

The Position Power of Headmasters of Vocational High Schools

Nathanael Sitanggang^{1*}, Putri Lynna Adelinna Luthan², Abdul Hamid, K³

^{1,2,3} Department of Building Engineering Education, State University of Medan, Medan, Indonesia

*Corresponding author. Email: nathanaelsitanggang@unimed.ac.id

ABSTRACT

This research aimed to examine the position power of headmasters of Vocational High Schools (SMK), the correlation of every indicator towards latent construct variable of the position power, and the indicators that significantly affected the formation of the latent construct variable of the position power of SMK headmasters. The research employed a survey methodology with sample consisting of 168 vocational high school teachers in Medan. Questionnaires as the research instrument measured the position power of SMK headmasters with a reliability coefficient of 0.913. Data analysis techniques used descriptive statistical analysis and confirmatory factor analysis with SEM analysis using AMOS tools. The research findings showed that the position power of the SMK headmasters was classified as strong (65.48% strong, 30.95% sufficiently strong, and 3.57% insufficiently strong). The subsequent findings demonstrated that coercive power was the strongest indicator (92.93%) that affected the formation of the latent construct variable of the position power of the SMK headmaster, which was followed by reward power indicator with 88.92%, expert power indicator with 85.38%, legitimate power indicator with 81.72% s, and referent power indicator with 79.21%. These findings significantly contributed to the development of the leadership theory in educational settings, particularly in vocational education.

Keywords: position power, headmasters, Vocational High School.

1. INTRODUCTION

Organizational leadership is always affected by situational characteristics. Factors of situational leadership characteristics consist of leader-member relations, task structure, and position power. Robbin and Coulter ^[1] explain that position power refers to the level of influence of a leader on activities based on power, such as hiring, firing, disciplining, promoting, and raising salaries that are rated as strong or weak. A pleasant situation for a leader is that position power remains strong. Based on studies conducted by Robbin and Coulter [1], Lussier [2], and Lunenburg and Ornstein [3], it is concluded that the position power comes from legitimate power, coercive power, reward power, expert power, and referent power. The legitimate power is the power of a person that comes from his or her position in the hierarchy of a formal organization, while the

coercive power is the power of a leader that aims to exercise punishment and control, so that the leader will be obeyed for fear of the punishment. The reward power refers to the power a person has based on the ability of the person to give rewards to his or her subordinates. The expert power, on the other hand, is the power owned by a person because he has a special ability, expertise, or certain knowledge, while the referent power is the power that comes from the characters of a person who has a certain attractiveness or charisma, leading to admiration for the individual's apparent personality traits. Yudiaatmaja [4], based on results from a previous research, explains that the higher a person's position, the greater the power or influence the person has. A leader who has a high legitimate power tends to influence other people, because the leader has the right or authority obtained from a position in an organization. In relation to the theories that have

been explored above, this research particularly examined the position power of headmasters of Vocational High Schools (SMK). SMK is currently required to be of quality so that the competence of its graduates is in accordance with the competencies needed by the business world and the industrial world. The government has been encouraging the acceleration of efforts to improve the quality of SMK through the SMK revitalization program, and the program is positively welcomed by the industry. This can be observed from the sincerity and the responsibility of the industry to organize industrial work practices for SMK students. Therefore, a strong leadership from the SMK headmasters is of the utmost importance in this program to ensure that efforts to improve quality can be achieved properly. The strong leadership of the SMK headmasters will have the power to inspire teachers, staff, students, and stakeholders to jointly produce the quality improvement program. Based on the above explanation, the problems investigated in this study comprise: 1) How is the position power of the SMK headmasters described 2) What is the correlation of every indicator towards latent construct variable of the position power of the SMK headmasters 3) Which indicator is the most dominant in forming the latent construct variable of the position power of the SMK headmasters

2. METHOD

Table 1. Results Descriptive Statistical Analysis

| Analysis | Position Power |
|--------------------------|-----------------------|
| Number of data | 84 |
| Minimum Score | 84 |
| Maximum Score | 157 |
| Average Score | 129.39 |
| Standard Deviation | 15.72 |
| Ideal Minimum Score | 32 |
| Ideal Maximum Score | 160 |
| Ideal Average Score | 96 |
| Ideal Standard Deviation | 21.33 |
| Range | 73 |
| Variants | 247.30 |
| Median | 134 |
| Mode | 134 |

Based on Table 1, it can be seen that the average observation score of 129.39 was much greater than the ideal average score of 96 as the criterion. A further analysis showed that 65.48% of respondents stated that the position power of the SMK headmasters was strong, 30.95% stated that it

This research aimed to examine the correlation of every indicator towards latent construct variable of the position power, and the indicators that significantly affected the formation of the latent construct variable of the position power of SMK headmasters. To realise the research objectives, a survey methodology was selected [5]. Data were collected using a Likert scale questionnaire with 5 choices, namely: never, rarely, sometimes, often, and always. The research sample consisted of 168 vocational high school teachers in the city of Medan. After testing the instrument, the validity of the questionnaire items was analysed using the product moment correlation technique [6], and the reliability coefficient was calculated using the Alpha coefficient formula [7]. Based on the test results, there were 32 valid power position questionnaires with a reliability coefficient of 0.913. The instrument reliability coefficient was high and significant. The analysis technique employed was descriptive statistical analysis and confirmatory factor analysis with SEM analysis using AMOS tools [8].

