

Face and Content Validity For The Special Education Leadership (Integration) Questionnaire In 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: The validity of the face and content of a constructed set of questionnaires is very important in determining its validity and applicability. Each questionnaire that is constructed needs to go through this validity process to strengthen the strength of the questionnaire. The need in carrying out this validity is to meet the requirements of the objectives of the study as well as the integrity of an item constructed. This situation is very important in constructing a set of questionnaires related to special education leadership in scope in Malaysia. Therefore, this study was conducted to detail the face and content validity requirements conducted on the questionnaire related to special education leadership in Malaysia. The findings of this study can help subsequent researchers in determining the correct process in doing face and content validity.

Keywords: Face Validity, Content Validity, Special education, leadership

INTRODUCTION

Special education leadership becomes a major dominant in discussing related to the ability of school organizations involving special education to survive or vice versa (Norazmi et al., 2019). Precise special education leadership that coincides with the needs of students, teachers and special education itself can drive special education in a better direction. To fulfill this purpose, the first thing that needs to be done is to conduct a scientific study related to the special education leadership. The studies conducted must have scientific value and meet current needs. In ensuring that these stipulations are met, quality questionnaires should be provided as an instrument in the study. However, the first process in creating a quality questionnaire is to conduct face and content validity.

RESEARCH BACKGROUND

Lehana et al. (2010) stated that instruments constructed based on preliminary studies, need to be face and content validated before being used in pilot studies. Face validity according to Kamis et al. (2012) is a confirmation of whether the constructed questionnaire is appropriate to the study respondents in terms of adjustable use of language and item layout. Facial validation includes the clarity of the item submitted, the length of time to respond, and whether the measurement meets the objective (Lehana et al., 2010). According to Creswell (2012), good facial validity is the use of appropriate language, appropriate language adjustment, acceptable sentence processing, sufficient time as well as meeting the respondent's situation. While the validity of the content according to Kamis et al. (2012) is the suitability of test items to the test content to be measured. The content should be able to measure the mastery, domain skills and also the respondent's understanding of the matter to be measured. According to Creswell (2012), content validity is intended to ensure that the constructed items meet the requirements of the study construct, i.e. measure the things that should be found in the study.

Norazmi Special Education Unique Leadership Theory

In maintaining the success of the special education program, the welfare of teachers and SNS needs to be taken into account (Norazmi, 2020). Therefore, the basis for this theory of leadership is based on leadership those focuses on:

- i. The Welfare of Special Education Teachers
- ii. Achievement of Special Education Students

To achieve this, leadership needs to control the task load of teachers and inculcate teachers' job satisfaction, so that SNS achievement can be enhanced. As a result, school administrators need to have five uniqueness in their leadership:

i. First Unique: Unique Leadership Style

In leading a school organization or program involving special education, a school leader must have uniqueness in their leadership. This means that the style of leadership practiced should be consistent with the guidelines for the implementation of the work and scope of the special education teacher's duties (Norazmi et al., 2019);

Fauziyana et al., 2021; Zaid et al., 2020; Zaid et al., 2021). In addition, their leadership must also be special in considering the needs of the SNS. In other words, the practice of leadership needs to be consistent with the acceptance of special education teachers and students (Een et al., 2021; Aminah et al., 2021; Rosnee et al., 2021; Azlisham et al., 2021). In order to make the leadership relevant, it is sometimes necessary to emphasize things that involve teacher work performance and student achievement. This unique leadership style is at the center of the autocratic and democratic leadership styles.

ii. Second Unique: Unique Knowledge

Knowledge of leadership is very important in managing special education. The uniqueness of this knowledge is that their knowledge must be meticulously as bottom up process. School leaders need to have knowledge of basic education fundamentals such as policies, scope rules and so on (Firkhan et al., 2021; Ishak et al., 2021). Then, knowledge also needs to be satisfied regarding each of the features of SNS and their capabilities. This knowledge of SNS is important to prevent school leaders from setting goals beyond their SNS capabilities (Mohd Norazmi et al., 2021). After that, the knowledge of special education teachers should be taken into consideration. Their basic background, their service, their way of working, their commitment to the school and so on. On the top level, knowledge about leadership is needed in deciding what kind of leadership needs to be implemented.

