

Analysis Of The Influence Of Organizational Culture, Transformational Leadership Behavior, And Psychological Capital On Readiness For Change In Elementary School Teachers

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ABSTRACT : Purpose – This study describes the role of psychological capital in the relationship between organizational culture and transformational leadership behavior towards Readiness for Changes in the context of elementary school teachers in Sungai Penuh City, Jambi.

Design/methodology/approach - This study adopted an inferential research design. This is a cross-sectional study because data were collected at a one-time point. This empirical study was conducted on a sample of 285 elementary school teachers who were willing to collaborate to participate voluntarily by filling in the online questionnaire. Data analysis was divided into two parts; the first part analyzed the respondent's profile and presented the frequency and percentage distribution of the respondent's profile. The second part was hypothesis testing with two stages, namely the LS Algorithm to see data quality data and PLS Bootstrapping to test the hypothesis of the proposed research model. The software includes the Statistical Package for Social Sciences (SPSS) MS-Windows version 23 and Partial Least Square (Smart PLS-3).

Findings - Organizational culture directly affects psychological capital and readiness to change and indirectly on readiness for change through psychological means. Psychological Capital has a direct effect on willingness to change. Transformational leadership behavior directly impacts psychological capital but does not directly affect readiness to change and does not indirectly affect readiness to change through psychological means.

Research limitations/implications – The online cross-sectional survey design allows for the self-assessment of data from respondents. The consequence is that response bias persists, although post-sampling statistical tests were conducted to screen data to reduce it. Therefore, a more qualitative method with a longitudinal design and a more extensive research sample is recommended for further research.

Practical implications - School administrators and higher authorities can promote readiness for cultural change, leadership, and teacher psychological factors, as schools face constant and continuous change interventions. This is expected to have an impact on improving the quality of educators, students, and the quality of Indonesian education

KEYWORDS: *Organizational Culture, Transformational Leadership Behavior, Psychological Capital, and Readiness to Change.*

I. INTRODUCTION

Task principal and function of school teacher Basic in Indonesia is unique. They are a classroom teacher who carries out the learning process for all students' eye lessons taught at school _ base. The problem when faced with online learning during the covid-19 pandemic and the digitalization era is it? Do they have readiness for change? By hypothesis, there are two teacher categories. First, partially great teachers, especially those including generation digital migration (generation *baby boomers* and generation X), feel difficulties and tendencies to reject change. Second, teachers who include Generation Y (*millennials*) who were born period 1980-1995 time which have been used to live in facility technology computerized hypothesized ready for change.

Draft readiness for change (*Readiness for Changes*)has been defined and researched in many places disclosed in the literature on change organization. Some researchers explain readiness for change as the extent to which individuals view positively about needs for change organization and the area in which individuals perceive change will positively impact them and the organization overall (Holt et al., 2007). By empirical many factors influence readiness for change. Pratama and AchmadSobirin (2019) conclude that cultural organization

takes effect to readiness individuals for change. The study of Jung, Chow, and Wu (2003) showed that leadership is transformational by positively related to innovation organization and relationships; this is mediated by cultural organizations where members push for discussion by open and implementing innovative suggestions and ideas. Internal factors that influence readiness for change are psychological capital. Luthans, Youssef, and Avolio (2007) stated that psychological capital is capable of positive psychology owned by each useful individual _ to help the individual grow.

From the description above, the researcher will try to analyze readiness for change (*Readiness for Changes*) which will be interpreted as the variables that affect it, among others; culture organization, behavior leadership, transformational and psychological capital as perceived by the elementary school teacher of Sungai Penuh City.

II. OVERVIEW LITERATURE AND HYPOTHESES

Readiness for Change

Readiness is one _ of the factor most important involved in Supporting beginning employees for change organization (Vakola, 2014). Academic readiness for change is related to Kurt Lewin's model of evolution, where he proposes a three-stage model (i.e., freeze, transform, and freeze return) and stages this related to steps for implementing change organization with success (Thakur & Srivastava, 2018). Feeling optimistic from people about change must be called: acceptance of change, support for change, commitment for change, openness for change, or readiness to change (Cinite & Duxbury, 2018). Feeling favorable to expressed change _ in Step Lewin's first model is related to readiness for change and openness for change. At this stage, other feelings this is related to commitment to change. But, accepting change and support for change served in all of Lewin's model stages.

Some literature mentioned that there are three draft differences reflecting _ readiness, namely; *First*, readiness individual for change or belief in a person's ability (*self-efficacy*). *Second*, the perceived organization has enthusiasm for change or confidence in the ability organization to manage change. *The third* is the readiness entire organization _ for change or the ability to implement change (Vakola, 2014). Choi (2011) studies qualitative that there is three antecedent readiness organization for change: the first is culture organization (Relationship human (*Clan*) culture and system open (*adhocracy*) culture), participation is felt on the spot work, relationship social on the spot work and trust in friends the same age. Research by Holt et al. (2007) shows that readiness for change is multidimensional, which is influenced by the belief of employees that ; (a) they are capable of implementing proposed change (i.e., *change efficacy*), (b) proposed change in accordance for an organization (i.e., *appropriateness*), (c) leaders committed for proposed changes (i.e., *management support*), and (d) proposed changes beneficial for organization members (i.e., *personal benefits*).

