.7 23.3 BT032
41 206 30 -.08 .12 .70 -1.2 .67 -1.4 .51 .57
33.3 24.9 BT041
111 205 30 -.07 .12 .64 -1.5 .70 -1.2 .72 .58
33.3 24.5 KK111
91 192 30 .10 .11 .68 -1.3 .67 -1.4 .72 .59
53.3 24.0 KK091
98 237 30 -.56 .13 .68 -1.2 .61 -1.6 .81 .52
46.7 27.9 KK098
53 170 30 .36 .11 .67 -1.4 .67 -1.4 .80 .61
40.0 23.8 KP053
10 182 30 .22 .11 .65 -1.5 .66 -1.4 .70 .60
30.0 23.3 BT010
62 170 30 .36 .11 .65 -1.5 .66 -1.5 .86 .61
30.0 23.8 KP062
103 237 30 -.56 .13 .65 -1.4 .62 -1.6 .54 .52
33.3 27.9 KK103
106 241 30 -.63 .14 .64 -1.4 .64 -1.4 .66 .50
20.0 28.4 KK106
107 231 30 -.46 .13 .63 -1.5 .62 -1.6 .58 .53
26.7 26.6 KK107
46 213 30 -.18 .12 .63 -1.5 .59 -1.8 .68 .56
33.3 25.5 KP046
40 211 30 -.15 .12 .62 -1.6 .58 -1.9 .50 .57
23.3 25.3 BT040
88 205 30 -.07 .12 .62 -1.6 .63 -1.6 .74 .58
40.0 24.5 KK088
90 174 30 .32 .11 .62 -1.7 .60 -1.8 .75 .61
20.0 23.3 KK090
112 211 30 -.15 .12 .55 -2.0 .61 -1.7 .73 .57
36.7 25.3 KK112
119 245 30 -.71 .14 .60 -1.6 .57 -1.8 .73 .49
36.7 29.3 KK119
95 228 30 -.41 .13 .58 -1.8 .59 -1.7 .73 .54
50.0 26.2 KK095
81 197 30 .04 .11 .59 -1.8 .56 -2.0 .75 .59
23.3 23.6 KP081
29 197 30 .04 .11 .58 -1.8 .57 -1.9 z .65 .59
30.0 23.6 BT029
116 203 30 -.04 .12 .58 -1.8 .57 -1.9 y .65 .58
23.3 24.0 KK116

	55	151	30	.58	.10	.58	-2.0	.58	-2.0	x	.70	.62
33.3	21.8	207	30	-.10	.12	.53	-2.1	.58	-1.9	w	.72	.57
40.0	25.1	200	30	.00	.11	.56	-2.0	.57	-1.9	v	.73	.58
26.7	23.9	178	30	.27	.11	.56	-2.0	.56	-2.0	u	.77	.61
40.0	23.1	158	30	.50	.11	.55	-2.1	.55	-2.2	t	.71	.62
30.0	23.1	203	30	-.04	.12	.55	-2.0	.53	-2.2	s	.79	.58
30.0	24.0	169	30	.37	.11	.55	-2.1	.54	-2.2	r	.72	.61
30.0	23.4	186	30	.17	.11	.53	-2.2	.54	-2.1	q	.58	.60
33.3	23.4	183	30	.21	.11	.54	-2.1	.54	-2.1	p	.73	.60
50.0	23.7	197	30	.04	.11	.54	-2.0	.51	-2.3	o	.84	.59
33.3	23.6	176	30	.29	.11	.52	-2.3	.51	-2.3	n	.74	.61
36.7	23.3	213	30	-.18	.12	.51	-2.2	.47	-2.5	m	.50	.56
40.0	25.5	161	30	.46	.11	.50	-2.4	.49	-2.5	l	.68	.62
40.0	22.6	200	30	.00	.11	.50	-2.3	.49	-2.4	k	.77	.58
30.0	23.9	230	30	-.44	.13	.45	-2.5	.49	-2.3	j	.78	.53
43.3	26.6	172	30	.34	.11	.45	-2.7	.48	-2.5	i	.84	.61
33.3	23.5	174	30	.32	.11	.40	-3.1	.41	-3.0	h	.76	.61
26.7	23.3	170	30	.36	.11	.39	-3.1	.39	-3.2	g	.80	.61
43.3	23.8	203	30	-.04	.12	.38	-3.1	.37	-3.2	f	.83	.58
33.3	24.0	192	30	.10	.11	.38	-3.2	.36	-3.3	e	.87	.59
33.3	24.0	146	30	.63	.10	.29	-4.1	.31	-3.9	d	.84	.63
40.0	21.0	186	30	.17	.11	.30	-3.8	.29	-4.0	c	.84	.60
46.7	23.4	202	30	-.03	.11	.30	-3.7	.30	-3.8	b	.84	.58
43.3	24.3	168	30	.38	.11	.29	-4.0	.29	-4.0	a	.82	.61
40.0	23.4											
-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----+-----												
	MEAN	197.2	30.0	.00	.12	1.03	-.2	1.04	-.2			
27.8	24.7											
	S.D.	32.0	.0	.42	.01	.66	2.1	.77	2.2			
9.4	2.2											

