



Directive Leadership Style of Vocational High School Principals

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Directive Leadership Style of Vocational High School Principals

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Abstract. This study aimed to investigate the trends in directive leadership style of Vocational High School (SMK) principals, the correlation of each indicator to the latent construct variables of the directive leadership style, and the most dominant indicator affecting the formation of the latent variables of the directive leadership styles of the SMK principals. The methodology used in this research was a survey. The sample consisted of 180 SMK teachers in Medan City. The research instrument included a questionnaire that measured the directive leadership style of the SMK principals with a reliability coefficient of 0.92. The analytical techniques used were a descriptive statistical analysis and a confirmatory factor analysis with SEM analysis. Empirically, it was found that the directive leadership style of the SMK principal was high (82.22%) and relatively adequate (17.78%). The next finding was that work coordination became the strongest indicator (72.08%) forming the latent construct variable of the directive leadership style of the SMK principals. The latent construct variables of the directive leadership style of the SMK principals consecutively involved indicators of work coordination (72.08%), clear task details (60.99%), direction to comply with regulations (42.51%), guidance on how to complete tasks (39.18%), and strict supervision (24.10%). These findings significantly contributed to the development of leadership theory in the vocational education setting.

7 INTRODUCTION

The industrial revolution 4.0 currently provides opportunities and challenges for the world of education, especially that of technology and vocational education. Opportunities in question include technological and vocational education as providers of manpower in the business and industrial world (DUDI). These opportunities enable the technological and vocational education sector to open new skill programs to respond to both current and future workforce needs. However, the industrial revolution 4.0 can also result in the loss of several types of jobs that have existed so far, giving rise to new types of work. It is even predicted that other types of work that have not been identified at this time will appear. Therefore, technology and vocational education sector must strive to improve the quality of its education, so that it can produce graduates who are competent and relevant to the competencies required by DUDI. Vocational High Schools (SMK) are institutions that prepare graduates to become revitalized workforces and improve the quality of human resources. This revitalization of SMK is based on Presidential Instruction No. 9 of 2016 concerning improving the quality and the competitiveness of human resources [1]. Hadam, Rahayu, and Ariyadi [2] described ten steps to revitalize SMK, namely: revitalizing human resources, building SIM-based SAS, link and match with industry, industry-based curriculum, teaching factory, the use of Video e-Report Skill-based Video Tutorials and Portfolio media, Professional Certification tests, fulfillment of facilities and infrastructure, developing local wisdom, and the role of SMK as the driver of the local economy. The SMK revitalization steps above indicate that the SMK principals are the main target of the program. The SMK principals as leaders and managers play an important role in the success of the revitalization program. Therefore, the leadership of the principals should be studied more precisely, particularly in terms of their leadership models. Situational leadership model is one of the leadership models implemented in educational organizations, apart from traits model of leadership, participatory leadership model, and path-goal model. Situational leadership theory is developed by Paul Hersey and Ken Blanchard [3]. The theory explains that successful leadership is achieved by choosing the correct leadership style, which depends on the level of readiness of the

employees. The intended subordinate readiness refers to the extent to which teachers or employees are able and willing to perform certain tasks. Blanchard has revised the situational leadership model to become Situational Leadership II [4].

According to Blanchard, Situational Leadership II is based on the belief that everyone can and wants to develop and that there is no leadership style that can better support that development. Leaders must adapt their leadership style to the current situation. For more details, Situational Leadership II can be seen in Figure 1. There are four types of basic leadership styles in the Situational Leadership II model. They comprise directing (S1), coaching (S2), supporting (S3), and delegating (S4). These four leadership styles correspond to four basic levels of development, namely: enthusiastic beginner (D1- low ability, high commitment), disillusioned learner (D2-low-moderate ability, low commitment), capable but hesitant performer (D3- moderate-high ability, inconsistent commitment), and independent achiever (D4-high ability, high commitment).

