



Readiness for Change for Teachers in Pandemic Time: Viewed from Leadership and Organizational Culture

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Abstract: The existence of the COVID-19 pandemic has had a huge impact on human life, one of which is in teaching and learning activities. Both students, teachers, and agencies are required to adapt to the situation and change learning methods to distance learning (online). The purpose of this research is to look for factors that influence teacher readiness for change, especially in terms of leadership and organizational culture. This study uses a quantitative approach to the statistical analysis used in the multiple regression method assisted by the SPSS tool. The measuring instruments used are arranged using a Likert scale based on various theories. From the results obtained, the principal's leadership and organizational culture have a significant influence on teacher readiness for change both partially and simultaneously.

Keywords: Leadership; Organizational Culture; Readiness for Change; Teachers

INTRODUCTION

The world is facing a troubling situation. A new type of coronavirus, COVID-19, spreads quickly all over to make it a pandemic (Liu & Zhang, 2020). Its rapid transmission is caused by human contact, both physically (Stier et al., 2020) and air through sputum splashes (Liu & Zhang, 2020). In Indonesia alone until September 1, 2021, there were 189,571 active cases of COVID-19 reported (KOMPAS, 2021). To reduce cases of the spread of COVID-19, the government enforces closing places that have the potential to cause crowds and concentrates daily activities at home, including teaching and learning activities (Painter & Qiu, 2020). During the closure of places, educational institutions are required to adapt to the situation and switch to using online learning systems (Corbera et al., 2020). Learning methods that can be used in distance learning can come from television, printed teaching materials, radio, independent study, and teaching aids from the surrounding environment (Ravanelli et al., 2020).

To implement changes to the teaching and learning system, of course, the readiness of the teaching staff and the academic community is needed so that learning continues well (Martin et al., 2019). Apart from that, distance learning is where technology plays a very large role, so a teacher's readiness and understanding of technology also affect the quality of teaching. Mastery of the integration of science and technology is determined by the knowledge possessed by teachers and their openness to technology (Ifinedo et al., 2019). The use of technology in distance learning is closely related to readiness for change and can affect teacher performance (Ravanelli et al., 2020).

Readiness to face major changes such as changes in teaching and learning systems and practices is of course influenced by various factors, ranging from individual factors to external factors, such as the culture of related institutions (Kukulka-Hulme, 2012). Therefore the researchers focused on looking for any factors that could influence teacher readiness in dealing with the changes that have occurred, especially during the distance learning period to date. Through this research, researchers hope to create

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interventions or training for the academic community and teachers to increase readiness in dealing with change, especially in distance learning based on training on leadership and organizational culture.

Readiness to change is defined as a cognitive state when a person has positive beliefs, intentions, and attitudes to deal with change (Rafferty et al., 2013). Readiness to change has 5 aspects (1) discrepancy and justification of why change is needed. (2) appropriateness, the timeliness of the organization in declaring changes. (3) efficacy, a person's belief in his ability to change. (4) principal support, the belief that the leader must support change, and (5) personal valence, regarding the impact that will occur to him if the change is implemented.

Readiness to change is said to be influenced by the culture of the relevant institutions (Kukulka-Hulme, 2012). Luthans (2002) defines organizational culture as norms and values that direct members to behave by the culture in the organization so that they can be accepted by their environment. The aspects of organizational culture are (1) Behavioral Regulations, (2) Norms, (3). Belief Value, (4). Philosophy, (5). Terms and Rules of the Game, and (6). Organizational Climate.

Tsalits and Kismono (2019) in their research also stated that organizational culture has a positive influence on individual readiness to change. Likewise, other research states that organizational culture has a positive effect on readiness for change in employees (Suwaryo et al., 2016). This is also in line with the research of Metwally et al. (2019) as well as Inandi and Giliç (2016) who state that organizational culture is correlated and related to teacher readiness to change.

In addition to organizational culture, leadership style can also influence individual readiness to change. Based on the Minister of Education Regulation No. 16 of 2007, leadership has several aspects including (1) Educators, (2) Managers, (3) Administrators, and (4) Supervisors. (6) Leader, (7) Innovator, (8) Motivator. From previous research, organizational culture and leadership are said to be influential and can predict employee readiness to change, especially in transformational leadership styles (Von Treuer et al., 2018). Also in line with the research of Katsaros et al. (2020) which states that transformational leadership style affects readiness to change. Likewise, other studies state that transformational leadership has a significant effect on readiness to change. All leadership styles are also said to have a significant relationship with readiness to change (Yeap et al., 2021).