Organizational Culture

Culture as a draft has a long history. _ Somebody said to be very "cultured" has been used by anthropologists for refers to the customs and rituals that developed in society throughout history. For a number of the decade, the last word culture has been used by some researchers and managers of organizations for refers to the climate and practices developed organization about handling people or with espoused values and creed _ an organization (Schein, 2004). In literature, managers often mention that a culture organization is required for effective performance, an increasingly strong culture, more effective organization. Researchers _ have supported some viewson this with report findings that the " power " of culture or type of culture-specific relate to Performance (Sorensen, 2002).

Robbins & Judge (2018) next put forward that culture organization has an impact on improved performance or productivity of work employees, commitment to destination organization, and satisfaction work member organization, as described in Figure 1 below.



FIGURE 1. The impact of organizational culture

Source: Stephen P. Robbins and Timothy A. Judge. (2018). Essentials of Organizational Behavior. New York: Pearson Education Limited 2018, p. 304.

Study Romi (2011) suggests that cultural organization impacts the success of system information and plays a role mainly in adopting the system information and technology information. Borkovich et al. (2015) found that cultural organizations have a foreign influence – larger and have an impact on the adoption of technology than considered – by traditional. The cultural organization takes effect to readiness acceptance of information systems (Syaifullah, RizqiWahyuningsih, Megawati, 2018). Pratama and Ahmad Sobirin (2019) found that cultural organization takes effect to readiness individuals for change. The proposed hypothesis."

H₁: Culture Organization takes effect directly on psychological capital.

H₂: Culture Organization takes effect direct to behavior leadership transformational.

H₃: Culture Organization takes effect direct to ready for change.

Psychological Capital/ PsyCap

Mature this has considerable result research that found that psychological capital takes positive and significant effect on readiness for change. Adlina, F et al. (2018) found that when the psychological capital owned employee is already high, then the employee will be ready for change. This means if linked with four aspects of psychological capital, that is when there is a duty or new job – in flux, an employee will accept it with a happy heart, as well will give effort for success in the profession. Employees will also consider that, work new individuals – isan as challenging job. – Besides that, later, the employee will make positive decisions – in new tasks – related to success now and in the future. Widarti and Baidun (2016) concluded there is significant influence – by together from psychological capital (self-efficacy, optimism, hope, resilience) and organizational commitment (affective commitment, continuance commitment, normative commitment) to readiness to face change.

Ming-Chu and Meng-Hsiu (2015) found a significant relationship – between psychological capital with their readiness for change pay attention to employees company manufacture electronics in Taiwan. Jabbarian and Chegini (2016) found that psychological capital has a positive influence – on readiness for change. Their research – does use a different subject – which is the employee governance Province Guilan, Iran. So that could be said results study this in line with what Kirrane (2016) said, which stated that individuals need to prepare source power psychological in the form of psychological capital (Luthans et al., 2010) to increase readiness for change to change organization that will or currently run in the organization. Lizar, Mangundjaya, and Rachmawan (2015) also found that psychological capital has a role in optimism to readiness for change. Like the previous results study, Wang (2015) found a positive connection between psychological capital and supportive behavior – change. The proposed hypothesis :

H₄: psychological capital has an effect directly on readiness for change.

Transformational Leadership Behaviors

According to Colquitt et al. (2017), the entire spectrum of transformational leadership could summarize four dimensions: *idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration*. The collective fourth dimension of leadership is transformational, often called "the Four I's." A meta-analysis of 39 studies finds that transformational behavior charisma (ideal influence), individual consideration, and stimulation of intellectual leadership are effective in some significant research. Still, unless behavior appreciation is contingent, transactional style leadership does not increase leadership effectiveness (Kevin et al., 1996). The more positive impact of transformational leadership on transactional leadership has endured for many years. Timothy et al. (2004) mention that meta-analysis results of 87 studies find transformational leadership related to the desired outcome (e.g., satisfaction – work followers, satisfaction leader followers, motivation followers, performance profession leader, performance group or organization and assess effectiveness leader).

Related to readiness for change, some expert has researched role leadership in employee readiness for change (e.g., Kirrane et al., 2016). Gap this is very important because administration especially sets the direction of the organization (O'Reilly et al., 2010); they are also makers decision central organization; they influence deployment information in the organization; leadership focuses attention on employees on purpose-specific, and overall, leadership influence action strategic by wide. More say that leadership is a process for making people do their best to reach desired goals and can – depicted as the ability to persuade others to behave in different ways (Armstrong, 2016).

They were found latest from the study by Kleanthis et al. (2020), which claim that every style of leadership could influence the readiness of employee for change; as well as that the willingness of employee for change mediates the connection between style of leadership and performance company. Leadership style is something important thing – in stimulating readiness for change (Gabatz and Ensminger, 2017); consequently,

performance organization will be increased (Mathysen and Harris, 2018). Besides that, a leader's ability has a strong and positive influence _ and impact on the trend innovation (Ryan and Tipu, 2013) that affects the initiation of the change process (Talim, 2012). Furthermore, Bommer et al. (2005) found leaders with a style of leadership transformational by practical could apply the change in the organization. Leaders _ that are charismatic, visionary, and courageous take risky, energetic, and out-of-the-box thinking and possess the ability to motivate others while acting as a role model and mentor for followers (Ward, 2002). Concurrently managers who use transformational leadership have satisfaction with more work _ good and commitment to the organization (Schwartz et al., 2011), and style are significantly related to perception conflict life work and welfare psychological (Munir et al., 2012). Besides _ that, a leader with characteristics transformational could resolve the complex problem and fast environment _ _ change (Murphy, 2005), is agent change cheerful (Ward, 2002), have an attitude positive toward applying practice-based evidence (Aarons, 2006), and has a positive influence culture organization (Shiva and Suar, 2012).