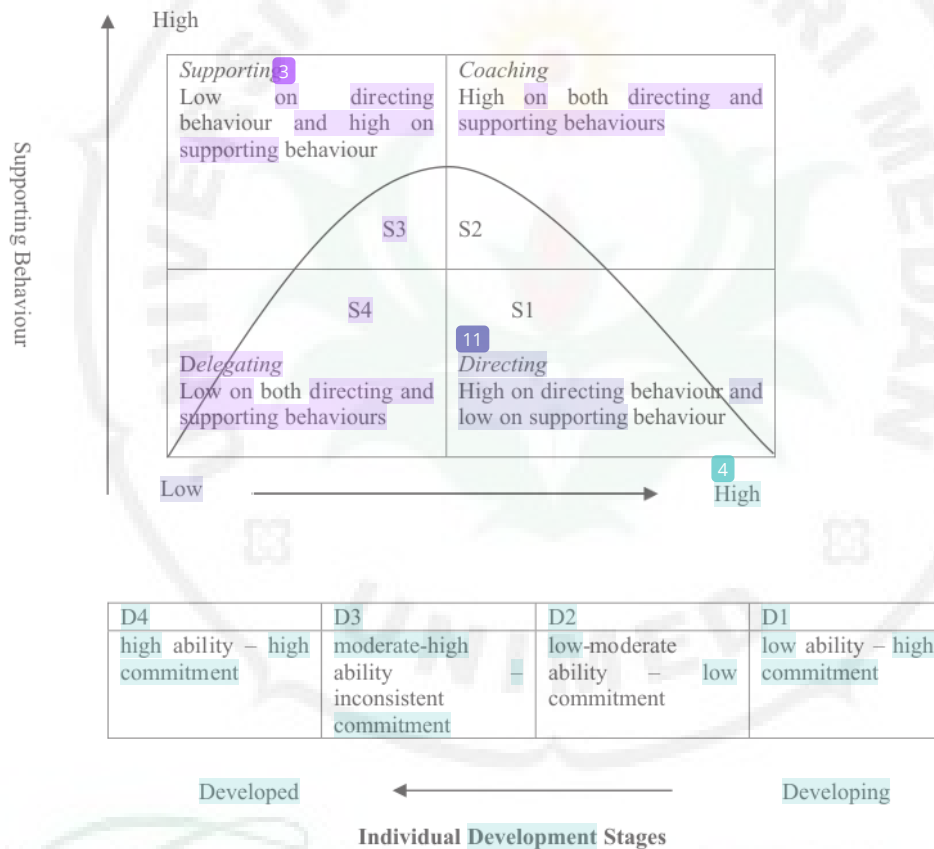


FIGURE 1. Situational Leadership II Model of Ken Blanchard

Furthermore, Blanchard suggests that the application of developmental stages and Situational Leadership II style in the workplace are as follows: 1) Enthusiastic Beginners who need a directive leadership style; 2) Disappointed Learners who need a coaching leadership style; 3) Reluctant Contributors who are capable but hesitant, and who need a supportive leadership style; and 4) Independent Achievers who require a delegating leadership style. Based on the description above, it can be concluded that effective leadership according to Blanchard is leadership that adapts the leadership style in terms of the employees' development stages. The directive leadership style will be more effective for employees who are classified as enthusiastic beginners (D1- low ability, high commitment); coaching leadership style will be more effective for employees who are classified as disappointed learners (D2-low-moderate ability, low

commitment); supportive leadership style will be more effective for employees who are classified as capable but hesitant contributors (D3-medium-high ability, uncertain commitment); and the delegating leadership style will be more effective for employees who are classified as independent achievers (D4-high ability, high commitment).

METHODS

This research was conducted to examine the correlation of each indicator to the latent construct variables of the directive leadership style of SMK principals, and the most dominant indicator affecting the formation of the latent variables of the directive leadership styles. The research used a survey method [5]. Research data were collected using a Likert scale questionnaire with 5 options, namely: never, rarely, sometimes, often, and always. The research sample amounted to 180 SMK teachers in the North Medan Branch Office of Department of Education and Culture, North Sumatra. For instrument testing, the validity of the questionnaire items was analysed using the moment product correlation technique [6], and the reliability coefficient was calculated using the Alpha coefficient formula [7]. Based on the test results, from 40 questionnaire items there were 35 valid directive leadership style questionnaires with a reliability coefficient of 0.92. The instrument reliability coefficient was high and significant. The analytical techniques used were descriptive statistical analysis and confirmatory factor analysis with SEM analysis using AMOS tools [8].

RESULTS AND DISCUSSION

Descriptive Statistic Analysis Results

Summary of descriptive statistical analysis is shown in Table 1.