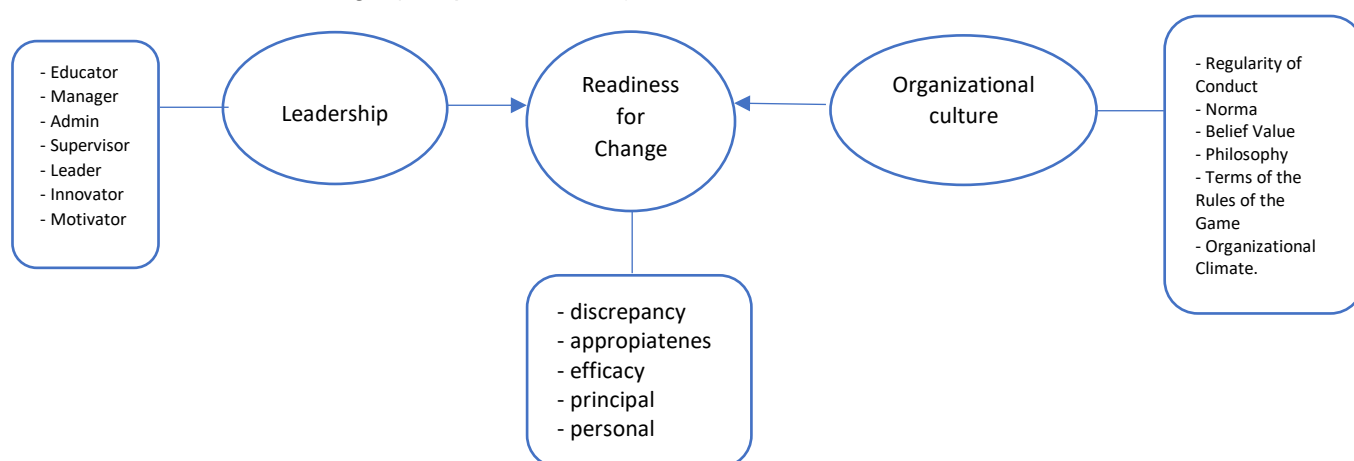


Figure 1. The Research Results

Source: Processed data (2022)



In addition to the research results above, the research roadmap is also presented as follows:

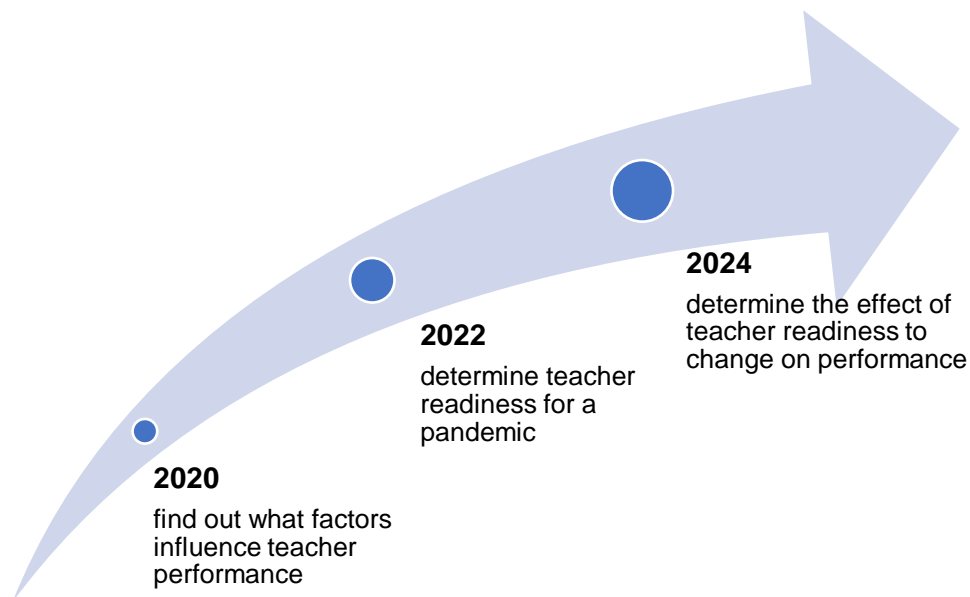


Figure 2. Research Roadmap
Source: Processed data (2022)

METHODS

This study uses a quantitative approach, which is an approach that explains phenomena using numerical data which are analyzed using mathematical-based methods (Yilmaz, 2013). The statistical analysis used is the multiple regression method assisted by the SPSS tool. The measuring instruments used are arranged using a Likert scale based on various theories. The Questionnaire on Principal Leadership consists of 22 indicators and is compiled based on the Minister of National Education Regulation No. 16 of 2007 with dimensions, (1) Educators, (2) Managers, (3) Administrators, (4) Supervisors. (6) Leader, (7) Innovator, (8) Motivator. The Questionnaire on School Culture was prepared based on Luthan's theory (2002) which consisted of 19 indicators with dimensions, (1) Behavioral Regularity, (2) Norms, (3). Belief Value, (4). Philosophy, (5). Terms and Rules of the Game, and (6). Organizational Climate. To measure readiness to change, a readiness for change scale is used which has been adapted to the educational context in terms of students' readiness to face changes in the online learning system. This measuring instrument consists of 5 aspects, namely discrepancy, appropriateness, efficacy, principal support, and personal valence which contains 30 items (Armenakis & Harris, 2009). The subjects involved in this study were 84 respondents who were taken using a non-purposive sampling technique in the form of accidental sampling conducted on teachers in Bandung.