Muhammad et al. (2012) found that transformational leadership style does not depend on variable sociodemographic but on the kind that can be learned. The needed development of employees becomes a transformational leader, which later could influence the commitment of the employee to change (Lo et al., 2010), affect creativity employees (Wang et al., 2014), and increase performance organization (Samad, 2012). Although proof previously proves that transformational leadership has abilities and qualifications that can influence the organization's development and success. Van der Voet (2014) found that the leaders give contributions small to changing planned organizations. _ Besides that, Nordin (2011) found that the transactional leadership style could predict the organization's readiness with more good for a change.

Research by Rina Fitriana and Sugiyono . (2019) concludes that transformational leadership does not significantly influence readiness for change. Temporary Asbari M. et al. (2020) figure leadership transformational take to effect positive and significant to enthusiasm for change yourself _ employees during this COVID-19 pandemic. This is in line with Raffety et al. (2013), which show the organization's internal context, including leaders who support change, has _ a role in preparing the individual to face change. This Thing is also compatible with what Liu (2010) stated that characteristics leader transformational capable change behavior and beliefs as well as inspire his subordinates to become convinced that change is needed for good together so that together they will contribute in accordance desired goal _ achieved. For that submitted hypothesis :

H₅: Leadership transformational takes effect directly on psychological capital.

H₆: Leadership transformational takes effect direct to readiness for change.

H₇: Leadership transformational takes effect, not direct to readiness for change through psychological capital.

III. METHOD

Research Design

Studies this use survey method, approach use *exposed de facto*, test role from *psychological capital* in connection Among culture Organization and *Leadership transformational* perceived by school teachers based readiness for changing them.

Unit of Analysis

The unit of analysis in the study is a school teacher at the base of the Full River City Jambi Province. Why are Elementary School Teachers Chosen as a unit of analysis? Because Based on The results of the Teacher Competency Test (UKG) conducted on teachers in Indonesia show less effect _ exhilarating. The average value of the Teacher Competency Test (UKG) in 2019 was the highest achieved by level teachers school base is of 54.8 (fifty-four comae eight) of score a maximum of 100 (one hundred).

Study Measures

Data was collected through a designed questionnaire _ to measure the variables that impact readiness for change. The instrument measure used _ is as follows:

Readiness For Changed. Adopted from Holt et al. (2007), and who have modified via Item Measurement Readiness For Change (Purwoko, 2017), which measures five indicators, namely; *Discrepancy*, *Appropriateness*, *Efficacy*, *Principal support*, and *Valence*, each needle is measured via three items or totaling 15 measurement items. Example Discrepancy questions (e.g., I assume that change that necessary and reasonable for done), appropriateness (e.g., Changes made School following needs), efficacy (e.g., Organizations and individuals within them) have Required ability _ for face change), Principal support (e.g., leader confirm and explain importance change by direct), Valence (e.g., Organization and personal will more develop after modification). Response use scale Likert start of 1 = not very much agree until 4 = strongly agree.

Psychological Capital. Adopted and modified from PsyCap Questionnaire developed by Luthans et al. (2007) adjusted with Indonesian conditions. Psychological capital cover four dimensions, namely: *hope, optimism, resilience, and self-efficacy*, be measured with 12 items consisting of four subscales. _ Example question: hope (for example, "If I must find self I in a traffic jam in place work, I can think many methods for go out from that"), resilience (e.g., "I usually resolve the difficulty with one or other way in place work"), optimism (e.g. "I always see side good about the profession I "), and efficacy (e.g., "I" feel believe self-help set targets/ targets in the work area me "). The response was given ona four-point Likert scale (very not agree score = 1, very agree score = 4).

Culture Organization. I was adopted from Stephen P. Robbins and Timothy A. Judge. (2018), which measures 7 (seven) characteristics of cultural organization, namely, *Innovation and Risk Taking, Attention to Details, Outcome Orientation, People Orientation, Team Orientation, Aggressiveness, and Stability*, through 14 measurement items. Example question *Innovation and Risk Taking* (e.g., I assess the frequency of lecturers at this university who are encouraged for Becomes innovative), *Attention to Detail* (For example, I rate the frequency of expected lecturers at this university for show precision, analysis, deep task), *Outcome Orientation* (For instance I assess management at this university focus on the results to be achieved). *People Orientation* (For example, I judge decision management at this university considering the effective results on the ability staff), *Team Orientation* (For instance, I assume at this University activity work organized around _ teamwork than individual), *Aggressiveness* (For example, I judge at this University lecturer pushed for more competitive), and *Stability* (For instance I rate at this University activity organization emphasize maintain the status quo). The response was given ona four-point Likert scale (very low = 1, very tall score = 4).