iii. Third Unique: Unique Attitude

In addition to leadership styles and knowledge, school leaders also needs to have a unique attitude toward leading special education. Attitudes are concerned, empathy, love and more are at the discretion of deciding something for teachers and SNS (Roszi et al., 2021).

iv. Fourth Unique: Unique Experience

The experience of managing special education is a unique and meaningful journey. In order to succeed in effective leadership, a leader leading a special education program needs to have direct experience with special education. This means that the leader must be in the special education program, in the special education teacher condition and in the SNS abilities (Nik Nurharilida et al., 2021; Norazmi, 2020). Keep in touch with them, hear them, experience the learning process with special education teachers and SNS. Gain experience by engaging in activities with a special education community at school or outside of school.

v. Fifth Unique: Unique Qualification

In order to become a leader who is qualified to lead a special education program, one must place themselves at the ready with the hustle and bustle of special education. Not only academic requirements, but management qualifications, community engagement, always wanting to find special education related knowledge, ready to serve special education and always bear the responsibility of special education.

The theory introduced is in support of existing leadership theories and adapted to the situation in special education. In line with the findings of this study and previous studies, this theory is an attempt to make special education more consistently through competitive and responsible leadership. It is hoped that this theory will help the school leadership to implement leadership focused on special education.

METHODOLOGY

Face Validity

Justification experts selected for the validity of this interface is based on two criteria: experience in teaching Malay language for 10 years and involved with teaching in PPKI for more than five years.

Content Validity

In this study, the researcher obtained nine experts, namely seven lecturers at Universiti Tun Hussein Onn Malaysia (UTHM) and two lecturers from the Institute of Teacher Education (IPG) to verify the content of the instrument.

Table 1: Experts Involved For Face and Content Validity

No	Expert Name	Positions and Institutions	Validity Type	Election Justification
1	Face Validation Specialist 1	Teachers Malay / SK Pendidikan Khas Batu Pahat	Face	Experience has taught English for 18 years in special education.
2	Face Validation	Teachers Malay / SK	Face	Experience has taught

	Specialist 2	Pendidikan Khas Batu Pahat		English for 15 years in special education.
3	Face Validation Specialist 3	Teachers Malay / SK Pendidikan Khas Batu Pahat	Face	Experience has taught English for 18 years in special education.
4	Face Validation Specialist 4	Teacher PPKI/ SJK (C) Chern Hwa Bukit Pasir	Face	Experience has taught English for 10 years in special education.
5	Content Validation Specialist 1	Professor Madya	Content	Experienced in department management for 5 years at UTHM.
6	Content Validation Specialist 2	Faculty of Technical and Vocational Education UTHM	Content	Experienced in teaching related to educational management since 2008.
7	Content Validation Specialist 3	Professor Madya	Content	Conducted many studies related to educational management, competencies and also the work environment.
8	Content Validation Specialist 4	Faculty of Technical and Vocational Education UTHM	Content	Publication of books and journals related to management as well as competencies.
9	Content Validation Specialist 5	Professor Madya	Content	Experienced in department management at UTHM.
10	Content Validation Specialist 6	UTHM Language School	Content	General publications related to educational management.
11	Content Validation Specialist 7	Lecturer, Faculty of Technical and Vocational Education, UTHM	Content	Has conducted research related to inclusive education for students with special needs in 2015.
12	Content Validation Specialist 8	Lecturer, Faculty of Technical and Vocational Education, UTHM	Content	Experienced in department management at UTHM.
13	Content Validation Specialist 9	Lecturer, Faculty of Technical and Vocational Education, UTHM	Content	Specialist in language and linguistics.