Standardized Residual Correlation Values

In this study, the items for the headmaster leadership construct, teacher workload and job satisfaction of PPKI teachers were tested to detect whether there are items that are dependent on other items. Linacre (2010) stated that a value of 0.7 and above is a good correlation because it shows that the items constructed are not singular and interdependent between items to other items. However, if the correlation value of two items exceeds 0.7, it indicates a high correlation value and only one item is required for measurement (Linacre, 2010).

Based on the analysis conducted as in Table 5, there are 10 pairs of items that show values above 0.7, namely BT012-BT014, BT024-BT025, BT025-BT026, BT035-BT036, BT038-BT040, KP070-KP071, KK104-KK105, KK111 -KK112, KK111-KK113 and KK125-KK126. This means, the researcher can select

only one of the items for construct measurement, or refine it. After discussion with the supervisor, the researcher decided to drop one of the items for the six matches, namely items BT036, BT040, KP071, KK105, KK113 and KK126. While the remaining four item matches were improved.

Table 5: Analysis of Standardized Residual Correlation Values

TABLE 23.99 Kajian Rintis 11:44 2019 ZOU054ws.TXT Jul 8
 INPUT: 30 Person 137 Item MEASURED: 30 Person 137 Item 10 CATS
 WINSTEPS 3.69.1.11

LARGEST STANDARDIZED RESIDUAL CORRELATIONS
 USED TO IDENTIFY DEPENDENT Item

CORREL- ATION	ENTRY NUMBER Item	ENTRY NUMBER Item
.89	24 BT024	25 BT025
.89	125 KK125	126 KK126
.88	38 BT038	40 BT040
.86	70 KP070	71 KP071
.86	111 KK111	112 KK112
.85	111 KK111	113 KK113
.83	104 KK104	105 KK105
.82	25 BT025	26 BT026
.82	12 BT012	14 BT014
.82	35 BT035	36 BT036

DISCUSSION

Number of Items Remained and Dropped for the Questionnaire

Based on the findings and analysis of the pilot study, the researcher found that a total of 18 items did not meet the measurement requirements of the study and should be dropped as in Table 6.

Table 6: Summary of Total Items Remained and Dropped

Construct	Permanent Item	Total Permanent Item	Dropped Item	Total Dropped Item
Teacher Workload	BT001, BT002, BT003, BT004, BT005, BT006, BT007, BT008, BT009, BT010, BT011, BT012, BT013, BT014, BT015, BT016, BT017, BT018, BT019, BT020, BT021, BT024, BT025, BT026, BT028, BT029, BT030, BT031, BT032, BT033, BT034, BT035, BT037, BT038, BT039, BT041, BT042, BT043, BT044, BT045	40	BT022, BT023, BT027, BT036, BT040	5
Headmaster Leadership	KP046, KP047, KP048, KP049, KP050, KP051, KP052, KP053, KP054, KP055, KP056, KP057, KP058, KP059, KP060, KP061, KP062, KP063, KP064, KP065, KP066, KP067, KP068, KP070, KP072, KP073, KP074, KP075, KP076, KP077, KP078, KP079, KP080, KP081, KP082	35	KP069, KP071	2
Teacher job satisfaction	KK084, KK087, KK088, KK089, KK090, KK091, KK092, KK093,	44	KK083, KK085, KK086, KK100,	11

	KK094, KK095, KK096, KK097, KK098, KK099, KK102, KK103, KK104, KK106, KK107, KK108, KK109, KK110, KK111, KK112, KK114, KK115, KK116, KK117, KK118, KK119, KK120, KK122, KK123, KK125, KK127, KK128, KK129, KK130, KK131, KK132, KK133, KK134, KK136, KK137		KK101, KK105, KK113, KK121, KK124, KK126, KK135	
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CONCLUSION

Overall, the items constructed majority met the set criteria and measured what they were supposed to. However, some items need to be dropped because they are not in the proper range. There are also some items that need to be updated. The findings of this pilot study have been able to help researchers to prepare a complete and quality set of questionnaires. The researcher hopes that these findings can form clear and sufficient items to measure the specified items. The completed questionnaire items are able to help the researcher to carry out the actual study more accurately.

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