Behavior leadership was transformational. Adopted and adapted from Bass (1985), which measures four indicators ;(a) *Idealized Influence Charisma*, (b) *Inspirational Motivation*, (c) *Intellectual Stimulation*, and (d) *Individual Consideration*, where each indicator is measured via three items or totaling 15 measurement items. Example Idealized Influence Charisma questions (e.g., I rate Superior capable give exemplary, so that deserve respected), Inspirational Motivation (e.g., Boss provide the opportunity on staff academic for reach something with method own), Intellectual Stimulation (e.g., Boss attempted push staff educational for reach maximum performance), and Individual Consideration (e.g., ability superior in the lead could push team academic for increase needs achievement). Response use scale Likert start of 1 = not very much agree until 4 = strongly agree.

Analysis and Testing Hypothesis

In this case, Smart PLS 3.0 and SPSS software are used in data analysis. SEM PLS works gradually to get the predictive model in the form of the final statistical report, completed with some statistical tests. SEM PLS works through two stages that are Stage Factor Analysis and Stage Analysis Regression. At level construct framework connection Among construct with indicator, Smart PLS uses Factor analysis because the data used generally is categorical data with scale specific. In the class, when the analysis process factor has been done, PLS-SEM work has a regression score, which can continue with analysis regression to test the hypothesis. In the study, test validity uses convergent and discriminant validity methods with Smart PLS 3.0 help and assistance calculation using SPSS, which can be seen from the *loading factor*. Due to research character *explanatory*, score *average variance extracted* (AVE) must be more significant than 0.5, i.e., recommended AVE value. The reliability test used _ is Cronbach's. Alpha coefficient test with a limit coefficient more critical than 0.7 (Now (2016). Testing model fit is done with some index *Goodness of Fit Test* (GFT) including P value (probability) statistic *Chi-Square*, *Root Means Square Error of Approximation* (RMSEA) value, *Goodness of Fit Index* (GFI), *Adjusted Goodness of Fit Index* (AGFI), *Normal Fit Index* (NFI), *Tucker Lewis Index* (TLI) or *Non-Normal Fit Index* (NNFI), and *Comparative Fit Index* (CFI).

IV. RESULTS

Demographic Data

Information demographic respondents (N=226) are presented in **TABLE 1** following.

TABLE 1 .Demographic Data Respondent

| RESPONDENT DEMOGRAPHIC INFORMATION (N=226) | | | |
|---|-----------------|------------------|---------------------|
| <i>Characteristics Demographic</i> | <i>Category</i> | <i>Frequency</i> | <i>Percentage %</i> |
| Type Sex | Man | 73 | 32% |
| | Woman | 153 | 68% |
| Total | | 226 | 100% |

| | | | |
|---------------------------|----------------|------------|-------------|
| Age | <20 Years | 0 | 0% |
| | >21 Years | 100 | 100% |
| Total | | 226 | 100% |
| Working Period | 5 to 10 years | 54 | 24% |
| | 11 to 20 years | 142 | 63% |
| | > 21 Years | 30 | 13% |
| Total | | 226 | 100% |
| Level of education | Diploma | 0 | 0% |
| | Bachelor | 226 | 100% |
| | Master | 0 | 0% |
| | Doctor | 0 | 0% |
| Total | | 226 | 100% |
| Training | Once | 188 | 84% |
| | Not Once | 38 | 16% |
| Total | | 226 | 100% |

Validity and Reliability

To test *Convergent validity*, used the AVE value as suggested as a metric for measurement (Hair et al., 2019). To calculate AVE, research this using PLS-SEM Algorithm stages. The minimum AVE you can receive is 0.500 or more high, explaining 50% or more item variance for all constructs. All constructs in the study have more AVE value significant from 0.500 or explain 50% or more about item variance for construct. AVE for all factors is above 0.5. Reliability composite (CR) for elements the (0.8 kmabove) more from the recommended minimum level of CR (> 0.7). Measurement model results show that all factors confirm the validity and adequate convergence. _

Internal consistency reliability is used for the evaluation of consistency results across items. The PLS-SEM method for the study tested Cronbach's alpha and composite reliability (Hair et al., 2019). Reliability value internal consistency is measured between 0 and 1, where the more tallweight shows, the more elevated level of its validity. The value and reliability of Cronbach's alpha and composite should be taller than 0.700 (Hair et al., 2019). The resulting Cronbach's alpha and composite reliability values for all construct are stable, equivalent, and have reliability and good internal consistency exceeding recommended value _ that is, with score most minor, i.e., 0.704 and below score most significant, i.e., 1,000.

Importance-Performance Map Analysis (IPMA)

Importance-Performance Map Analysis (IPMA) is used in the study to understand factors the key that influence the primary variable readiness for changes in elementary school teachers in Sungai Penuh City. Analysis this conducted with the use of SmartPLS to add the measurement of other factors that influence variable readiness for change actually for every aspect of the proposed research model. IPMA aims to identify factors that have performed relatively more height and are rather crucial in structural models (Hair et al., 2014; Ramayah, Chiun, Rouibah, May 2014; Ringle, Sarstedt, 2016). According to Hair et al. (2014), *performance* is obtained by calculating the average value latent variable, while importance is tested by estimating the total effect of the structural model. **FIGURE 2** shows the Importance-Performance Map Analysis (IPMA) research model results.