FINDINGS AND DISCUSSION

Once the face validation process was carried out, there were two improvements made based on the recommendations by the experts involved i.e., first, the use of appropriate terms should be used. Among the terms changed in the set of questionnaires was the term ‘subjek to ‘matapelajaran’. Second, grammatical correction i.e. the use of the word ‘di’. The word ‘di’ which refers to a place must be spaced, while the word ‘di’ which refers to a verb, needs to be closed. Experts for content validity were selected based on three main criteria namely, doctoral level academic qualifications, lecturers experienced in validation of questionnaire content, and lecturers experienced in teaching educational management or special education subjects. After the content validation was done, there were 11 items of the questionnaire refined in terms of sentence order and content structure, namely five items for teacher workload constructs (BT010, BT015, BT017, BT021 and BT022), three items for headmaster leadership constructs (KP050, KP052 and KP066) as well as three construct items of teacher job satisfaction (KK109, KK111 and KK119). Expert comments regarding the validity of the face and content are as below.

Penilaian Item
 Skala Kesahan :

1. Diterima
2. Ditolak
3. Perlu Diperbaiki

No item	Dimensi/Item	Skala			Komen Pakar
		1	2	3	
Beban Tugas Guru (Masa)					
B001	Saya diberikan tempoh masa yang sesuai untuk menyelesaikan tugas.	✓			
B002	Saya diberikan tugas secara berjadual.	✓			
B003	Saya dibenarkan untuk menyiapkan tugas mengikut kerangka masa saya sendiri.	✓			
B004	Saya diberikan (rehat yang cukup) selepas menyelesaikan suatu tugas.			✓	perlu tambah perbaiki
B005	Saya diberikan sela masa rehat yang sesuai antara satu tugas ke satu tugas lain.			✓	perlu tambah nota kecil
B006	Saya diberikan tugas dengan tempoh masa yang sesuai.	✓			
B007	Saya diberikan tugas dalam hari persekolahan sahaja. (hari - hari)	✓		✓	
B008	Saya diberikan tugas di dalam waktu persekolahan sahaja (7-30 - 12-30)	✓		✓	
B009	Saya dapat menyiapkan tugas mengikut jadual.	✓			
B010	Saya diberikan tugas dalam masa rehat antara satu mata pelajaran ke satu mata pelajaran dalam jadual.				boleh ditambah

* Nota :
 Tugas : kerja² sampingan selain mengajar

Penilaian Keseluruhan

Kriteria	Penerangan	Penilaian Pakar
Kejelasan	<ul style="list-style-type: none"> • Soalan/item bersifat langsung dan spesifik. • Hanya satu soalan/item yang diseol dalam suatu masa. • Tiada soalan dalam soalan (dua soalan dalam satu item) 	✓
Penggunaan Perkataan	<ul style="list-style-type: none"> • Soalan yang ringkas • Tiada perkataan yang tidak sesuai. 	Sesuai
Perindihan Maklumbalas	<ul style="list-style-type: none"> • Satu maklumbalas hanya untuk satu item sahaja. • Segala kemungkinan maklumbalas diambiknina. • Tiada soalan yang samar-samar. 	nyun wanan cadangan
Keseimbangan	<ul style="list-style-type: none"> • Soalan/item tidak bias atau mendorong responden untuk memberi maklumbalas tertentu. 	✓
Penggunaan Istilah	<ul style="list-style-type: none"> • Terma dan istilah yang digunakan dapat difahami oleh responden terpilih. • Tiada penggunaan istilah yang terlalu abstrak atau perlamangan yang terlalu subjektif. 	✓
Kesesuaian Jenis Maklumbalas	<ul style="list-style-type: none"> • Jenis maklumbalas dapat mengukur keperluan konstrukt. 	✓
Pengukuran Konstrukt	<ul style="list-style-type: none"> • Soalan/item berupaya untuk mengukur konstrukt. 	✓
BAHAGIAN A : Demografi Responden		✓
Pengukuran Konstrukt BAHAGIAN B : Beban Tugas Guru	<ul style="list-style-type: none"> • Soalan/item berupaya untuk mengukur konstrukt. 	✓

Skala Kesahan :