TABLE 1. Summary of Descriptive Statistical Analysis

Description	Directive Leadership Style
Total data	180
Minimum score	107
Maximum score	175
Range	68
Average score	151.30
Standard Deviation	26.23
Ideal minimum score	35
Ideal maximum score	175
Ideal average score	105
Ideal Standard Deviation	23.33

Table 1 showed that the mean observation score was 151.30, while the standard deviation was 26.23. The average observation score was greater than the ideal average score of 105 used as the criteria. The results of further analysis showed that 82.22% of respondents stated that the directive leadership style of SMK principals was high, and 17.78% said it was sufficient. Thus, it can be concluded that the directive leadership style of SMK principals in Medan tended to be high. If the directing leadership style is high, then the support will be low. This finding supported the results of Khurniawan and Erda's study [9], which portrayed that SMK principals had to act as leaders who were able to direct all members of the academic community to be better. This finding also supported the results of Veda's research, et al. [10], which elucidated that leaders who used a directing leadership style would define the role of employees about what, how, and when to perform various tasks. The directive leadership style is classified into the contingency leadership theory. Contingency leadership theory recommends that no particular leadership style is appropriate to be used as a stand-alone style. The leadership style used by leaders is principally affected by employee situational factors. However, it is generally understood that leadership style will affect other variables, such as employee performance, satisfaction, and motivation. Noviyanti, Syofyan, and Evanita [11] revealed the results of their research in that leadership had a direct effect on employee motivation, and Saleem [12] explained based on the results of their research

that leadership style was positively associated to employee satisfaction. In related matters, Wamy and Swamy [13] explicated that leadership style affected work quality.

6 Confirmatory Factor Analysis Results

Based on the confirmatory factor analysis, the latent construct model of SMK principals' directive leadership style variable can be seen in Figure 2.

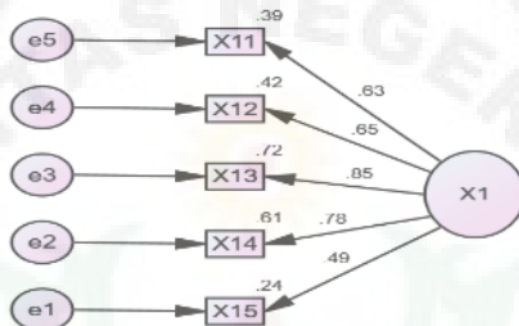


FIGURE 2. The Laten Construct Model

6 Based on the confirmatory factor analysis of the latent construct variable of the directive leadership style, the standardized regression weights obtained are presented in Table 2.

TABLE 2. Standardised Regression Weights

	Estimate	Square Percentage Estimate (%)	Notes
10 X11 <--- X1	0.626	39.18	39.18% variation indicator of guidance on how to complete tasks can explain construct variable of directive leadership style
X12 <--- X1	0.652	42.51	42.51% variation indicator of direction to comply with regulation can explain construct variable of directive leadership style.
X13 <--- X1	0.849	72.08	72.08% variation indicator of work coordination can explain construct variable of directive leadership style.
X14 <--- X1	0.781	60.99	60.99% variation indicator of clear task details can explain construct variable of directive leadership style.
X15 <--- X1	0.491	24.10	24.10% variation indicator of strict supervision can explain construct variable of directive leadership style.

Source: Results from AMOS analysis on primary data, 2021

Based on the standardized regression weights shown in Table 2, the five indicators that formed the latent construct variable of the directive leadership style had a critical ratio (CR) value with a probability value of $p \leq 0.05$ and met the goodness of fit criteria that had been set. Therefore, the measurement model had a model accuracy where the items used were able to be used as indicators for the latent construct variable of the directive leadership style that was measured. Additionally, the model was declared to be a fit model in terms of the existing data. Based on Table 2, it

can be ordered the percentages of the correlation between each indicator from the most dominant latent construct variable. The indicators forming the latent construct variable of the directive leadership style of SMK principals consisted of 72.08% work coordination, 60.99% clear task details, 42.51% direction to comply with regulations, 39.18% guidance on how to complete tasks, and 24.10% strict supervision. The results from this analysis indicated that work coordination was the strongest indicator of the latent construct variable of the directive leadership style, followed by clear task details.

CONCLUSION

The directive leadership style of the SMK principals tended to be high. The next finding showed that the most dominant indicator forming the latent construct variable of the directive leadership style was the indicator of work coordination. Based on the leadership theory explored in this study, the categorisation of the indicators for the directive leadership style are as follows: guidance on how to complete tasks, direction to comply with regulations, work coordination, clear task details, and strict supervision. However, empirically it was discovered that the magnitude of the effect of the indicators on the latent construct variables of the directive leadership style of SMK principals are in the following order: work coordination, clear task details, direction to comply with regulations, guidance on how to complete tasks, and strict supervision. The findings of this study significantly contribute to the development of leadership styles in vocational education settings.

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