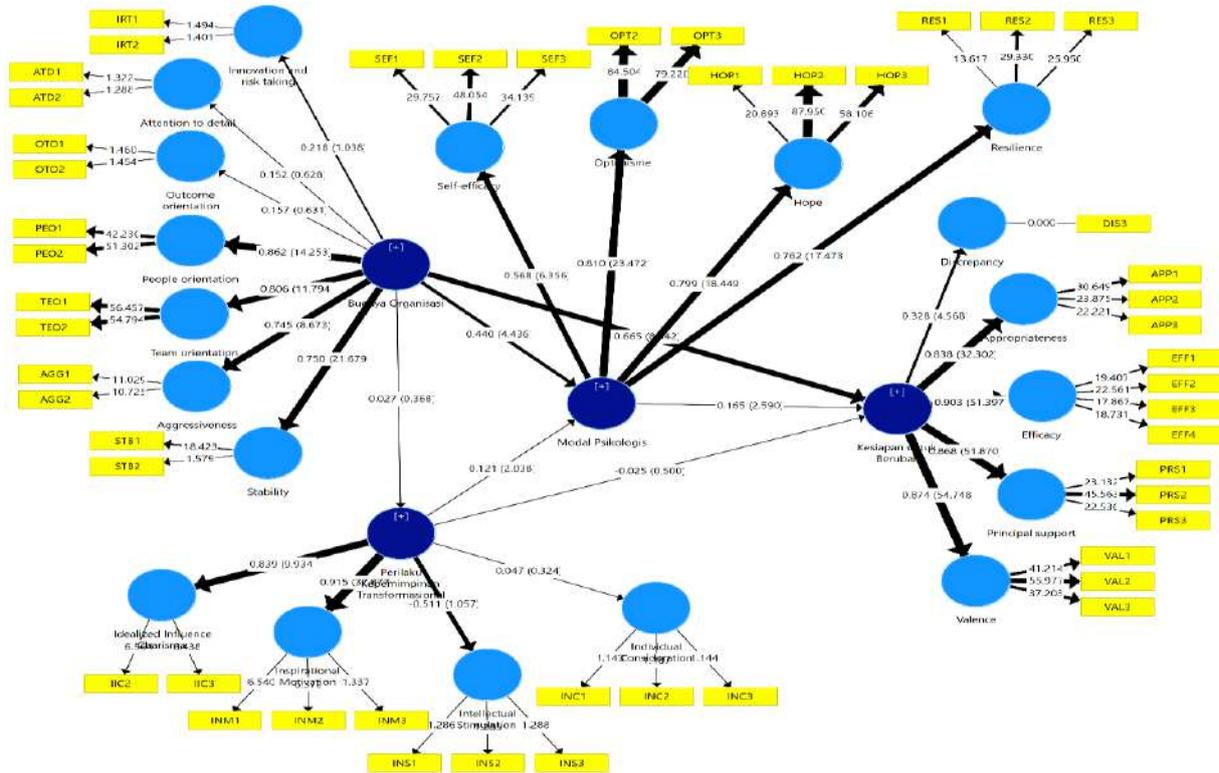


FIGURE 2. Structural Model and Importance-Performance Map Analysis (IMPA)

Path Coefficients

The measurement coefficient track highlights the strength connection between two constructs in the structural model (Wang and Chiu, 2011). In part, this Bootstrapping technique with 5,000 sample repeats was conducted to reach beta value (β) and t value and confirm the significance hypothesis as recommended by Chin et al. (2003). Bootstrap results are shown below this.

Bootstrapping steps carried out in the study aim to inform level significance from the path of each construct through 5000 resampling for test level significance. In bootstrapping, sub-samples were created with observations taken randomly from the original data set (with replacement). A subsample was then used to estimate the PLS path model. This process is repeated until an amount significant from sub-sample random has been made (usually around 5,000). Estimate from the sub-bootstrap sample used to get the standard error for PLS-SEM results. With this information, t-values, p-values, and confidence intervals were calculated to evaluate the significance of PLS-SEM results.

TABLE 2. Bootstrapping results and hypotheses testing

| Hypothesis | Path | Beta Value (β) | Standard Deviation (STDEV) | T Statistics | Sig | Decision |
|----------------|---|------------------------|----------------------------|--------------|-------|----------|
| H ₁ | Culture Organization -> Psychological Capital | 0.440 | 0.099 | 4,436 | 0.000 | Received |
| H ₂ | Culture Organization -> Behavior Leadership Transformational | -0.027 | 0.072 | 0.368 | 0.713 | Rejected |
| H ₃ | Culture Organization -> Readiness for Changed | 0.665 | 0.078 | 8,542 | 0.000 | Received |
| H ₄ | Psychological Capital -> Readiness for Changed | 0.165 | 0.064 | 2,590 | 0.010 | Received |
| H ₅ | Behavior Leadership Transformational -> Psychological Capital | 0.121 | 0.059 | 2.038 | 0.042 | Received |
| H ₆ | Behavior Leadership Transformational -> Readiness for Changed | -0.025 | 0.051 | 0.500 | 0.618 | Rejected |

Referring to the table above, the predictors of Psychological Capital are : (H₁) Culture Organization ($\beta = 0.440, p < 0.05$) status accepted, (H₅) Behavior Leadership Transformational ($\beta = 0.121, p > 0.05$) status is accepted, all related by significant however varied on Psychological Capital with official status. Whereas Predictor Readiness for changed are : (H₃) Culture Organization ($\beta = 0.665, p < 0.05$) accepted status , (H₄) Psychological Capital ($\beta = 0.165, p < 0.05$) accepted status , and (H₆) Behavior Leadership Transformational ($\beta = -0.025, p > 0.05$) status is rejected .