1. Diterima
2. Ditolak
3. Perlu Diperbaiki

No item	Dimensi/Item	Skala			Komen Pakar
		1	2	3	
Beban Tugas Guru (kesediaan Guru)					
B011	Saya gembira melaksanakan tugas yang diberikan.				
B012	Saya gembira dengan jawatan yang saya sandang.				
B013	Saya selesa melakukan tugas yang diberikan.				
B014	Saya mempunyai pengaliran dalam melaksanakan tugas yang diberikan.				
B015	Saya mempunyai pengetahuan dalam melaksanakan tugas yang diberikan.				
B016	Saya bijak menentukan keutamaan tugas.				
B017	Saya sentiasa bersedia menerima tugas.				
B018	Saya melakukan tugas dalam keadaan yang sihat.				
B019	Saya berupaya melakukan tugas secara sendiri.				
B020	Saya sentiasa fokus melaksanakan tugas.				

Handwritten notes and diagrams:

- Diagram: A circle labeled "ke Sediaan" with arrows pointing to "paku", "paku", "paku", "paku", "paku".
- Text: "kang paku Bm", "Suwin wad", "DQP", "sah".

Penilaian Item
 Skala Kesahan :

1. Diterima
2. Ditolak
3. Perlu Diperbaiki

No item	Dimensi/Item	Skala			Komen Pakar
		1	2	3	
Beban Tugas Guru (Masa)					
B001	Saya diberikan tempoh masa yang sesuai untuk menyelesaikan tugas.		✓		
B002	Saya diberikan tugas secara berjadual.		✓		
B003	Saya dibenarkan untuk menyiapkan tugas mengikut kerangka masa saya sendiri.		✓		
B004	Saya diberikan (rehat yang cukup) selepas menyelesaikan suatu tugas.		✓		→ baharu dgn me → rehat dlm me
B005	Saya diberikan sela masa rehat yang sesuai antara satu tugas ke satu tugas lain.		✓		→ baharu dgn me → rehat dlm me
B006	Saya diberikan tugas dengan tempoh masa yang sesuai.	✓			
B007	Saya diberikan tugas dalam hari persekolahan sahaja.	✓			kepi me cat
B008	Saya diberikan tugas di dalam waktu persekolahan sahaja.	✓			
B009	Saya dapat menyiapkan tugas mengikut jadual.				Baharu B001 & B009
B010	Saya diberikan tugas dalam masa rehat antara satu mata pelajaran ke satu mata pelajaran dalam jadual.				→

Handwritten notes:

- Tugas yg kur konteks kya PPL7 -
- Masa yg tujan tawak yg mayud in masa kelebat.

Penilaian Keseluruhan

Kriteria	Penerangan	Penilaian Pakar
Kejelasan	<ul style="list-style-type: none"> Soalan/Item bersifat langsung dan spesifik. Hanya satu soalan/item yang disol dalam suatu masa. Tiada soalan dalam soalan (dua soalan dalam satu item) 	Apa Nama menggunakan Perkhidmatan online diukur
Penggunaan Perkataan	<ul style="list-style-type: none"> Soalan yang ringkas Tiada perkataan yang tidak sesuai. 	Apa Nama Terima tugas.
Perindihan Maklumbalas	<ul style="list-style-type: none"> Satu maklumbalas hanya untuk satu item sahaja. Segala kemungkinan maklumbalas diambil kira. Tiada soalan yang samar-samar. Soalan/item tidak bias atau mendorong responden untuk memberi maklumbalas tertentu. 	Sama perkhidmatan maklumbalas
Keseimbangan	<ul style="list-style-type: none"> Tiada soalan yang samar-samar. Soalan/item tidak bias atau mendorong responden untuk memberi maklumbalas tertentu. 	ok.
Penggunaan Istilah	<ul style="list-style-type: none"> Terma dan istilah yang digunakan dapat difahami oleh responden terpilih. Tiada penggunaan istilah yang terlalu abstrak atau perlanggaran yang terlalu subjektif. 	Singkatan sp7 PDR, N/A parti diwujudkan oleh rai sabana
Kesesuaian Maklumbalas	<ul style="list-style-type: none"> Jenis maklumbalas dapat mengukur keperluan konstrukt. 	ok.
Pengukuran Konstrukt	<ul style="list-style-type: none"> Soalan/item berupaya untuk mengukur konstrukt 	bertambah PDR.
BAHAGIAN A : Demografi Responden		
Pengukuran Konstrukt	<ul style="list-style-type: none"> Soalan/item berupaya untuk mengukur konstrukt 	Sangat per. itan yg. diukur
BAHAGIAN B : Beban Tugas Guru		