RESULTS AND DISCUSSION

After conducting multiple regression analysis, it was found that the influence of the principal's leadership and organizational culture on teacher readiness for change is as follows:



Table 1. Multiple Regression Analysis Results

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	26,289	15,913		1,652	,102
	Leadership	,357	,162	,221	2,200	,031
	Organizational Culture	,257	,071	,360	3,595	,001

a. Dependent Variable: Readiness for Change

Source: Processed data (2022)

From the results of the analysis, it was found that the significance value of the principal's leadership and organizational culture has a significant value <0.05, this indicates that there is a significant influence of the principal's leadership and organizational culture on teacher readiness for change.

From the results of calculations using the multiple regression analysis calculation model, $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_n X_n + e$ it was found that the principal's leadership and organizational culture can be predictors of readiness for change, every 1% increase in the principal's leadership score will increase the readiness for change score by 0.357. For organizational culture, for every 1% increase in organizational culture scores, there will be an increase in the readiness for change score of 0.257.

Table 2. The Results of the Coefficient of Determination of Leadership

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	,258 ^a	,067	,055	11,297

a. Predictors: (Constant), Leadership

Source: Processed data (2022)

The coefficient of determination in the principal's leadership influence model on readiness for change is 0.067, this shows that 6.7% of the readiness for change variable is influenced by the principal's leadership and 93.3% of other variables not examined in this study.

Table 3. The Results of the Coefficient of Determination of Organizational Culture

Model	R	Model Summary		
		R Square	Adjusted R Square	Std. Error of the Estimate
1	,383 ^a	,147	,137	10,800

a. Predictors: (Constant), Organizational Culture

Source: Processed data (2022)

The coefficient of determination in the model of the influence of school organizational culture on readiness for change is 0.147, this shows that 14.7% of the variable readiness for change is influenced by organizational culture and 95.3% of other variables not examined in this study.



Table 4. The results of the Coefficient of Determination Simultaneously

Model	Model Summary			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,442 ^a	,195	,175	10,555

a. Predictors: (Constant), Organizational Culture, Leadership

Source: Processed data (2022)

Simultaneously, the coefficient of determination in the model of the influence of school principals and school organizational culture on readiness for change is 0.195, this shows that 19.5% of the readiness for change variable is influenced by organizational culture and 80.5% of other variables not examined in this research.

Based on the results of the study, it was found that there was a significant influence from the leadership of the school principal and the organizational culture of the school on teacher readiness for change, either partially or simultaneously. Partially, the influence of leadership Transformational on readiness for change is consistent with research conducted by Chaterine et al. (2018) which states that there is a significant positive relationship between perceptions of resonant leadership and readiness to change, the more positive the perception, the higher the worker's readiness to change. Research conducted by Pranowo & Prihatsanti (2017) also states that transformational leadership has a positive and significant effect on readiness for change with an effective contribution of 18.4%, the higher the transformational leadership style from superiors, the higher the readiness for change in employees. Mahesa and Frieda (2017) also stated that the results of the analysis found a significant positive relationship between serving leadership style and readiness to change. The direction and leadership of the school principal have quite an impact on teacher readiness, therefore, to provide readiness to teachers, they can provide direction, guidance, and training prepared by school principals to deal with changes during a pandemic.

Partially, organizational culture also has a significant influence on teacher readiness for change. This is in line with research conducted by Harapap and Wahdi (2020) which stated that organizational culture has a significant influence on teacher readiness for change. School culture must encourage teachers to innovate and adapt, foster healthy relationships in good team building, respect teacher efforts, and provide clear direction and goals. One indicator that can measure readiness for change in workers is workers' belief in changes proposed for the organization, workers who believe in the organization will think of benefiting from implementing changes, employees will believe that there are logical reasons for changes and there is a need for workers' feelings towards leaders and management in organizations who are committed to and support the implementation of the desired changes, employees' feelings towards themselves that they will receive benefits from implementing the desired changes (Kamar et al., 2020). Therefore, to improve teacher preparation for change, you can start by fixing the organizational culture in schools so that teachers can trust and contribute to implementing these changes more optimally.

CONCLUSION

From the results obtained, the principal's leadership and organizational culture have a significant influence on teacher readiness for change both partially and simultaneously with a total coefficient of determination of 19.5%. This research can also be continued by making interventions based on this variable to increase teacher readiness in dealing with changes in schools due to the pandemic.



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