3. RESULT AND DISCUSSION

3.1. Results from Descriptive Statistical Analysis

Results from descriptive statistical analysis is displayed in Table 1 as follows.

was sufficiently strong, and 3.57% stated that it was not strong enough. Therefore, it can be concluded that the position power of the SMK headmasters was strong. The strong position power of the headmasters affected the level of compliance of teachers, administrative staff, and students at

schools (education unit) they lead to achieve the vision, mission and goals of the school. This finding was in line with Hao & Yazdanifard [9] who explained that a strong leadership had the power to inspire others to accomplish goals and objectives.

3.2. Results from Confirmatory Factor Analysis

Confirmatory factor analysis was conducted to identify the precise model that explained the correlation among the five indicators forming the latent construct variable of the position power of the SMK headmasters. The model of the construct variable of the position power of the SMK headmasters can be seen in Figure 1.

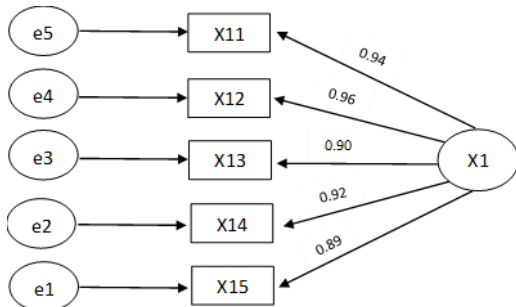


Figure 1. Model of the Research Construct Variable

Remarks:

- X1 = position power
- X11= reward power
- X12= coersive power
- X13= legitimate power
- X14= expert power
- X15= referent power

The confirmatory factor analysis was conducted to examine the correlation among the indicators. The

analysis was based on standardised regression weights on the AMOS output as in Table 2.

Based on the results from the analysis, the five indicators that formed the latent construct variable of position power had a critical ratio (CR) with a probability value of $p < \alpha = 0.05$ and met the predetermined goodness of fit criteria. Therefore, the measurement model was accurate where the items used were able to be indicators of the measured position power the latent construct variable, and the model was declared fit with regard to the existing data. Based on Table 2, the percentage of the correlation of each of the most dominant indicators could be categorised on the latent construct variable. The indicators that affected the formation of the latent construct variable of the position power of SMK headmaster consisted of 92.93% coercive power indicator, 88.92% reward power indicator, 85.38% expert power indicator, 81.72% legitimate power indicator, and 79.21% referent power indicator. The results from the analysis indicated that the coercive power indicator was the strongest indicator for forming latent construct variable of the position power, followed by the reward power indicator. The findings from the study also indicated that the SMK headmasters tended to use coercive power in their leadership, but this was balanced by giving rewards to teachers who successfully performed their tasks. These empirical results were in line with Lunenburg and Ornstein [3] who explained that coercive power (giving punishment) had to be balanced with reward power (giving rewards), because the two were always opposite. These results were also in line with Daniels, Hondeghem, and Dochy [10] who explained that an effective headmaster is that who often gives awards to teachers.

Table 2. Standardized Regression Weights

| | Estimate | Percentage squared of Estimate (%) | Remarks |
|-------------|----------|------------------------------------|--|
| X25 <--- X2 | 0.89 | 79.21 | 79.21% variant indicator of referent power able to explain the construct of position power |
| X24 <--- X2 | 0.924 | 85.38 | 85.38% variant indicator of expert power able to explain the construct of position power |
| X23 <--- X2 | 0.904 | 81.72 | 81.72% variant indicator of legitimate power able to explain the construct of position power |
| X22 <--- X2 | 0.964 | 92.93 | 92.93% variant indicator of coercive power able to explain the construct of position power |

| | | | | | |
|-----|------|----|-------|-------|---|
| X21 | <--- | X2 | 0.943 | 88.92 | 88.92% variant indicator of <i>reward power</i> able to explain the construct of position power |
|-----|------|----|-------|-------|---|

Source: Results from AMOS analysis of primary data, 2021

4. CONCLUSION

Based on the research findings, it can be concluded that the position power of the SMK headmasters was relatively strong. This enabled the headmasters to affect the level of compliance of teachers, administrative staff, and students in the schools they led. The power position came from legitimate power, expert power, coercive power, reward power, and referent power. Furthermore, the findings of this study indicated that the most dominant indicator for the formation of the latent construct variable is the coercive power indicator. The magnitude of the effect of the indicators on the latent construct variable of the SMK headmasters' position power were in the following order: coercive power, reward power, expert power, legitimate power, and referent power. Thus, it is clear that the headmasters tended to use coercive power in their leadership practice, but it was balanced with the provision of rewards (reward power).

AUTHORS' CONTRIBUTIONS

All authors contributed to this project equally from inception to the end. All authors read and approved the final manuscript.

ACKNOWLEDGMENTS

Authors would like to thank Directorate of Research and Community Service Ministry of Research and Technology of Indonesia. Also, authors send gratitude to Rector of Universitas

Negeri Medan and the Principal of Education Authorities Branch North Medan, Indonesia that give permission.

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