Then to see the moderator effect or Evaluation Mediator Variable (Influence Not direct) Study, this follows Preacher and Hayes (2008) method for To do analysis mediation. Mediation confirmed if (1) effect no direct significant and (2) results from influence no direct from *Confidence Intervals* (CI) no show score zero it means results Among limit bottom and limit top on (CI) no direct the effect all positive or negative (Hayes, 2009). (Hayes, 2009). The significant effect was not direct tested using a bootstrap routine with 5000 subsamples. The results of the mediator factors are shown in **TABLE 3**.

TABLE 3. Test results mediator factor (Influence no direct)

| sis. hypothe sis | Path | Path a | Path b | Indirect Effect | T Value | P Value | 97.5% CI | decision _ |
|------------------|--|--------|--------|-----------------|---------|---------|----------|------------|
| H ₇ | Culture Organization -> Psychological Capital ->Readiness for Changed | 0.440 | 0.655 | 0.030 | 2,174 | 0.030 | 0.142 | Received |
| H ₈ | Behavior Leadership Transformational -> Psychological Capital -> Readiness for Changed | 0.121 | -0.025 | 0.148 | 1,448 | 0.148 | 0.053 | Rejected |

The table above _ shows that Psychological Capital has mediated influence Among Culturalorganizations andReadiness for Changed (H₇) p-Value <0.05), so that hypothesis is accepted. However, satisfaction has failedto mediate the influence factor Behavior Leadership Transformational to Readiness for Changed (all p-value > 0.05). It means hypothesis (H₈) is rejected.

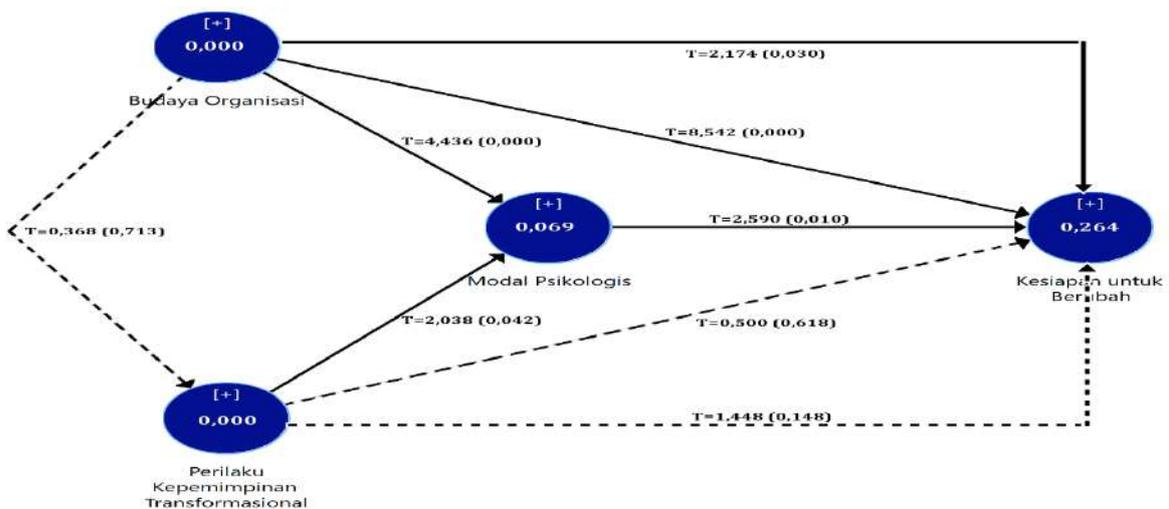


FIGURE 3. Final Model

The goodness of Fit model (GoF)/Model Fit

Destination from GoF is to test the research model good at measuring structural levels and models with a focus on the performance of an inclusive model (Henseler and Sarstedt, 2013). According to testing, the saturated model should get an SRMR value below 0.08 (Hu and Bentler, 1998) to accept. Besides that,a model with PLS can be seen from the Normed Fit Index (NFI) to evaluate the accuracy. Hair, Risher, Sarstedt, and

Ringle (2019) suggest NFI value close to 1 indicates the model being tested has accuracy (fit model). In the case study Here, the saturated model SRMR presents a value of 0.064, which confirms the goodness of the fit model. NFI value that meets threshold limit evaluation which is 0.607. RMS_theta must be used to assess the factor model general calculated by PLS-SEM, only for the estimated composite model with PLS-SEM. RMS_theta values below 0.12 indicate a suitable model, while more value _ tall show a lack of suitability (Henseler et al., 2016). Following these results, model fit testing on the structural model.

