

Validation of Principal Leadership Practices Scale Using Confirmatory Factor Analysis: Evidence from Indonesian Teachers

Sayidah Aulia'ul Haque^{12*}, Koko Srimulyo³, & Fendy Suhariadi³

¹*Graduate School of Human Resources Development, Universitas Airlangga, Surabaya, Indonesia*

²*Faculty of Psychology, Universitas 17 Agustus 1945 Surabaya, Indonesia*

³*Faculty of Human Resources Development, Universitas Airlangga, Surabaya, Indonesia*

In recent years, research on school leadership in Indonesia has grown significantly, yet validated instruments specifically designed for early childhood education remain scarce. This study aimed to examine the validity and reliability of the Principal Leadership Practices (PLP) scale in kindergarten institutions in Surabaya. The instrument consists of 22 items across four dimensions: Setting Direction, Building Relationships and Developing People, Developing the Organization to Support Desired Practices, and Improving the Instructional Program. Data were collected from 540 Indonesian kindergarten teachers through a multistage random sampling procedure within a probability sampling framework. Confirmatory Factor Analysis (CFA) revealed that all items exhibited statistically significant factor loadings ($p < .001$), supporting the construct validity of the scale. Most goodness-of-fit indices met recommended thresholds (CFI = .981; TLI = .979; GFI = .997; NFI = .978; SRMR = .040), although RMSEA (.102) indicated marginal fit. Reliability analysis showed Cronbach's Alpha values above .80, Composite Reliability above .85, and AVE above .72, confirming strong internal consistency and convergent validity. Findings highlight that Building Relationships and Developing People and Improving the Instructional Program are the most salient leadership dimensions. The Indonesian version of the PLP scale demonstrates satisfactory validity and reliability, making it a useful tool for evaluating principal leadership practices and informing educational policy development in early childhood education.

Access to Full Text

The full text of this article is available through institutional subscriptions via major academic databases and aggregators, including **EBSCO**, **ProQuest**, and **Cengage**. The *North American Journal of Psychology* is indexed in **Scopus** and **APA PsycINFO**, and access to full articles is typically available through university and research library systems.

Author info: Correspondence should be sent to: Sayidah Aulia'ul Haque, Jalan Semolowaru No. 45, Sukolilo, Surabaya 60119.
Email: sayidahaulia@untag-sby.ac.id

North American Journal of Psychology, 2026, Vol. 28, No. 3, 1769-1782
© NAJP <https://doi.org/10.65696/001c.167260>