Penilaian Item

Skala Kesahan :

- Diterima
- Ditolak
- Perlu Diperbaiki

No Item	Dimensi/Item	Skala			Komen Pakar
		1	2	3	
Beban Tugas Guru (Masa)					
B001	Saya diberikan tempoh masa yang sesuai untuk menyelesaikan tugas.	✓			
B002	Saya diberikan tugas secara berjadual.	✓			
B003	Saya dibenarkan untuk menyiapkan tugas mengikut kerangka masa saya sendiri.	✓			
B004	Saya diberikan rehat yang cukup selepas menyelesaikan suatu tugas.			✓	perlu lebih spesifik
B005	Saya diberikan sela masa rehat yang sesuai antara satu tugas ke satu tugas lain.			✓	perlu tambah nota kembali
B006	Saya diberikan tugas dengan tempoh masa yang sesuai.	✓			
B007	Saya diberikan tugas dalam hari persekolahan sahaja. (Chad - thya)	✓		✓	
B008	Saya diberikan tugas di dalam waktu persekolahan sahaja. (7.30 - 2.30)	✓		✓	
B009	Saya dapat menyiapkan tugas mengikut jadual.	✓			
B010	Saya diberikan tugas dalam masa rehat antara satu matapelajaran ke satu matapelajaran dalam jadual.				Boleh ditambah

* Nota :
 Tugas : kerja² sampingan selain mengajar

Pengukuran Konstrukt	<ul style="list-style-type: none"> Soalan/item berupaya untuk mengukur konstrukt 	Sangat per. itan yg. diukur
BAHAGIAN C : Kepimpinan Guru Besar		
Pengukuran Konstrukt	<ul style="list-style-type: none"> Soalan/item berupaya untuk mengukur konstrukt 	Sangat per. itan yg. diukur
BAHAGIAN D : Kepuasan Kerja Guru		

Penilaian Item

Skala Kesahan :

- Diterima
- Ditolak
- Perlu Diperbaiki

No Item	Dimensi/Item	Skala			Komen Pakar
		1	2	3	
Beban Tugas Guru (Masa)					
B001	Saya diberikan tempoh masa yang sesuai untuk menyelesaikan tugas.			✓	
B002	Saya diberikan tugas secara berjadual.			✓	
B003	Saya dibenarkan untuk menyiapkan tugas mengikut kerangka masa saya sendiri.			✓	
B004	Saya diberikan rehat yang cukup selepas menyelesaikan suatu tugas.			✓	Saya di tolakkan diukur
B005	Saya diberikan sela masa rehat yang sesuai antara satu tugas ke satu tugas lain.			✓	
B006	Saya diberikan tugas dengan tempoh masa yang sesuai.			✓	
B007	Saya diberikan tugas dalam hari persekolahan sahaja.			✓	
B008	Saya diberikan tugas di dalam waktu persekolahan sahaja.			✓	
B009	Saya dapat menyiapkan tugas mengikut jadual.			✓	
B010	Saya diberikan tugas dalam masa rehat antara satu matapelajaran ke satu matapelajaran dalam jadual.			✓	

CONCLUSION

The validity of the face and content conducted on this special education leadership related questionnaire was conducted in a structured and scientific manner. Both of these validities are very important in determining the validity and applicability of the constructed questionnaires. This requirement is important in determining the ability of the questionnaire produced to measure the specified aspects and to meet the objectives of the study related to special education leadership.

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