TABLE 4. Model Fit PLS Algorithm (goodness of Fit test)

| | Saturated Model |
|------------|-----------------|
| SOME | 0.064 |
| d_ ULS | 5,174 |
| d_ G | 2,364 |
| Chi-Square | 3060,035 |
| NFI | 0.607 |
| RMS_theta | 0.011 |

V. CONCLUSION AND DISCUSSION

Study this focuses on teachers in District Elementary Education Kerinci and will discuss some problem critical facing _ system administration public that is readiness for change, including role Culture Organization, leadership transformational and psychological capital will help increase level performance management in education base in Full River City. Besides that, the study will guide elementary school teachers in Sungai Penuh Cityon how to respond to implementation change. It also gives the leaders clear insight _ into how they could produce a level of readiness and high transition between __ followers. This will show the importance of teacher readiness for change. Finally, the research could recommend leaders _ for more notice enhancement of their teacher readiness for change, leading to increased performance organization.

Destination from the study is for test (H1) relationship Among culture school and psychological capital district elementary school teacher Kerinci. Study this hypothesis first by analyzingthe connection Between culture school and capital needs teacher psychology. Studies show that as much culture school is controller, the level of psychological capital from needs will increase. The PLS-SEM analysis results showa significant positive _ Among cultural organizations on psychological and cultural capital organization, clarifying 44 percent changes in psychological capital teacher base Elementary School in Full River City. Influence positive this shows that as much culture organization tend to direct more control _ significant, the level of psychological capital teacher base Elementary School in Full River Citywill increase.

Based on the research results, it can be said that some type of external motivationis created for teachers at schools with a culture of more organization _ good as results in various development and competence. Deci and Ryan (2000) believe that as much level motivation extrinsic height, function controller environment will be increased and this has effect negative on need psychological. On the other hand, schools with good culture _ give more opportunities for psychological needs because they emphasize each additional support and have connection friendships. This is because each other support and not control is one _ feature important ofa supportive environment _ autonomy (Reeve, 2009).

Ina School with collective culture, partial teachersare significantly influenced by other teachers' ideas. They must work in a group; other teachers affect each individual's life and career. The responsibility is to be in the top group so that individuals and teachers align themselves with others (Akour, 2006). An environment like it's very limiting strength action and innovation individual because in many cases group decideson the individual instead. Enhancement control by environment could negatively affectthe needs of the psychological teacher in line with self-determination theory.

On the findings,*Hypothesis 2*, that is, influence Culture Organization to Leadership Transformational find that Culture organization no take effect positive and significant to leadership transformational. Culture character collective and culture is set values, beliefs, understanding general, thoughts and norms for behavior shared by all _ member society. Culture guides conduct in the community in a clear way and sometimes _ not too conspicuous, and it really affects decisions (Hofstede, 2001). Cultural school is conceptualized as confidence together about how the school must operate, the core values that reflect what you want in a school for students, and norms of behavior that reflect the teacher's perception of the school's environment(Maslowski, 2006). Pang (1998) argues that values are the essence of cultural organization because they represent " the strengths and processes by which participants organization socialized to an organization. "

Besides that, Elementary School teachers are more productive if they get clear direction _ from goal-oriented values _ organization and if values this owned by the member organization. Regarding culture organization, a number of the study show that that play a role key in performance organizations (Prajogo & McDermott, 2011; Baird et al., 2011; Hilal et al., 2009) are not leadership transformational. Other assumptions hypothesis second is rejected with the rationale that many schools have structure more hierarchical _ many and all decision education created by the head school without consultation with the teacher, and the teacher does not have qualification for commenting on problem school, and they will have feeling more autonomy, competence, and relatedness low. This Thing because schools with substantial-high distances _ not provide the opportunity for the individual to show competence, innovation, and freedom. On the other hand, the structural organization is hierarchical, and authority individuals with more positions _ high in school, like head school, lead to the formation of an atmosphere that is unreliable and not could be dedicated to the individual (Srite, 2000). This is Correct because having a connection with other people causes individual authority to increase and consequently leads to an increased level of control; because of that, Thing this cause a drop in relationship between member. The current result this in line with self-determination theory which states that environment controllers harm the satisfaction needs of psychological employees (Deci et al. 2001).

Hypothesis third test influences culture organization to readiness for change. They found study show positive and significant influence. _ There is various study by supporting parallel _ with findings related to the connection Between organizational culture and readiness for change by ordinary (McNabb and Sepic, 1995; Burke, 2002; Harris, 2002; Weiner, 2009). This result is also suitable with previous findings, where Bouckenoghe et al. (2009) revealed that readiness for change attitude by positive awakened in the organization, especially with cultural supporters. There is also research on the connection Between preparedness for change and the relationship of essential humans _ for support culture (Jones et al., 2005; Madsen et al., 2005). The teacher feels ready for change because they are convinced they will be in solidarity when prepared to face uncertainty and outcome damaged by change. It is because they share happiness and sadness, and each other appreciates. They do feel alone during and after the change process.

Hypothesis fourth in results testing shows the influence of Psychological Capital in predicting level teacher readiness for changes at a high average rate. Finding study this is in line with Avey et al. (2011), who showed that Psychological Capital could create desired and helpful attitudes, behaviors, and outcomes _ lightening up the behavior and mood of employees who don't expect it. Specifically, Psychological Capital is the driving motivation _ of individuals to gather energy through structure psychological favorable from efficacy self, hope, optimism, and resilience (Sweetman & Luthans, 2010). An increased Psychological Capital leads to commitment to more organization _ good behavior _, employees _ reasonable satisfaction, and more work _ (Friend et al., 2018; Perkins, Hughey & Speer, 2002; Sweetman & Luthans, 2010).

Based on findings, it is possible to consider psychological and cultural capital school as factor determinants of readiness for change (*Hypothesis 7*). This result is supported by views that involve teachers, who are at the center of the change process in school, in psychological capital, and knowing their role new, they will be at the level of readiness for change (Akpınar and Aydın, 2007; Kondakci et al., 2010). As for culture school, readiness for change is linked with beliefs, attitudes, and intentions of member organizations that do not miss from values, culture, and beliefs organization (Armenakis et al., 1993).

There is no difference in order interest dimensions culture school in Thing strength predictive on dimension readiness for change. However, psychological capital comes after culture organization in predicting readiness cognitive and follow culture organization and support for Readiness emotional temporary that precede all dimensions of culture school for intentional willingness. _ *Hypothesis 7* find findings that culture organization mediated by psychological capital affects readiness for change and affects the most deliberate Readiness _ could be generated from the fact that the teacher does not explicitly determine for devote self to change. Uncertainty brought about by change could make teachers behave a little and increase their desire to face change so that they could understand the need to involve teachers in considering the culture of ordinary schools _ to increase teacher readiness for change.

Based on calculation statistics *Hypothesis 6* findings the above research, can conclude that leadership transformational no take to effect positive and significant to Readiness teacher change Elementary School in Full River City. This Thing is proven with a T-Statistics value of 0.500 or more small than 1.96, and a P- Values value of 0.618, which is more significant than 0.05. It means hypothesis sixth (H_6) is not supported or rejected. Research supports evidence found in research _ previously concluding that transformational leadership does not significantly affect readiness for change (Susyanto, 2019). However, many studies support positive leadership's influence on readiness for change, such as (Banjongprasert, 2017; Katsaros et al., 2020). Research results this is also in line with some studies previously about the Indonesian practice of influencing leadership to readiness for change (Asbari, Novitasari, Silitonga, Sutardi, et al., 2020; Asbari & Novitasari, 2020; Basuki et al., 2020; Gazali et al., 2020; Kamar et al., 2019; Novitasari, Goestjahjanti, et al., 2020; Novitasari, Sasono, et al., 2020; Zaman et al., 2020).

In other contexts, Research in Malaysia, Nordin (2012) studied influencing factors _ readiness change. The finding shows that behavior leadership and commitment to the organization are essential for a readiness change organization. Besides that, research shows that commitment affective is a significant moderate _ in connection Between transformational leadership and readiness changes, and suggestions give more priorities in the development process leadership transformational on the spot work more priority because this will positively increase results organization.

In the study, this has reviewed literature moment this is related with role dimensions leadership transformational which is ideal influence, individual judgment, motivation inspirational and stimulating intellectual, on readiness organization for change. Study this will give an outlook on how dimensions of transformational leadership could affect the readiness of elementary school teachers in Sungai Penuh City for change. Due to the process of change in statement mission, any organization plays the role the key, the ability of leaders transformational practical for increase motivation follower them.

VI. IMPLICATIONS

theoretical and practical implications for teachers and management stakeholders' education base in Full River City. In context study, of course, occur challenge constant for all organization education, change organization need managed by practical. Readiness for change need to be handled with care because it reduces behavior as opposed to In Thing. In this case, it is necessary to test the teacher's readiness to change need evaluated for desired result _ from intervention changes in schools and ways with approach culture, leadership, and psychology. Study this give proof empirical about various influence variable culture organization, leadership and psychological capital to teacher readiness for change. By theoretical research, this provides a broad understanding _ in connection with readiness changes in the organization's school base, especially in Full River City. Besides that, the research contributes to the literature by investigating the connection Between two constructions significant for a successful change process and bringing about a substantial relationship between _ _ them. In Thing this, though school base has some characteristics typical from organization other education outside level education basics, findings study this give empirical proof about the importance readiness for change and in management education. Because there is a scarcity of research that tests the research model in the organization school basic, research this riveting attention of school administrators and more authorities tall for push readiness for change culture, leadership and factors teacher psychology. Regarding practice, because schools are faced with constant intervention change, the research aims to give practical and guiding information _ with more authority _ tall for making the change process more successful.

VII. LIMITATIONS OF STUDY

Study this has some limitations. First, research this analysis influence Culture Organization, Behavior leadership transformational to readiness for change in school teacher country base in Full River City, good by direct nor no direct through Psychological Capital variable. This is possible because other variables (such as motivation, competence, knowledge management, etc.) affect readiness for change. The writer recommends discovering, exploring, and analyzing more carry on for study next. Besides that, research was carried out at the Basic Education Organization (Elementary School) in Sungai Penuh City, and maybe no one could be generalized to Other Populations Outside the area. Because of that, recommended for To do study more carry on about topics this is in Elementary schools with More population _ areas, which can be added to other areas such as Province, State, or comparison Among readiness for change at schools public and private basis in the larger population-wide.

Furthermore, in the study, only teachers work in the schools base country that Becomes the sample. However, researchers more carry on could involve teachers who work in private schools to increase generalization findings. Besides that, the method, Which is a public and private school, could be compared in connection with the level of trust organization and readiness of teachers to change. Besides all that, though this is designed as quantitative, design study qualitative can also be used for gathering more information _ in connection with parts problems from trust organization and process of change organization at school from corner look at the teacher.

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